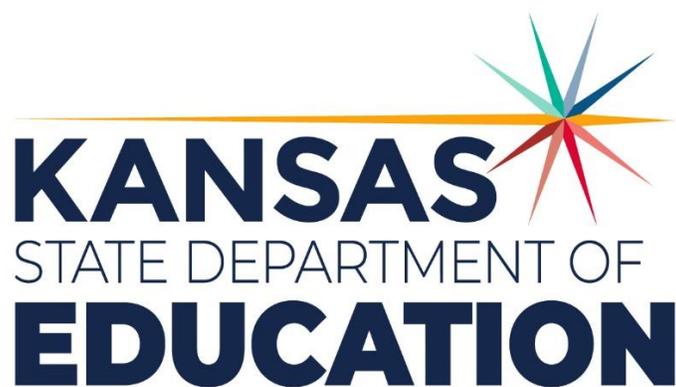


INSTITUTIONAL HANDBOOK **for ACCREDITATION and** **PROGRAM APPROVAL**



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Teacher Licensure
Kansas State Department of Education
900 SW Jackson St, Suite 106
Landon State Office Building
Topeka, KS 66612-1212
785-296-2288

www.ksde.gov

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ACCREDITATION

INTRODUCTION AND OVERVIEW

ACCREDITATION PROCESS

Educator preparation providers (EPPs) which intend to recommend program completers for Kansas Educator Licenses are required to be accredited by the Kansas State Board of Education, and may at the institution's discretion seek joint KSDE/CAEP accreditation.

The Council for the Accreditation of Educator Preparation (CAEP), was formed from the merger of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) in 2010.

The Kansas State Department of Education has adopted the CAEP standards as the state standards for educator preparation provider accreditation. Educator preparation providers (EPPs) are encouraged to consult the CAEP resources for preparing and hosting an accreditation visit, as well as the Kansas-CAEP agreement (available on the KSDE and CAEP websites and as Appendix O), which details negotiated Kansas-specific modifications to the CAEP accreditation process. These modifications include: the use of Kansas regulations and standards in cases of a conflict between current Kansas regulations and standards and CAEP standards, required state program review by trained state evaluators eighteen months prior to an onsite accreditation visit, joint KSDE/CAEP visit teams with joint leadership by CAEP and state co-leads, initial and full visits of up to four days and focused visits of up to three days, or at the institution's preference, using the regular CAEP visit schedule. Educator preparation providers (EPPs) must notify KSDE of intent to seek initial EPP accreditation. Kansas is a partnership state with CAEP. Extensive information about accreditation is available at <http://www.caepnet.org>.

ACCREDITATION VISITS

INITIAL UNIT ACCREDITATION

- see flowchart in Appendices A or B and CAEP manual:

<http://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources>

CONTINUED UNIT ACCREDITATION

- see flowchart in Appendix C and CAEP manual (link above).

FOCUSED VISITS

- see flowchart in Appendices A-C and CAEP manual (link above).

VISITS

Educator Preparation Provider (EPP) accreditation visits, both those conducted jointly with CAEP and those held as Kansas-only visits, are conducted virtually using the online meeting system of the EPP's choice and hosted by the EPP.

OFF-CAMPUS SITES AND PROGRAMS

All off-campus sites within the state of Kansas used for the preparation of professional educators for school settings from birth through twelfth grade, will be part of the institution's professional education unit. Programs at various sites can be considered as one program, as one program with options, or as separate programs. It is the responsibility of the unit to determine how the programs are organized. All off-campus sites will be identified by the EPP when it files the "Intent to Seek Unit Accreditation and/or Approval of Teacher Education Programs." Programs and curriculum that differ from the unit's campus site will be described in the Self Study Report (SSR) and in the Program Reviews that are submitted eighteen months prior to the on-site accreditation visit.

An EPP's off-campus site administrator, faculty, and candidates are interviewed by the team during the regular virtual visit. All programs offered electronically will also be reviewed during the virtual visit.

Off-campus sites and programs offered electronically are expected to uphold the same program standards as those of the campus site. If KSDE program standards are not followed in off-campus sites or electronically, overall decisions about whether campus program standards are met may be adversely affected.

The program report will include confirmation that candidates in an initial program will complete coursework that constitutes a major in the subject at the institution or coursework that is equivalent to a major and a minimum of twelve weeks of student teaching. Add-on and advanced programs that lead to

licensure are included in the virtual visit.

GUIDELINES FOR CANDIDATE COMPLETION OF APPROVED PROGRAMS WHEN EPP ACCREDITATION IS REVOKED

When an EPP's accreditation is revoked, candidates are not allowed any additional semesters to complete approved programs at that provider. Candidates who complete their programs at the end of the semester in which revocation occurs may be recommended for licensure by the EPP.

The institution may not recruit candidates for any education program with the intent of leading to licensure and must remove all reference to any licensure preparation programs from catalogs, handbooks, institutional brochures, websites and other publications. Courses taken at the institution while the EPP is not accredited may not be used to meet licensure requirements.

PROGRAM REVIEW

INTRODUCTION AND OVERVIEW

The Kansas State Department of Education (KSDE) Institutional Handbook for Accreditation and Program Review is designed to guide educator preparation providers (EPPs) through the process of program review. This document explains the procedures that apply if an EPP wishes to have a new program reviewed or renew programs.

Throughout the following pages, the terms “KSDE” and “KSBE” are used. KSDE refers to the Kansas State Department of Education. KSBE refers to the Kansas State Board of Education, the state board responsible for approving the rules and regulations for reviewing programs.

State program review and KSBE approval are required for all educator preparation programs wishing to recommend completers for a Kansas educator license or endorsement. The program review process focuses on the specific areas that lead to an endorsement on a license, such as mathematics, social studies, or building administrator, etc. Program reviews must be completed for all programs at both the initial and advanced levels, including add-on programs. Advanced degree programs that do not lead to licensure will not be reviewed during the program reviews or accreditation visit.

Program reviews are placed under KSBE procedures whether the EPP is seeking joint KSDE/CAEP accreditation or KSDE-only accreditation. EPPs may choose to submit programs for review to national specialty professional associations (SPAs, e.g. NCTM, NCTE, etc.) in addition to KSDE review. SPA/out-of-state program review results are for EPP use, and do not impact state program review results except for Council for Accreditation of Counseling and Related Educational Programs (CACREP) and National Association of School Psychologists (NASP) approvals. Program approvals from CACREP and NASP may be submitted to the KSDE program review process in lieu of the program report materials, and will go directly to the Evaluation Review Committee for consideration. Should a program later chose to discontinue its CACREP or NASP association, it must have a successful KSDE program review in order to continue KSDE approval.

Decisions from program reviews, as well as program- and EPP-level assessment data, are necessary for KSDE/CAEP Accreditation. Program review materials and decisions are made available to an EPP’s accreditation team but will also need to be submitted during the accreditation process to be considered accreditation evidence.

The EPP is responsible for coordinating all programs for the initial and continuing preparation of school personnel no matter whether they are housed administratively on a campus, at a location apart from the campus, or offered through online coursework. In many institutions, content areas or academic subjects are offered primarily in units other than Education (for example, in the College of Arts and Sciences, School of Agriculture, School of Business, etc.). The EPP is held accountable for the quality of these programs as well as any program offered within the EPP itself.

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In the Kansas licensing system, program reviews are based on demonstrated alignment between key assessments and the license or endorsement area preparation standards. EPPs must detail how program candidates are prepared to know and be able to demonstrate content and pedagogical knowledge and skills.

All programs are examined through the program review process. A detailed description of the process for review of new programs and for renewal of continuing teacher education programs can also be found in Regulations 91-1-234 to 236 of the Regulations and Standards for Kansas Educators. See Appendices D and E of this handbook for flow charts that demonstrate the processes for both review of new programs and renewal of continuing educator preparation programs. Appendix F provides a checklist for the program review process. Appendix G summarizes the steps in the program review process.

Program approval falls into two categories – approval of new programs and renewal of currently approved programs. All new programs are Approved-with-Stipulation or Not Approved. The status assigned to a continuing program is Approved, Approved-with-Stipulation, or Not Approved. The assignment of continued approved status to an educator preparation program is usually effective for seven academic years. New and renewed programs that are Approved-with-Stipulation are considered to be approved but are required to have stipulations removed by a time set by KSBE.

KSDE PROGRAM REVIEW EVALUATOR TRAINING

Program reviewer training is designed to help current and future reviewers develop their skills for making professional judgments about whether an EPP's programs and completers meet the standards found in the Regulations and Standards for Kansas Educators. During training, participants read sample program reports, examine documentation that emphasizes assessment alignment, and practice discussing whether completers of a program are meeting the program standards. The training provides examples of the materials involved in an actual program review. Although a single training session may include a large group of participants, each individual is assigned to a team of fewer members who work together during the training session.

The trainers, who have planned and conducted past training sessions, include individuals who have worked for several years in the program review process, serving as team members, team chairs, and assisting with writing and editing of program reports.

During the training and prior to a Program Review, the reviewers need to read the materials and notify the KSDE team of any concerns.

NOMINATIONS FOR PROGRAM REVIEWERS

KSDE evaluators are comprised of representation from (a) teacher preparation units (EPPs), (b) PreK-12 teachers, and (c) administrators.

KSDE evaluators are expected to have demonstrated expertise in professional education, teaching, research, evaluation, and/or subject area expertise. They must have good writing skills and be proficient in evaluation techniques such as:

- interpreting quantitative data,
- using rating scales and questionnaires,
- observing and interviewing,
- reading and analyzing narrative information,
- making evaluations and writing observations, and
- making professional judgments about professional education units (EPP) and programs.

Service as a KSDE evaluator is a voluntary commitment as service to the profession. Evaluators are reimbursed for travel expenses and substitute teachers during training and program review sessions, but do not receive an honorarium for their work. KSDE requests nominations for the list of evaluators from the following:

- Kansas Association of Private Colleges of Teacher Education (KAPCOTE) and Regents Colleges of Education Deans (COED)

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- Kansas Association of Colleges for Teacher Education (KACTE) and Kansas Association of Teacher Educators (ATE-K)
- Kansas National Education Association (KNEA)
- Kansas Association of School Boards (KASB)
- United School Administrators (USA)

Nominations are also solicited from accredited non-public schools. Each organization has its own criteria and procedures for selecting potential KSDE evaluators. Any individual who is interested in becoming a KSDE evaluator should contact the appropriate organization for details, or can volunteer directly by contacting the KSDE higher ed team.

THE ROLE OF KSDE CONSULTANTS

For the program review process, the KSDE consultant team will organize the review teams for each content area, conduct an orientation session prior to the actual review, ensure that team reports are written with clarity and precision, and coordinate the exchange of reports between program, review team, and Evaluation Review Committee to move programs through the review process in a timely manner.

PROGRAM REVIEW SUBMISSIONS

NEW PROGRAMS

New programs must be approved by the Kansas State Board of Education (KSBE) prior to being advertised or offered. It is recommended that an EPP determine the viability of offering a new program (for the EPP's internal use) before preparing materials for review. Collaboration with faculty in other supporting units (e.g., Arts and Sciences and the teaching content areas) is essential to a successful program.

SUBSTANTIAL CHANGE TO A PROGRAM

As changes are made to programs over time, the question is posed whether the changes should constitute a "new" program, or simply changes to an existing program. Changes to program content and/or pedagogy that address "areas for improvement" must be submitted on the CAEP or KSDE Annual Report. Programs that make substantial changes within a single academic year must be resubmitted as a new program for review. A substantial change is one that involves adding or deleting 25 percent or more of the program content credit hours or 25 percent or more of the program key assessments.

New programs can be submitted for review at any time. The "Intent to Seek Unit Accreditation and/or Approval of New Teacher Education Programs" form must be submitted 12 months before the academic year in which the EPP's proposed new program is planned to be advertised and offered OR no less than 90 days prior to the planned program submission date. The program report and all documents must be submitted to the document warehouse site (<https://community.ksde.gov/dm/Home.aspx>). The EPP will be notified of incomplete, ambiguous, or apparently inaccurate reports which will delay the new program approval process. All new programs (initial, add-on, and advanced) that lead to licensure must complete a program report for review.

(See program renewal information for additional information about Program Review Team Members, Conflicts of Interest, and Ethical Guidelines for Institutions.)

NEW AND CONTINUING PROGRAM REVIEW SUBMISSIONS

Both New and Continuing program review submissions should include the following:

PROGRAM REPORT TEMPLATE

To ensure each program is using the most current standards and review expectations, EPPs should download the current template for each program from KSDE's website at:

<https://www.ksde.gov/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Educator-Prep-Landing-Page/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA>

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Give attention to when newly adopted standards are required for reviews. Programs with standards currently being phased in are allowed to be reviewed under old standards during the phase-in window. All programs are expected to be aligned to new adopted standards by the end of the phase-in window. Phase-in windows are noted for each template on the templates page.

The 2024 revised program template does not include directions in the form. Directions are provided below and in a separate Instructions document on the templates page instead.

Required materials:

Initial-level programs must include a plan of study that constitutes a major in the subject at the institution or that is equivalent to a major; at least 12 weeks of student teaching; and a validated preservice candidate work sample.

Each complete program review submission will contain the completed program report template, a program of study, and scoring guides/rubrics for key assessments. Content areas designated as Science of Reading areas (Early Childhood Unified B-3, Elementary, Elementary Unified, English Language Arts 6-12, High Incidence (any level), and Reading Specialist must provide course syllabi for course grade key assessments used for the Science of Reading (for designated Science of Reading license/endorsement areas).

Program coversheet:

Identify the template preparers and EPP leadership.

Program level refers to the licensing level: initial license, add-on endorsement, or advanced license.

Identify whether the submission is for a proposed new program or a continuing program.

New program submissions must include course syllabi for all required courses in the program (excluding General Education courses).

Summary of Standards and Assessments table:

Identify the key assessments designated by the program for addressing each standard.

Standards are to be addressed and aligned to at the standard-level. A standard can be addressed by a single key assessment except the Praxis content test which cannot be the sole assessment of a standard.

Evidence for Meeting Standards:

Key assessments must be required of all candidates in the program and should be used by the program to determine candidate proficiencies toward the standards.

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In each Standard Evidence box following the Summary table, the program is to fully describe the assessment(s) or course-grade(s) relevant to the standard, how each assessment(s) is aligned to the standard and is a good measure of the standard, and how each standard is fully addressed.

For each assessment (not whole course grades), the program is to provide the rubric or scoring guide as a separate evidence item. Rubrics/scoring guides or explanatory narratives must identify the minimum acceptable performance level for each standard addressed by the assessment.

A course grade can be used as evidence for addressing one standard per course. If activities from a course are used as evidence for meeting multiple standards, those activities should be designated as separate key assessments. Alignment explanations need to clearly define whether an assessment is a whole course grade or a specific activity/project/assignment. If the latter, refer to the assessment by the activity/project/assignment name, not the course in which it occurs.

There is no limit on the number of assessments allowed. Please be attentive to naming consistency of assessments between the Summary Table, Standards Evidence explanation, and rubric/scoring guide evidence items.

Science of Reading:

Key assessments used as evidence of addressing the Science of Reading have the same expectations as assessments for program standards: fully describe the assessment(s) or course-grade(s) relevant to the objective(s), how each assessment(s) is aligned to the objective(s) and is a good measure of the objective(s), and how each objective is fully addressed.

Programs must provide syllabi for courses used as assessments of the Science of Reading objectives.

A report will not be reviewed until it is complete.

PROGRAM REVIEWERS

After receiving a completed Intent to Seek Program Approval form, KSDE staff polls for a review team from the current reviewer pool. The review team normally consists of three to four persons with one designated as chair. Criteria for selection of team members include the following:

- KSDE program trained
- Area of expertise the same as the program being reviewed or closely aligned
- No conflict of interest

CONFLICT OF INTEREST

In some situations, clear-cut rules for conflict of interest may be difficult to establish. There are many cases where ethical judgments must be made according to the facts of a specific situation. The Conflict of Interest guidelines are intended to provide credibility and objectivity by team members in conducting evaluations of programs.

Team members should avoid serving on teams for institutions at which they have close personal or professional relationships. Many individuals serving on teams know a large number of professionals throughout the state. The fact that someone is known does not automatically rule out the possibility of serving on a team. The key to this principle is no close personal or professional relationships. Team members will avoid reviewing institutions if:

- they hold an earned or honorary degree from the institution within the past 10 years;
- they have significant ties such as being active members of a common consortium;
- they are colleagues with others at that institution and have jointly authored and or collaborated in research, grants or publications. They have recently served on the faculty or staff at the institution;
- an immediate family member is or was recently employed at the institution;
- they have applied for a position at the institution;
- an immediate family member is or was a student at the institution;
- there is some predisposing factor that could prejudice them with respect to an institution;
- an individual has served as a consultant or advisor to the institution for assisting and preparing for an on-site visit or a program review within the past 10 years.
- they sit on a governing board making decisions affecting the institution. In these cases, personal prejudice is sometimes difficult to avoid, and bias is often assumed by the institution whose programs are being reviewed.

ETHICAL GUIDELINES FOR INSTITUTIONS

EPPs also have some ethical responsibilities related to the program approval process. KSDE has established the following guidelines for EPPs:

- Each EPP will facilitate a thorough and objective appraisal of its programs by KSDE.
- Institutions are allowed to challenge team members nominated to serve on teams based on conflict of interest only. The right to challenge cannot be employed as a process for selecting team members holding particular pre-dispositions.
- EPP personnel will refrain from publicly criticizing those individuals participating in the program approval process.
- EPPs will report any perceived inadequacies of the KSDE procedures or processes at the time of their occurrence, rather than withholding the information until after the Evaluation Review Committee takes action.

PROGRAM REVIEW PROCEDURES

Each review team member has access to the document warehouse for review of the documents. After reviewing the program, each team member completes a reviewer worksheet in preparation for the program review meeting. The reviewer worksheet lists each of the standards for an individual program and has columns for the reviewer to note questions and comments regarding evidence that was found or lacking for each of the standards. (See Appendix L for a sample of a program reviewer worksheet.)

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Multiple program reports are usually reviewed by a review team simultaneously. The teams will meet on one day to review programs' documents. During this time, the reviewers compare and discuss their findings on the reviewer worksheets, make a judgment as to whether areas of improvement or strengths exist in regard to the KSDE program standards, and prepare a team report for each program being reviewed. The team chair is responsible for turning in the report to the KSDE higher education team. If several institutions submit programs for the same endorsement area, a single team may examine all of these programs. A team report provides a brief comment summary for each standard, for candidate and program performance, and includes responses to a series of questions about the program. (See Appendix K for a sample of the report format.). The team chair submits the program report(s) to the higher education team. The higher education team will then send the formal Initial Team Report to the Institution, with a request for a rejoinder response.

Generally, the program report will follow the format below:

COVER SHEET

- Includes the name of the institution, date the report was prepared and other pertinent information.

PROGRAM REPORT

Provides the following information:

- Standard status
This row indicates if the standard has been MET or NOT MET.
- Areas for Improvement
Indicates specific areas for improvement that the team determines should be addressed. Areas for improvement must relate to a specific standard and should be specific enough to be helpful without being a dictate. The rationale for the area for improvement must be standards-related and specific in order to assist the institution in preparation of the rejoinder and to provide the Evaluation Review Committee (ERC) with appropriate references for making decisions.
- Notes
Observations made by the team which do not constitute an Area for Improvement but may identify issues or topics of interest to the EPP regarding the program or in preparation for accreditation.

The team report is the property of the institution. It can be released at the discretion of the institution. Program review materials are made available to an EPP's accreditation visit team but must be submitted to the accreditation process to be considered accreditation evidence.

PROGRAM REJOINDER TO THE TEAM REPORT

Each program may respond and file supplemental materials pertinent to the review team's report. The Program Rejoinder is due to the document warehouse within 15 days of the date the EPP receives the program report, with an extension available upon request. The rejoinder response is the program's opportunity to clarify information presented in the program template submission and to correct any

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errors. If the team's findings are being contested, the rejoinder must indicate the grounds for this and provide documentation to support the program's assertions. The rejoinder response and supporting evidence should be summarized, cited, and included as separate files. The original program report should not be resubmitted.

The rejoinder should be concise and complete. It should respond to all areas for improvement cited in the team report. The program may choose whether to address any notes. If the program agrees that a cited area for improvement is correct, the rejoinder should acknowledge this fact. Progress on cited areas for improvement (which remain in the final report) will be addressed by the EPP in the Progress Report.

To address the AFIs, the rejoinder may include the following:

- Evidence that existed at the time of the review that may have been omitted or overlooked.
- Revised or newly developed materials that address the areas for improvement.

All evidence must relate directly to the standards and procedures that applied at the time of the program review.

The rejoinder must be factual in nature. All inaccurate information should be corrected, and appropriate documentation should be submitted with the rejoinder.

When the EPP does not respond to the areas for improvement in the team report, it will be assumed that the EPP concurs with the team's recommendations.

The Program Rejoinder should include the following four sections:

1. Letter from the unit head acknowledging the receipt of the team report.
2. Response to all areas for improvement cited by the team. If there is evidence to suggest that an area for improvement does not exist, the appropriate documentation should be appended.
3. Perceptions of procedural concerns, if any, regarding the program approval process that might have prejudiced the team judgments.
4. Attachments that support any requests for reconsideration of the team judgments.

NOTE: If the materials were included in the Program Report and not given adequate consideration by the team, the appropriate pages should be resubmitted to the document warehouse with the rejoinder. The attachments' sources (e.g., Faculty Handbook or program matrix) should be clearly identified on each attachment.

Upon submission of the Program Rejoinder:

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The chair of the original review team is notified by email to access the Team Report, the Program Rejoinder and other applicable materials on the document warehouse with directions to do the following:

- Review the Program Rejoinder to the standards and areas for improvement for the assigned programs.
- Consult other team members as needed to make judgments about the removal of areas for improvement.
- Prepare a revised Team Report citing all remaining areas for improvement and revise the narrative accordingly.

A copy of the revised Team Report is submitted within 45 days to the appropriate representative of the educator preparation institution. No additional response is permitted.

PROGRAM APPROVAL DECISIONS

The Evaluation Review Committee (ERC) reviews the final team reports. Program Reports, rejoinders, or other documents will be available for review through the document warehouse prior to and at the ERC meeting. The ERC may modify the team report to bring consistency to the committee's judgments across institutions. A program will not be recommended for full approval if it meets fewer than 75% of the standards.

Procedures for review are outlined in Appendix M. The ERC then prepares a written initial recommendation regarding the appropriate status to be assigned to the proposed program. This initial recommendation will be submitted to an appropriate institutional representative of the educator preparation EPP.

Within 30 days of the receipt of the initial recommendation of the ERC, the educator preparation EPP may submit a written request for a hearing to appeal the initial recommendation. Hearing procedures are outlined in Appendix N. This request must specify, in detail, the basis for the appeal, including an identification of each item disputed.

To address the AFIs, the appeal may include the following:

- Evidence that existed at the time of the review that may have been omitted or overlooked.
- Revised materials that address the areas for improvement.
- Newly developed materials that address the areas for improvement.

All evidence must relate directly to the standards and procedures that applied at the time of the program review.

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The appeal must be factual in nature. All inaccurate information should be corrected, and appropriate documentation should be submitted with the appeal.

Appeal documents and all supporting materials for the hearing will be submitted to the document warehouse.

After the 30 days or, if applicable, after the hearing, the ERC submits a written final recommendation regarding the appropriate status to be assigned to the proposed program. The recommendation is submitted to the EPP, and upon acceptance to the Commissioner. The Commissioner submits the final recommendation to the Kansas State Board of Education for its consideration and determination.

PROGRAM APPROVAL STATUS

NEW PROGRAMS

New programs may be “Approved with Stipulation” or “Not Approved.” When “Approved with Stipulation” status is assigned to a new program, the unit has the timeframe of the approval period, generally 2 years, to operationalize the program by admitting candidates. The EPP is to notify KSDE’s higher ed team when a new program has been operationalized, including the date of first admissions and number of candidates admitted. The program then submits a Progress Report within 60 days after completion of the second semester of operation of the program. Approved-with-Stipulation status for a new program may be accompanied by areas for improvement. In its Progress Report, the program is expected to address progress on eliminating areas for improvement, as well as present information on the implementation and evaluation of the new program. The ERC reviews the Progress Report and prepares a written recommendation to the State Board of Education.

“Not Approved” status prohibits an EPP from starting the proposed new program. When a new program receives the “Not Approved” status, the EPP receives a report indicating the MET/NOT MET standards and areas for improvement from KSBE. An EPP is notified of the approval status as soon as possible after the KSBE meeting when its case was reviewed. The KSBE communicates its action by a letter and an action report from the Commissioner of Education to the EPP head. This action report indicates the status of all programs and areas for improvement cited for any program reviewed at that time.

CONTINUING PROGRAMS

Continuing programs may be Approved, Approved with Stipulation, or Not Approved. Even though a program is Approved, it may be assigned areas for improvement. If a program earns Approved status, the approval is effective for seven academic years.

Approved with Stipulation status is assigned to renewed programs when critical deficiencies exist. These deficiencies will be addressed during the stipulated two-year time period and prior to being granted Approved status. An Upgrade Report is required for programs granted Approved with Stipulation status.

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For Not Approved programs, refer to Guidelines for Candidate Completion of Unapproved programs below.

The EPP must review the Action Letter from the State Board and notify Teacher Licensure immediately of any errors. Any delay in correcting errors in the KSBE Decision could result in a severe delay in the issuance of a license for candidates of this program.

DORMANT PROGRAMS

A dormant program is a continuing program that has not had admitted candidates since the previous program review. The program is reviewed for its assessment system and is assigned an approval status but is also be designated as a “dormant program.”

A dormant program should be available upon request by potential candidates, including all courses, assessments, rubrics, etc. If the program is not available within a reasonable timeframe (approximately one year, in cases of catalog change or faculty hire), the EPP should discontinue its offer and KSDE remove it from the list of approved programs.

NEW PROGRAM PROCEDURES FOLLOWING INITIAL APPROVAL

If a new program is “Approved with Stipulation,” that status is effective until the institution’s next program review or until the State Board removes the stipulation. The unit must notify KSDE when the new program becomes operational (see definition below). If a new program is not operational within the first two years after approval, the unit may request a one-year extension from Teacher Licensure. If the new program is not operational by the expiration date of the extension, it must be resubmitted as a new program.

OPERATIONALIZING A PROGRAM

A new program is considered to be operational if one or more candidates have declared/admitted that they are seeking the program as an endorsement for their teaching license and are currently enrolled in or have completed required program coursework. The EPP must notify Teacher Licensure in writing when a program is operationalized, including the date the program began admitting candidates and the number of candidates declared or admitted to the program.

PROGRESS REPORTS FOR NEW PROGRAMS

The EPP must file a Progress Report within 60 days after completion of the second semester of operation of the program.

Institutional Handbook For Accreditation And Program Approval 2025

The Progress Report must include the following format and content:

1. Scope - Identify the name and endorsement level(s) of the program and indicate whether the program is initial or advanced.
2. Requirements - Give a complete listing of the courses and requirements for the program. List required courses and electives, and describe any required competencies, skills, prerequisites, etc. that are required in addition to the coursework.
3. Program Implementation and Evaluation - Describe how many candidates were admitted and the date when the program was operationalized. Indicate how many candidates have been admitted to the program each semester thereafter. Describe the procedures used to evaluate the program and what changes occurred because of the evaluation process. Rubrics, scoring guides and/or criteria for evaluation for each assessment will be included in the progress report.
4. Areas for Improvement (if any) - Describe all areas for improvement that existed at the time the new program was reviewed, what changes have been made to correct the areas for improvement, and the result of the changes.
5. In the attachments, include all documents or other written verification to show areas for improvement have been accomplished.

Revisions or areas for improvement can be documented by:

- Minutes of meetings
- Revised documents
- Course syllabi
- All documents or other written verification to demonstrate any critical deficiencies that have been corrected.

The Progress Report and supporting documents must be submitted to the document warehouse. The EPP will receive a letter acknowledging receipt of the Progress Report. The Progress Report is then forwarded to the Evaluation Review Committee for review.

The status assigned to any new program after a review of the progress report is "Approved," "Approved with Stipulation," or "Not Approved." Even though a program is approved, it may still be accompanied with areas for improvement. If approved, the new program is approved through the expiration date of the currently approved programs, allowing the program to follow prescribed program review procedures. "Approved with Stipulation" status may be assigned to a program when critical deficiencies exist. These deficiencies must be addressed during the stipulated time period and prior to being granted "Approved" status. An Upgrade Report is required for continuing programs granted "Approved with Stipulation" status. See pg. 32 for information on Upgrade Reports. For "Not Approved" programs, refer to Guidelines for Candidate Completion of Unapproved programs on pg. 32.

UPGRADE REPORTS FOR APPROVED WITH STIPULATION PROGRAMS

An Upgrade Report is due on October 1 for any continuing program approved with stipulation. The Upgrade Report for Renewed Programs Approved with Stipulation should include the following format and content:

1. Scope - Identify the name and endorsement level(s) of the program, and indicate whether the program is at the initial or advanced level.
2. Program Evaluation - Describe the areas for improvement that were cited at the time the program was reviewed. For the "Areas for Improvement" cited, describe the procedures used for assessing the standards, the results of the assessments, and changes in the assessment system or in the curriculum that have been made to correct the areas for improvement.
3. Supporting Documentation - Include any documents supporting the correction of the areas for improvement.

The Upgrade Report is submitted to KSDE on the document warehouse and provided to the ERC for its examination and analysis. After such examination and analysis, the ERC prepares a written initial recommendation regarding the status to be assigned to the program for the succeeding year or years. The recommendation is submitted to the appropriate representative of the EPP and, upon acceptance or subsequent hearing outcome, to the Commissioner of Education for final action by the Kansas State Board of Education.

GUIDELINES FOR MATCHING ACCREDITATION AND PROGRAM APPROVAL CYCLES

When an EPP gains continuing accreditation status after a probationary review, ERC has the option to extend the expiration date of EPP programs to coincide with the next seven-year accreditation cycle.

GUIDELINES FOR CANDIDATE COMPLETION OF STIPULATED OR UNAPPROVED PROGRAMS

EPPs receiving notification that one or more of its programs are Approved with Stipulation or Not Approved must notify, in writing, each candidate enrolled in the effected professional education program(s) of the implications and outcomes of programs Approved with Stipulation or Not Approved. This notification must occur before the end of the semester during which the notification is received. The EPP will not recruit candidates for a Not Approved program and must remove all reference to the program from catalogs, handbooks, institutional brochures, websites and other publications.

Candidates are allowed two full, consecutive, regular semesters following the notification of final action by KSBE to complete a Not Approved program. Summer sessions and interterms are not counted as part of the two semesters. Candidates who finish within this period may be recommended for licensure by the EPP. For purposes of licensure a program Approved-with-Stipulation is considered fully approved.

GUIDELINES FOR COMPLETION OF PROGRAMS WHEN AN APPROVED PROGRAM IS NOT RENEWED

When an EPP chooses not to renew one of its approved programs, a letter of intent to allow the approved program to expire should be included in the application for renewal of all other programs. The EPP must not recruit candidates for any program not being renewed as of the date of notification and must remove all reference to that program from catalogs, handbooks, institutional brochures, websites and other publications.

Candidates in the program must receive written notification that the program is not being renewed. Those candidates are allowed three full, consecutive, regular semesters following the notification date to complete their programs. Summers and interterms are not counted as part of the three semesters. Candidates who finish within this period may be recommended for licensure by the EPP.

GUIDELINES FOR CANDIDATE COMPLETION OF APPROVED PROGRAMS WHEN EPP DROPS THE PROGRAM

When an EPP drops an approved program, all due consideration must be given to candidates in the program. Assistance should be given to those candidates to enable them to transfer to an approved program in that field at another institution. A letter of intent to drop a program with the official date when the program will no longer exist must be forwarded to Tacher Licensure. Candidates in the program must also receive official notification that the program is going to be dropped. Candidates in the program are allowed three full, consecutive, regular semesters following the notification date to complete the approved educator preparation program. Summers and interterms are not counted as part of the three semesters. Candidates who finish within this period may be recommended for licensure by the EPP. The EPP may not recruit candidates for any program that has been dropped and must remove all reference to the program from catalogs, handbooks, institutional brochures, websites and other publications. Candidates admitted to the EPP after the program has been dropped may not be recommended for an endorsement in that program.

ANNUAL EPP REPORTS

EPPs which do not submit Annual Reports to CAEP are asked to submit them to Teacher Licensure. The KSDE Annual Report is modeled on the CAEP Annual Report, and is requested of institutions with KSBE but not CAEP accreditation.

TITLE II INSTITUTIONAL REPORT (IPRC)

The Title II Institutional Report (IPRC) is completed and submitted April 30 each year. The Title II IPRC Report includes the following sections:

Institution/Program Information

Requests basic institutional and EPP information, including the name of the Title II IHE contact. Some of this information is pre-populated on the form and only needs to be checked for accuracy.

Section I: Requests information about admission requirements, enrollment, supervised clinical experience, teachers prepared and program completers.

Section II: Requests information about annual goals and assurances.

Section III: Requests information about the assessment and summary pass rates.

Section IV: Requests information concerning approval and accreditation.

Section V: Requests information concerning the use of technology.

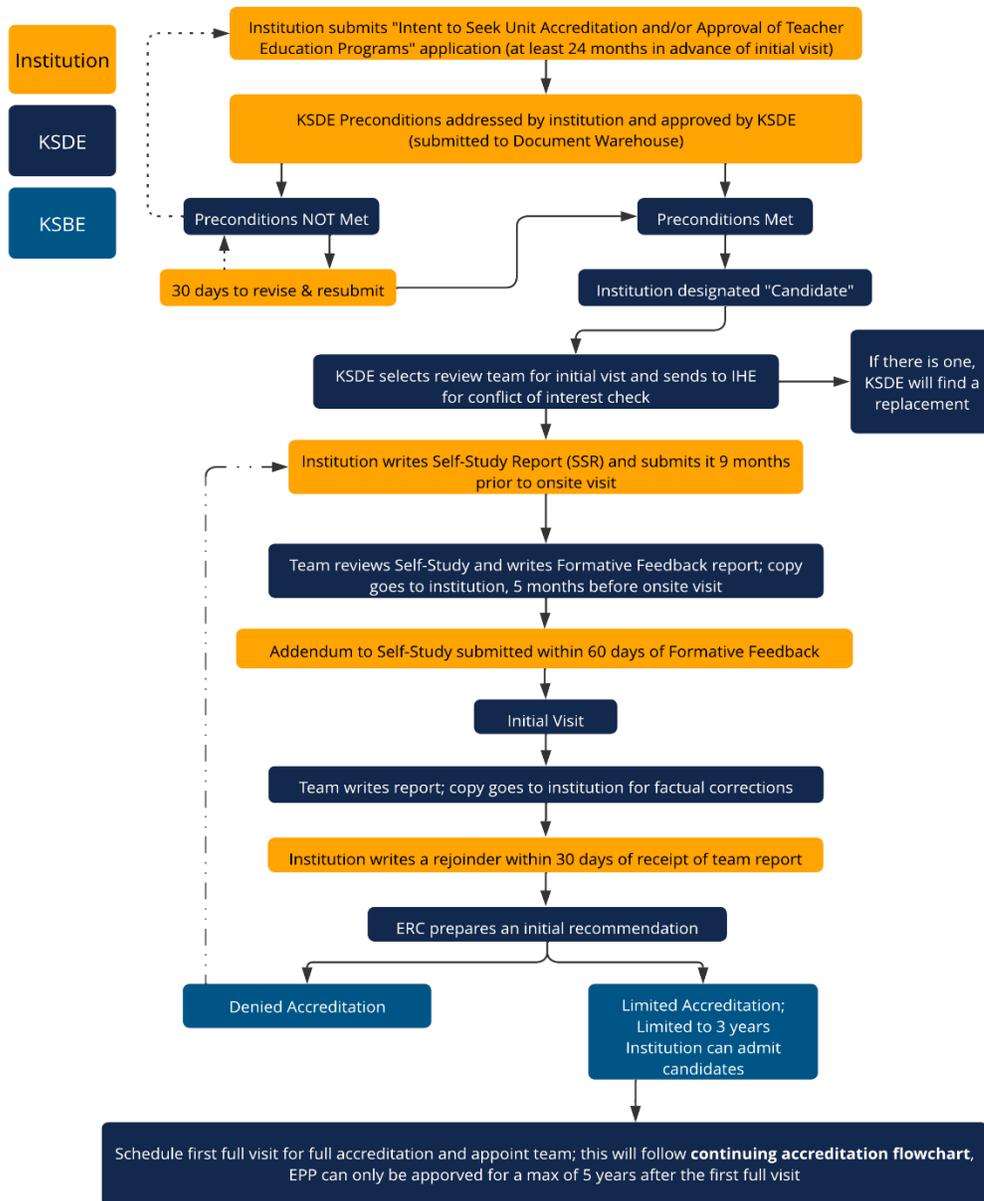
Section VI: Requests information about teacher training preparation.

Section VII: Requests contextual information about the institution.

APPENDICES

APPENDIX A. KANSAS INITIAL ACCREDITATION FLOWCHART

Kansas Initial Accreditation



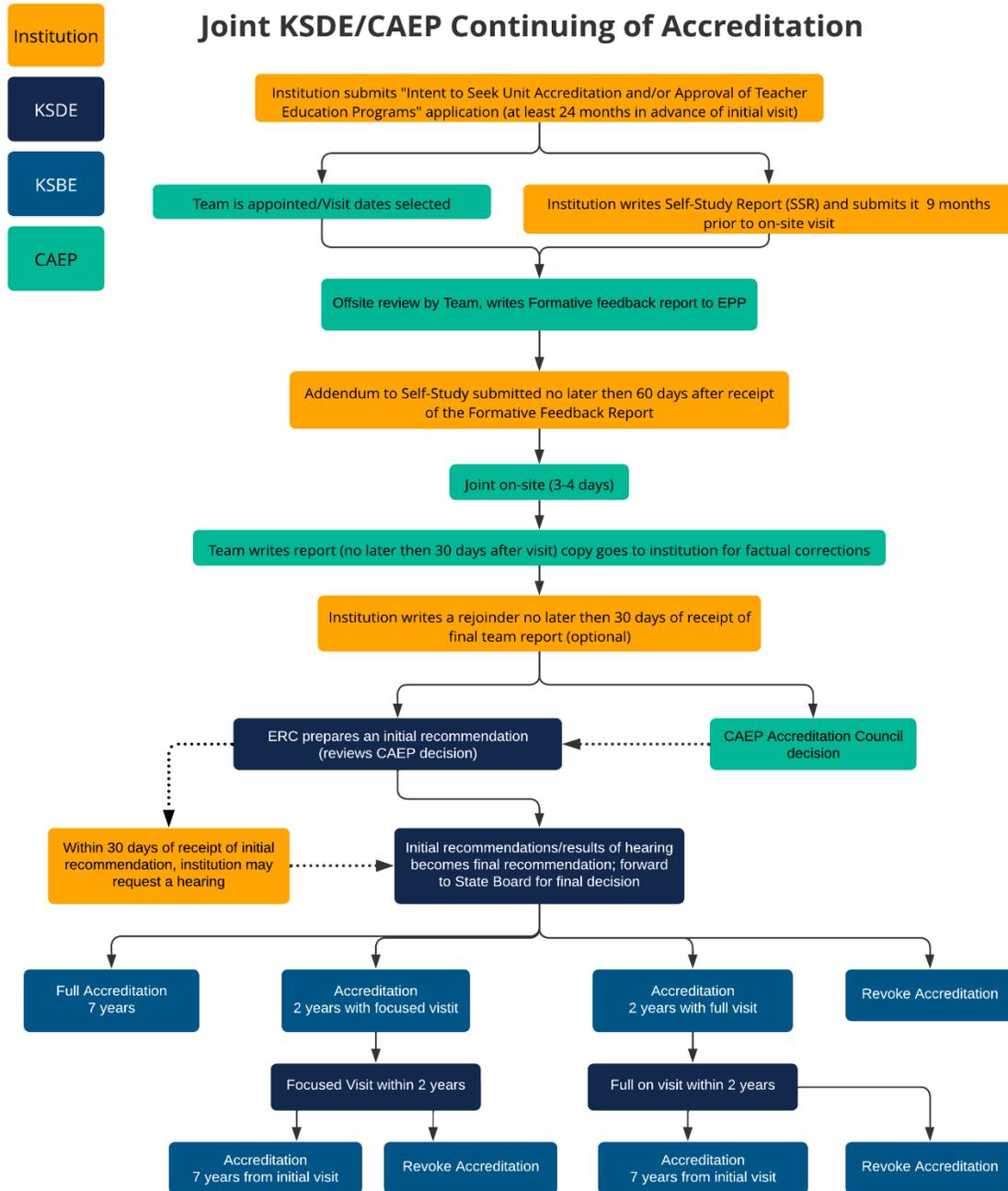
For more information, contact:
 Catherine Chmidling, PhD
 Assistant Director – Higher Education
 Teacher Licensure
 (785) 291-3573
catherine.chmidling@ksde.gov
www.ksde.gov

All Accredited Institutions Must Submit an Annual IHE Supplemental Report*
 Due July 30th of each year or at the Commissioner's Request
 *CAEP Annual Report may be submitted in lieu of KSDE Annual Report

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

APPENDIX B. JOINT KSBE/CAEP ACCREDITATION

Joint KSDE/CAEP Continuing of Accreditation

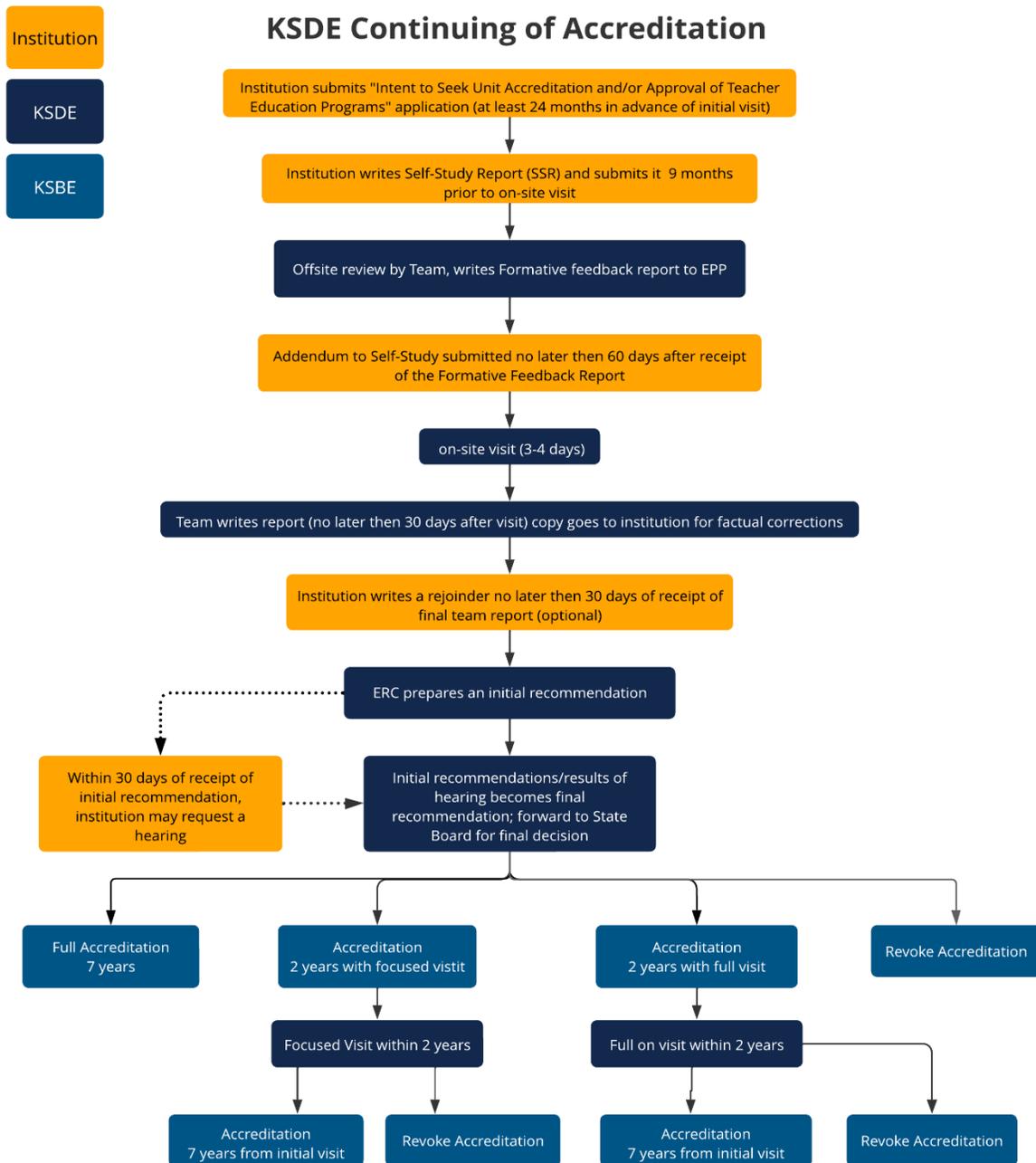


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APPENDIX C. CONTINUING KSDE ACCREDITATION



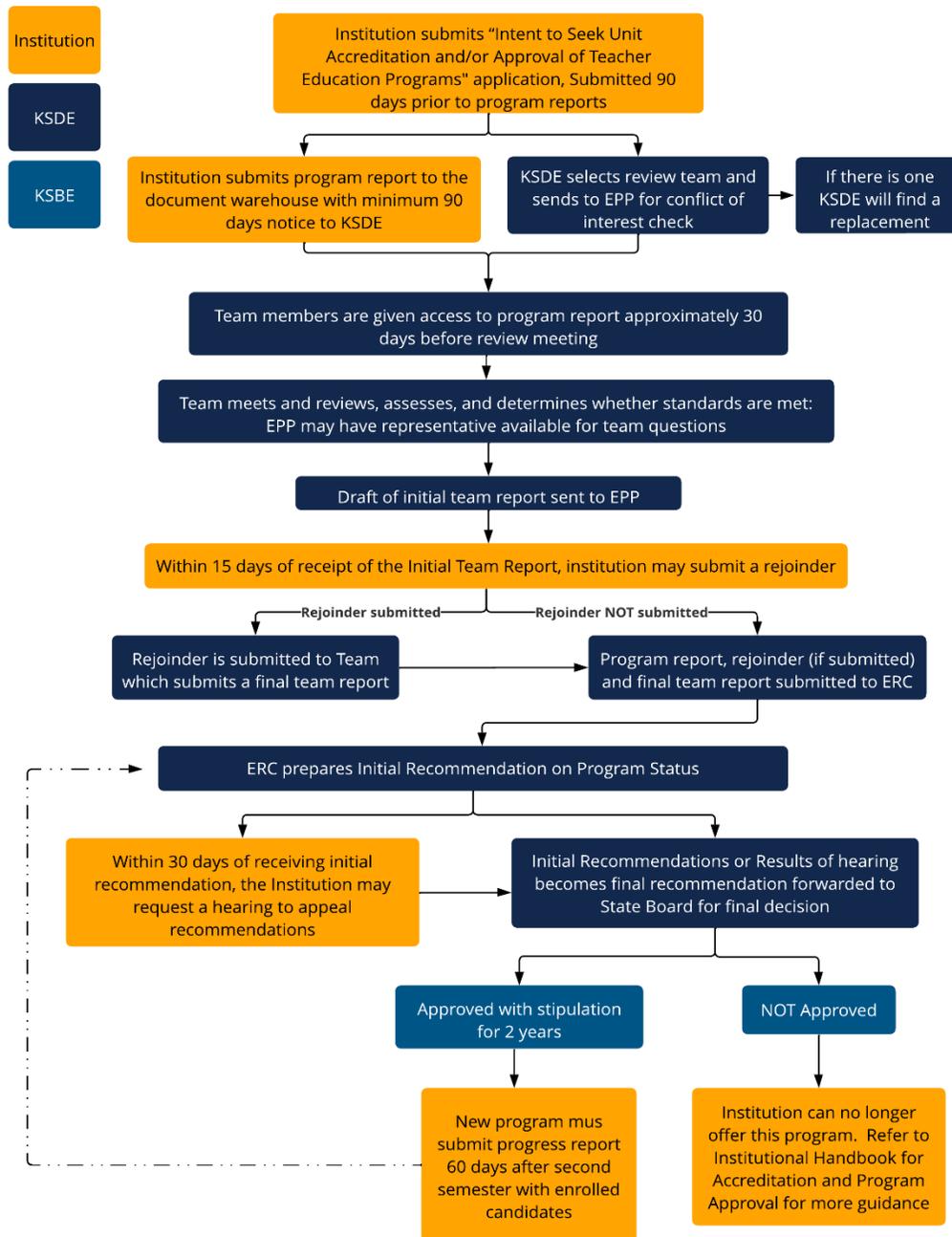
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APPENDIX D. NEW PROGRAM REVIEW PROCESS

Program Review Process for New Programs

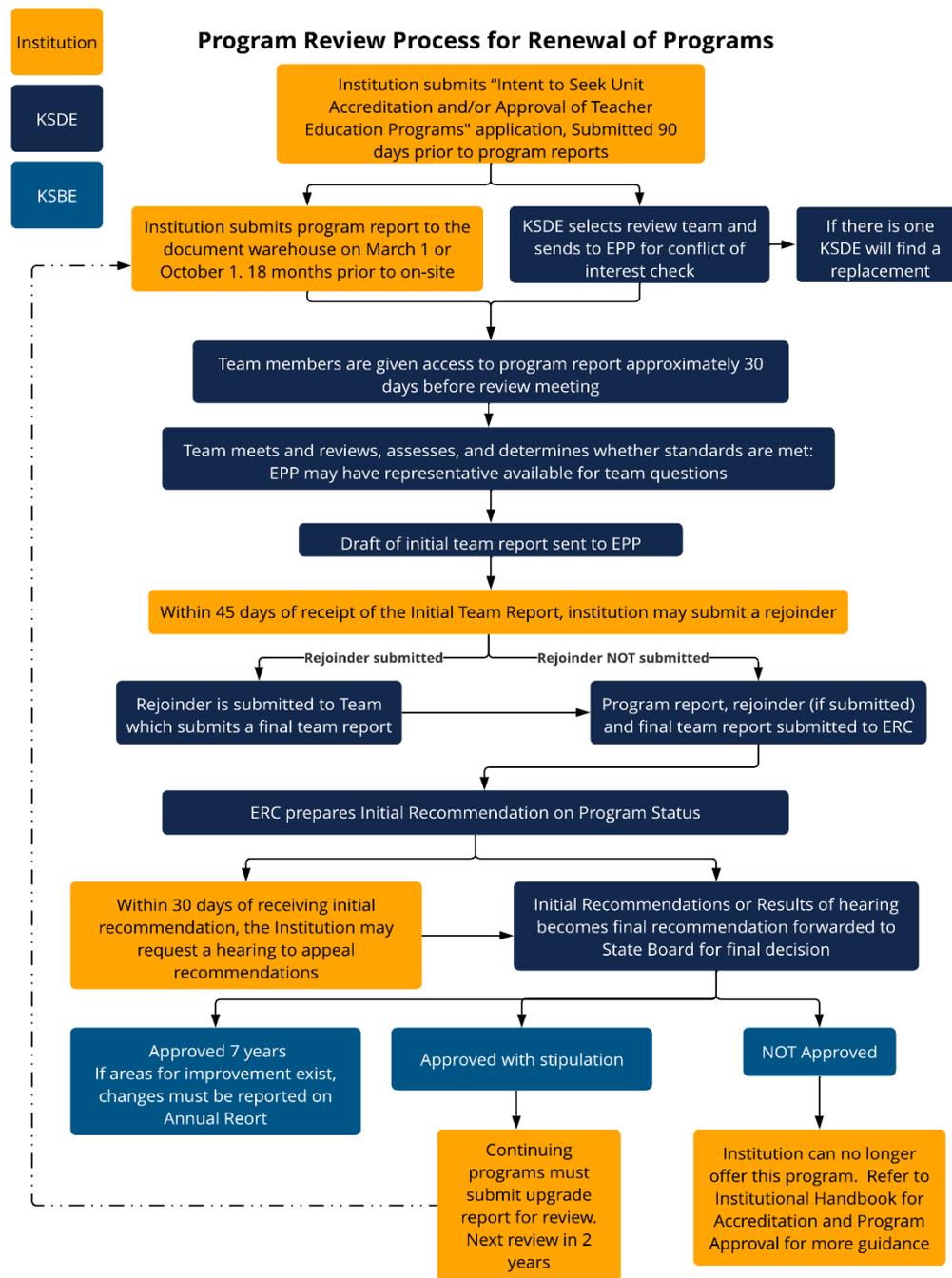


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APPENDIX E. PROGRAM REVIEW PROCESS FOR RENEWAL OF PROGRAMS



For more information, contact:
 Catherine Chmidling, PhD
 Assistant Director-- Higher Education
 Teacher Licensure
 (785) 291-3573
catherine.chmidling@ksde.gov
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APPENDIX F. PROGRAM REVIEW CHECK LIST

Program review estimated timeline

EPP notifies KSDE of program(s) planned for submission	NEW programs: 45 days in advance of submission ; CONTINUING programs: 90 days before review semester
Materials submission	NEW programs: No less than 45 days from notification CONTINUING programs: February 15 or September 15
Review team roster to EPP for conflict-of-interest check	45 days before review
EPP to notify KSDE of conflicts of interest on proposed review team	30 days from receipt of proposed team roster
Program reviewed	NEW programs: Program reviewed as quickly as possible CONTINUING programs: 30 days after submission
Initial report to program	Within 10 working days
Rejoinder response to initial report	NEW programs: Within 15 working days; CONTINUING programs: Within 30 days
Final report from team	Within 15 working days
Final report to program and Evaluation Review Committee	NEW programs: No less than 2 weeks in advance of ERC meeting or as separate electronic vote; CONTINUING programs: 30 days in advance of ERC meeting
ERC initial recommendations to EPP	Within 10 working days of ERC meeting
EPP reply to ERC initial recommendations	Within 30 days
ERC hearing requested (if desired by EPP)	Within 30 days of receipt of initial recommendation
ERC hearing held	Hearing held as soon as possible
ERC final recommendations to EPP	30 days in advance of State Board of Education meeting
State Board of Education decision to EPP	Within 5 working days

APPENDIX G. PROGRAM REVIEW PROCEDURES

REVISIONS FOR NEW AND CONTINUING PROGRAMS

Revised templates and materials

- Revised templates being populated and posted.
- Template instructions have been moved to separate document.
- Also updating posted reviewing directions and sample reviewer worksheet.
- Required by Fall 2025 reviews.
- Training availability increased: planning Spring 2025 training; additional trainings upon request.

New programs

- Will continue to be received for review at any time.
- Notify KSDE at least 45 days before upload to create Document Warehouse page and recruit review team.
- Will be scheduled for immediate review with 2-week turn-arounds between initial team report, program rejoinder, and team final report.
- Final report will be sent to Evaluation Review Committee no less than 2 weeks before ERC meeting, or sent as separate online vote if ERC meeting is more than 45 days away.
- ERC recommendations to next two available State Board of Education meetings as consecutive Receive then Action items.

Continuing programs

- Continue to identify programs for review on Intent to Seek form. Notify KSDE of plans to expire any programs.
- Upload deadlines adjusted to February 15 and September 15. Can be further adjusted as necessary.
- Two-week turn-arounds between initial team report, program rejoinder, and team final report. Understanding EPPs need more time when responding for multiple programs.
- ERC recommendations to next two available State Board of Education meetings as consecutive Receive then Action items.

APPENDIX H. INTENT TO SEEK UNIT ACCREDITATION AND/OR APPROVAL OF TEACHER EDUCATION PROGRAMS

Intent to Seek Unit Accreditation and/or Approval of Educator Preparation Programs

Institution Information

Chief Executive Officer's Name _____

Chief Executive Officer's Title _____

Institution Name: _____

Institution Address: _____

Institution City: _____ State _____ Zip _____

Type (private, regent, municipal): _____

Institution is Accredited by:

Name _____ Date of Last Visit _____

Education Unit Information

Unit Head's Name _____

Unit Head's Title _____

Unit Name _____

Unit Address: _____

Institution City: _____ State _____ Zip _____

Coordinator for On-Site Visit _____

Is the unit accredited by CAEP? _____

Institutional Handbook For Accreditation And Program Approval 2025

If Yes: Date of Last Visit _____

Initial: _____ Advanced: _____

Please provide the following information about the Education Unit and Programs

Basic skills tests used for admission to initial programs _____

Branch campuses _____

Centers administered by the unit _____

Off-campus programs administered by the unit _____

Internet programs administered by the unit _____

Consortia arrangements _____

List three preferred dates for the accreditation on-site team visit. Dates should be three to four days in length (the institution may choose visit length), may be any consecutive days of the week, and be between mid-January and mid-March for Spring visits and between mid-September and mid-November for Fall visits.

1. _____
2. _____
3. _____

Is this a joint KSDE/CAEP Visit? Yes/No _____

The institution named above hereby applies for Kansas State Board of Education approval for:
(check all that apply)

_____ unit accreditation

_____ new program approval as delineated on the attached chart

_____ program approval (renewal) as delineated on the attached chart

Signature of Chief Executive Officer

Date

Signature of Education Unit Head

Date

Program(s) for which Approval is Requested

Legend: In Initial OC* Offered Off-Campus
 A Add-on/Advanced OL Online
 N New C Continuing

Provisional is available	Combined regular education and special education curriculum	Must be done with a regular education license
Not available at this level		

For each program for which approval is requested, mark the applicable developmental level(s), whether the program is at the Initial (In) or Advanced (A) level and whether it is offered off-campus or online as well as on campus.

Program	B – Kdg	B – Gr3	K-6	5-8	6-12	Pre K-12	In	A	OC	OL
Early Childhood Unified										
Elementary										
Elementary Education Unified										
Science										
English Language Arts										
History, Government, & Social Studies										
Mathematics										
Agriculture										
Biology										
Business										
Chemistry										
Earth and Space Science										
Family & Consumer Science										
Journalism										
Physics										
Psychology										
Secondary Education Unified										
Speech/Theatre										
Technology Education										
Deaf or Hard-of-Hearing										
School Psychologist										
Visually Impaired										
Art										
ESOL										
Health										

* On a separate sheet, indicate where this program is offered.

Program(s) for which Approval is Requested (continued)

Legend: In Initial OC* Offered Off-Campus
 A Add-on/Advanced OL Online
 N New C Continuing

Provisional is available	Combined regular education and special education curriculum	Must be done with a regular education license
Not available at this level		

For each program for which approval is requested, mark the applicable developmental level(s), whether the program is at the Initial (In) or Advanced (A) level and whether it is offered off-campus or online as well as on campus.

Program	K-6	5-8	6-12	Pre K-12	In	A	OC	OL
Leadership: Building								
Leadership: District								
Library Media Specialist								
Music								
Music: Instrumental								
Music: Vocal								
Physical Education								
Reading Specialist								
School Counselor								
Teacher Leader								
World Language								
Gifted								
High Incidence								
Low Incidence								
Innovative/Experimental								
Restricted								

* On a separate sheet, indicate where this program is offered.

APPENDIX I. PROGRAM SUBMISSION INSTRUCTIONS

PROGRAM SUBMISSION INSTRUCTIONS

1. Download the correct program worksheet template at <https://www.ksde.gov/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Educator-Prep-Landing-Page/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA> .
 - a. Each program template when completed must be submitted on the Document Warehouse, <https://community.ksde.gov/dm/Home.aspx> , KSDE's online document warehouse for higher ed program review and accreditation. Upload of zipped folders is encouraged to speed upload and download time.
2. Type your institution's and program's information into the worksheet template.
 - a. Fill out the cover sheet with the correct information.
 - b. Complete the Program Report Template including Summary Table and Evidence for Standards.
 - c. Programs must use a consistent naming practice for assessment rubrics, including the nature of the file (assessment, rubric, syllabus) and letter label, such as "Assessment A," "Assessment A Rubric," "Assessment B," "Assessment C Course #####," etc. Each assessment should be given a unique identification letter. Do not repeat letters for different assessments. A single assessment can be used to address multiple standards, with each alignment fully described.
3. Submission to the document warehouse (link above).
 - a. Contact KSDE Higher Ed team for user name and password to the document warehouse.
 - b. Upon entering the document warehouse, you should only see your institution.
 - c. Click on Program Review Submissions.
 - d. NOTE: It may take several seconds for each page to load after clicking a link.
 - e. To upload programs, click on upload on bottom left of screen.
 - f. Upload the supporting documents and program template. Files are by default displayed in order of upload date with the most recent on top.
 - g. Title the document. This should match the file name and document header. See 2c above.
 - h. Browse for your file.
 - i. Click the appropriate content category for the location of the document.
 - j. Your name and email address should be pre-populated.
 - k. Click on the Upload button on the bottom of the page.
 - l. Note that there is a cancel button and a delete button that you may click on to cancel or delete the upload. The pencil icon to the left of the file allows you to edit the file.
 - m. After you click on Upload, the system takes you back to the Program Review Submissions page with all of your content categories. The process adds a numeral to the content category where you uploaded the document. As you upload more documents to each content program category, the number increases.
 - n. All attachments/documents must be consistently numbered and titled to correspond to the assessment.
4. Submission of New Program Progress Reports
 - a. Follow the instructions for format in the Institutional Handbook for Program Approval.
 - b. Address each Area for Improvement
 - c. Follow previous instructions for uploading to the document warehouse.
 - d. Upload the report and evidence under Program Review Submissions page, tagged to the appropriate category created by KSDE's Higher Ed team.
5. Submission of Continuing Program Upgrade Reports
 - a. Follow the instructions for format in the Institutional Handbook for Program Approval.
 - b. Address each Area for Improvement.

Institutional Handbook For Accreditation And Program Approval 2025

- c. Follow previous instructions for uploading to the document warehouse.
 - d. Upload the report and evidence under Program Review Submissions page, tagged to the appropriate category created by KSDE's Higher Ed team.
6. Notify the KSDE Higher Education Consultant when you have finished uploading your documents.

APPENDIX J. PROGRAM REPORT FORMAT

Template Revised September 13, 2024

Program Report Format

Elementary Education,

PreK-6

Kansas State Department of Education

COVER SHEET

Education Preparation Provider (EPP): _____

Date Submitted: _____

Name of Preparer(s): _____

EPP Unit Head Name: _____

Unit Head Phone Number: _____ Email: _____

Level of the Program: __ Initial __ Advanced

Grade levels for which candidates are being prepared:

PreK-6

Program Report Status:

New Program Continued Program

(NEW PROGRAMS MUST SUBMIT SYLLABI)

Reminder:

By regulation initial-level programs must include

a plan of study that constitutes a major in the subject at the institution or that is equivalent to a major;

at least 12 weeks of student teaching; and

a validated preservice candidate work sample.

See the template instructions for directions on completing the form.

Required materials:

Program of Study required of all candidates in the program.

Course syllabi for course grades used as key assessment, and/or used for Science of Reading.

Summary of Standards and Assessments

Standard	Key assessment(s) for each standard (please label ex. A, B, C)
The teacher of Elementary Education PreK-6 Standard 1: Professional Practice The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.	Ex: A, B
Standard 2: Mathematics The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships,	Ex: C

Standard The teacher of Elementary Education PreK-6	Key assessment(s) for each standard (please label ex. A, B, C)
<p>statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.</p>	
<p>Standard 3: Science The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.</p>	<p>Ex: D, E</p>
<p>Standard 4: Social Studies The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.</p>	
<p>Standard 5: Theoretical and Foundational Knowledge of Literacy The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited</p>	

Standard The teacher of Elementary Education PreK-6	Key assessment(s) for each standard (please label ex. A, B, C)
<p>to, the Simple View of Reading, the Simple View of Writing, Scarborough’s Reading Rope, Ehri’s Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.</p>	
<p>Standard 6: Structured Literacy Instruction (Elements and Principles)</p> <p>The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.</p>	
<p>Standard 7: Literacy Assessment and Evaluation of Diverse Learners</p> <p>The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and</p>	

Standard The teacher of Elementary Education PreK-6	Key assessment(s) for each standard (please label ex. A, B, C)
progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.	
Standard 8: Creative Experiences The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.	

EVIDENCE FOR MEETING STANDARDS

<p>Standard 1: Professional Practice</p> <p>The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.</p> <p>Evidence for meeting the standard:</p> <p>[enter text here]</p>

__ Assessment rubrics are included.

Standard 2: Mathematics

The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

Evidence for meeting the standard:

[enter text here]

__ Assessment rubrics are included.

Standard 3: Science

The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

Evidence for meeting the standard:

[enter text here]

__ Assessment rubrics are included.

Standard 4: Social Studies

The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.

Evidence for meeting the standard:

[enter text here]

__ Assessment rubrics are included.

Standard 5: Theoretical and Foundational Knowledge of Literacy

The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.

Evidence for meeting the standard:

[enter text here]

__ Assessment rubrics are included.

Standard 6: Structured Literacy Instruction (Elements and Principles)

The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.

Evidence for meeting the standard:

[enter text here]

__ Assessment rubrics are included.

Standard 7: Literacy Assessment and Evaluation of Diverse Learners

The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

Evidence for meeting the standard:

[enter text here]

__ Assessment rubrics are included.

Standard 8: Creative Experiences

The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.

Evidence for meeting the standard:

[enter text here]

__ Assessment rubrics are included.

APPENDIX K. PROGRAM REVIEW GUIDANCE

Program Review Guidance

2024 TEMPLATE

1. Prior work before the review day is necessary for the review to work well. Your review is to be as equitable as possible.
2. Educator Preparation Provider (EPP) representatives are available for team questions. The question/concern and EPP response may be written as a NOTE under the standard.
3. EPPs have academic freedom to determine how to assess their programs and the standards.
4. Assessments
 - Assessments must be required of all candidates.
 - Assessments/rubrics/scoring guides should align with the standards.
 - Praxis II Content overall test or subtests cannot be used as stand-alone assessments of a standard (even in conjunction with each other).
 - Individual key-assessments included within a key-assessment course, may be used separately from the course grade.
 - If used as a key assessment, intentionally generic cross-program assessments such as clinical observation tools and the student teacher work sample do not need to include the language of the content area standard(s). Programs are expected to provide a thorough explanation of how an intentionally generic tool is used to assess candidate performance toward specific license/endorsement standards.
5. Course grades-based Assessments
 - A standard may be assessed by more than one course.
 - The program must specify in the alignment explanation which part of the standard is addressed by which course.
 - A single course may be used to address only a single standard. If a course's activities address multiple standards, those activities should be identified as discrete assessments.
 - Individual key-assessments included within a key-assessment course, may be used separately from the course grade.
 - Courses used as standards-evidence must be required courses.
 - It is not necessary to know what percentage of the course grade is aligned to a standard.
 - Course alignments must identify the minimum proficiency level.
6. Rubrics
 - Rubric style can vary. A checklist is not a rubric.
 - Look for alignment.
 - Does the rubric assess a standard element or elements?
 - EPPs train their evaluators in the use of rubrics and evaluation instruments. It is not the teams' purview to redesign the rubric. Alignment to the CAEP assessment rubric is not required during program review. A factual observation regarding CAEP alignment may be made as a NOTE.

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- Rubrics/scoring guides need to identify the minimum acceptable performance level or score per standard/element(s).
 - It is acceptable for rubrics to contain the language of the standard.
7. New programs
- Proposed new programs will submit syllabi.
 - Reviewers should review and evaluate syllabi for learning outcomes, program objectives, and alignment to program standards.
8. Continuing programs
- Programs must be reviewed for renewal regardless of whether they have had candidates since the previous review.
9. Data
- Data is not required in the program review process. *(Three cycles of data are required for educator preparation providers [EPP] accreditation Standard R1.2/RA1.2.)*
10. Writing the report
- The report template is provided to the review team; see example below. Save the report template with the institution name and content area using 'Save As.'
 - Respond to each prompt. Please do not change the field titles or prompts.
 - Respond to the Comment summary at the beginning.
11. Writing Areas for Improvement (AFIs)
- Do not make recommendations.
 - Every AFI must have an explanatory Rationale.
 - Please use NOTES in the text box under the standard to make factual statements for clarity.
 - Write AFIs that are specific to the issue/concern. Elaborate with the rationale. The IHE should not need to guess why the program has an AFI under a standard. The rationale is the road map for the IHE to use to address the concern.
 - Examples of AFIs and Notes
- STANDARD 1**
- AFI 1.1: Assessment B Standard 1 rubric does not align to Standard 1.
Rationale 1.1: The rubric does not specifically refer/align to any components of the standard and alignment is not explained in the narrative.
- AFI 1.2: Standard 1 is not addressed to its entirety.
Rationale 1.2: The Standard 1 assessments address most components of the standard but do not address technology.
- STANDARD 2**
No AFIs
- STANDARD 3**
No AFIs

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NOTE: Standard 3 is assessed by Assessment H, J, and K. Standard 3 is assessed to its entirety by Assessments H and K.

- 12. Standards define the knowledge and skills of the just-qualified completer. Programs are expected to fully prepare candidates to fully meet the program standards.
- 13. All reports must be read by the Higher Ed Consultant before the team leaves the meeting. Please keep your materials/notes for the rejoinder process. After the rejoinder is reviewed and the final report is completed, please shred your notes and materials.

Team report example:

Institution:					
Initial date:		Final date:			
Program:		Level(s):			
Program Status:		Continued		New	
Comment Summary:					
				Present	Not Present
Standard # 1	MET		NOT MET		
Course syllabi (new programs only)					
Assessment Description					
Scoring guides, rubrics, evaluation criterion					
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)					

ELEMENTARY EDUCATION, PREK-6

_____Continued Program

_____New Program

INSTITUTION: _____

Y = YES: Meets standard; areas for improvement may be found, but overall the standard is met.

N = NO: Areas for improvement are serious and must be addressed prior to a positive rating.

Note: Any Area for Improvement (AFI) must be directly tied to the relevant program standard(s).

Program Standards	Assessment(s) used	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined?	Is the standard met?
<p>Standard 1: Professional Practice</p> <p>The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.</p>	<p>[list here]</p> <p>A</p> <p>B</p> <p>C</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>MET</p> <p>NOT MET</p>
<p>Comments/Questions/Notes for discussion:</p>					

Program Standards	Assessment(s) used	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined?	Is the standard met?
<p>Standard 2: Mathematics</p> <p>The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.</p>		<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>MET</p> <p>NOT MET</p>
<p>Comments/Questions/Notes for discussion:</p>					

Program Standards	Assessment(s) used	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined?	Is the standard met?
<p>Standard 3: Science The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.</p>		<p>Y N</p>	<p>Y N</p>	<p>Y N</p>	<p>MET NOT MET</p>
<p>Comments/Questions/Notes for discussion:</p>					

Program Standards	Assessment(s) used	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined?	Is the standard met?
<p>Standard 4: Social Studies</p> <p>The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.</p>		<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>MET</p> <p>NOT MET</p>
<p>Comments/Questions/Notes for discussion:</p>					

Program Standards	Assessment(s) used	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined?	Is the standard met?
<p>Standard 5: Theoretical and Foundational Knowledge of Literacy</p> <p>The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough’s Reading Rope, Ehri’s Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.</p>		<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>MET</p> <p>NOT MET</p>
<p>Comments/Questions/Notes for discussion:</p>					

Program Standards	Assessment(s) used	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined?	Is the standard met?
<p>Standard 6: Structured Literacy Instruction (Elements and Principles)</p> <p>The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.</p>		<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>MET</p> <p>NOT MET</p>
<p>Comments/Questions/Notes for discussion:</p>					

Program Standards	Assessment(s) used	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined?	Is the standard met?
<p>Standard 7: Literacy Assessment and Evaluation of Diverse Learners</p> <p>The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.</p>		<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>MET</p> <p>NOT MET</p>

Program Standards	Assessment(s) used	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined?	Is the standard met?
Comments/Questions/Notes for discussion:					

Program Standards	Assessment(s) used	Do the assessments align with the components of the standard?	Are the scoring guides, rubrics, and evaluation criteria clear and specific to the standard?	Are proficiency levels well-defined?	Is the standard met?
<p>Standard 8: Creative Experiences The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.</p>		<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>MET</p> <p>NOT MET</p>
<p>Comments/Questions/Notes for discussion:</p>					

APPENDIX M. PROCEDURES FOR REVIEW OF PROGRAMS BY THE EVALUATION REVIEW COMMITTEE

PROCEDURES FOR REVIEW OF PROGRAMS BY THE EVALUATION REVIEW COMMITTEE

1. Approximately thirty days before the ERC meeting date, all program documents are accessible to the committee through the document warehouse. The documents include the program report, supporting documents, and a rejoinder if submitted.
2. Each ERC member reviews the documents in advance of the meeting of the ERC and fills out the NOTES showing his/her recommendations regarding the accreditation or approval status to be assigned to the unit and/or each program.
3. Individual recommendations are discussed and a consensus is reached on the recommendations regarding the program approval status to be assigned to each program.
4. The full ERC determines initial recommendations, including any areas for improvement to be cited, for each institution.
5. If the KSDE staff sees “glitches” or problems in the program review process, eg. a poor review team, that information is shared prior to the ERC meeting.

APPENDIX N. EVALUATION REVIEW COMMITTEE HEARING PROCEDURES

Purpose of an Evaluation Review Committee (ERC) Hearing

To allow an institution to provide the following information:

- To address Stipulations and/or Areas for Improvement (AFIs), the appeal may include the following:
 - Evidence that existed at the time of the review that may have been omitted or overlooked.
 - Revised materials that address the areas for improvement.
 - Newly developed materials that address the areas for improvement.
- All evidence must relate directly to the standards and procedures that applied at the time of the program review.
- The appeal must be factual in nature. All inaccurate information should be corrected, and appropriate documentation should be submitted with the appeal.

Information which has already been collected by a review team should not be repeated at the hearing.

Procedures

Procedures for an Evaluation Review Committee hearing are as follows:

- (A) Person(s) designated by the institution shall have a right to make introductory remarks.
- (B) If more than one unit or program is being considered during a hearing, a person may make a separate presentation addressing each.
- (C) Each standard's presentation shall be limited to no more than ten minutes to address each Stipulation or Area for Improvement (AFI) and no more than twenty minutes for each Standard Not Met, not to exceed 30 minutes total per standard. The presiding co-chairs may grant additional time at their discretion.
- (D) Each Evaluation Review Committee member is allowed to ask questions for clarification from the person making the presentation. It is the discretion of the co-chairs how many questions each committee member may ask.
- (E) The presiding co-chairs shall rule on presentations that are not pertinent to the subject or that are too lengthy.
- (F) A person wishing to speak shall identify himself/herself.

- (G) Hearing procedures adopted shall be sent electronically with the hearing information.
- (H) The presiding co-chairs shall advise persons in attendance of procedures for the hearing.
- (I) Within ten working days, the Evaluation Review Committee will prepare a written final recommendation regarding the appropriate status to be assigned to the educator preparation institution and/or program. The recommendation will be submitted to an appropriate representative of the educator preparation institution and to the Commissioner of the Kansas Department of Education who will submit the final recommendation to the Kansas State Board of Education.

Procedural Reminder for the Hearing

1. Introductions of ECR committee members.
2. Co-Chair reads hearing procedures.
3. Only the proceedings of the open meeting will be recorded.
 - a. The executive session will not be recorded.
4. After each presentation, a motion to close the open meeting, and move to executive session, must be made. Motion must include:
 - a. Purpose of executive session.
 - b. Length of time for session (*note the time when the committee goes into closed session*). Example of a motion "I move we move into executive session for the next 30 minutes, for the purpose of discussing the [state the name of the Institution and program that is to be discussed]).
 - c. All persons must leave the room except the ERC members and the KSDE staff. If on zoom, the recording will be paused and the ERC members and KSDE staff will move into a private group. The recording will start once the executive session is over (*note time when the committee comes out of closed session*).
5. In an executive session, discussion is allowed but no straw vote can be taken. Persons may indicate the motion they are going to make.
6. After the executive session time has expired, they must move back to an open session and inform institutional representatives of this OR have someone make a motion to continue the executive session for 30 more minutes for the purpose of continuing discussion on the issue at hand. New motion is made in open session. If the executive

session is continued, the same procedures as above will be used. There is no limit to the number of executive sessions that can be motioned, but each session must be motioned, seconded, and voted on by the ERC committee members each time.

7. When ERC comes back into open meeting, motions can be made, and votes taken.

APPENDIX O. KSDE-CAEP PARTNERSHIP

**Kansas State Department of Education
and
The Council for the Accreditation of Educator Preparation (CAEP)
Partnership Agreement 2020**

Whereas, CAEP is a nongovernmental, voluntary association committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPPs) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and is seeking recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education and

Whereas, CAEP and the Kansas State Department of Education (KSDE) hereby enter into this agreement detailing KSDE's preferences with regard to program review options and review team composition for accreditation site visits conducted by CAEP of EPPs operating within KSDE, and establishing the primary responsibilities each party has in supporting CAEP Accreditation activities involving all such EPPs.

CAEP and KSDE hereby enter into this agreement detailing KSDE's preferences with regard to program review options and review team composition for accreditation site visits conducted by CAEP of EPPs operating within KSDE and establishing the primary responsibilities each party has in supporting CAEP Accreditation activities involving all such EPPs.

CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

1.1. The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP. The CAEP Standards reflect the voice of the education field – on what makes a quality educator. The Standards and their components flow from two principles:

1.1.1. There must be solid evidence that the EPP's graduates (completers) are competent and caring educators, and

1.1.2. There must be solid evidence that the EPP's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

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- 1.2. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP Accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from KSDE and its EPPs. At the time of this agreement's drafting, a review of the standards is taking place and draft standards have been released to states for comment. Final standards are anticipated to be approved by the Board in December of 2020. It is the responsibility of KSDE and any EPPs seeking or continuing CAEP Accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.
- 1.3. The CAEP scope of accreditation, defined in Accreditation Policy, provides for the review of Initial-Licensure Programs and Advanced-Level Programs.
 - 1.3.1.1. Initial-Licensure Programs are programs at the baccalaureate or post-baccalaureate level leading to initial-licensure, certification, or endorsement, and that are designed to develop P-12 teachers.
 - 1.3.1.2. Advanced-Level Programs are programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. These programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts.

2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation

The Parties understand and agree that:

- 2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP Accreditation to an EPP, and for supporting and overseeing NCATE- and TEAC- accredited EPPs through continuous accreditation and the CAEP eligibility processes described in CAEP policy.
- 2.2. The process required for national accreditation by CAEP is outlined in the policies and procedures of CAEP and the Accreditation Council, both of which may be revised from time to time. It is the responsibility of KSDE and any EPP seeking CAEP Accreditation to stay informed of any such changes as they may impact the CAEP Accreditation process from the time of their adoption or publication.
- 2.3. The Kansas State Board of Education adopted the 2013 CAEP standards as KSDE EPP accreditation standards on July 7, 2017, see Regulation 91-1-70a. CAEP agrees and understands that in the event of a conflict, KSDE will comply with current Kansas regulations.

3. State's Responsibility for Program Approval

The Parties understand and agree that:

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- 3.1. KSDE has sole responsibility for program approval. In granting program approval, KSDE will utilize information generated from CAEP's review of an EPP, including but not limited to an Accreditation Council decision on CAEP Accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in Accreditation Policy. Although KSDE may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent with the program review options outlined below, information gathered on these standards and requirements will have no bearing on CAEP Accreditation.
- 3.2. KSDE will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. Transition from NCATE and TEAC Accreditation to CAEP Accreditation

- 4.1. Beginning January 1, 2017, CAEP ceased operation of the NCATE and TEAC Commissions.
- 4.2. Unless KSDE requires CAEP Accreditation as a condition of State approval, EPPs holding NCATE or TEAC accreditation and meeting CAEP's requirements for continuous accreditation will not be required to meet CAEP Standards until the expiration of their current term of accreditation. All such EPPs are subject to the transition provisions described in Sections 4.2.1 to 4.2.5, below, and further defined in Accreditation Policy.
 - 4.2.1. **Annual Reports.** All NCATE- and TEAC-accredited EPPs are required to submit annual reports through the duration of their current term using the CAEP annual report template provided in the CAEP accreditation platform.
 - 4.2.2. **Good Standing.** An NCATE- or TEAC-accredited EPP in good standing is considered to be continuously accredited. Upon expiration of the EPP's NCATE or TEAC term of accreditation, the EPP's next accreditation review must be based on CAEP Standards, policy, and handbook, and carried out using the uniform CAEP Accreditation process. Any such EPP is not required to complete the CAEP application process so long as continuous accreditation is maintained.
- 4.3. Any accreditation review scheduled to take place during and after fall 2019, whether of a new applicant, for continuing accreditation, or following an approved extension, will be based on the CAEP Standards, policy, and handbook, and carried out using the uniform CAEP Accreditation process.

5. CAEP Accreditation Cycle

The Parties understand and agree that:

- 5.1. The CAEP Accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.

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- 5.2. Subject to the provisions of Section 4.2, above, to merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.
- 5.3. An EPP seeking CAEP Accreditation, either as an initial applicant or through a renewal process (generally referred to as continuous accreditation), must complete a self-study process leading to an EPP's production of a Self-Study Report (SSR), a Formative Review, and a Site Visit. An EPP may elect to participate as designated in CAEP policy in the review panel deliberations. Additional details of the CAEP Accreditation process are included in Accreditation Policy.
- 5.4. A site visit, carried out by a site team, is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with Accreditation Policy, CAEP may utilize a virtual site visit.
- 5.5. **Student Data:** No Kansas EPP shall be required to provide student data which may be found in violation of the Kansas Student Data Privacy Act as found in K.S.A. 72-6312 through K.S.A. 72-6320 or in violation of the Family Educational Rights and Privacy Act (FERPA).
- 5.6. KSDE elects that CAEP's reviews of EPPs in Kansas will be carried out using site teams composed as follows:

Joint Review Team. The Joint Review Team includes CAEP trained site visitors appointed by CAEP and KSDE. In a joint review, KSDE authority may assign between one and up to one-less than CAEP appointed visitors. CAEP determines the size of the team needed to accomplish the work based on several factors including the number of completers, programs, previous accreditation, whether initial and advanced levels are reviewed, and the number of sites. CAEP will not increase team size based on KSDE's request to maintain one less than CAEP. (if, for example, CAEP sets a team size at 6, CAEP assigns 4 and KSDE assigns 2; if the team size is 8, CAEP assigns 5 and KSDE assigns 3, etc.) KSDE shall provide CAEP with its recommended site visitor within any timelines established by CAEP in the Accreditation Policy and handbook. The team will be led by co-chairs, one appointed by CAEP and the other by KSDE. The co-chairs and team are responsible for coming to consensus for the team's findings and are expected to comply with CAEP policies and processes. In the event that there is a disagreement between the co-chairs with regards to CAEP policy or processes, CAEP's Vice President for Accreditation will be responsible for resolving any dispute. This mediation by the VP is part of CAEP's internal controls to ensure consistent application and enforcement of the CAEP standards.

- 5.7. Prior to assignment to any CAEP site team, an individual must have successfully completed CAEP training for site team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest. No KSDE appointee or staff member will be held to any code of conduct which contradicts obligations imposed by law or KSDE agency policy. KSDE will make reasonable efforts to identify and disclose any contradictory obligations to CAEP in a timely manner.
- 5.8. Each site team shall include a P-12 practitioner, when possible. KSDE will make recommendations for P-12 practitioners through the CAEP accreditation platform.

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- 5.9. At the discretion of KSDE, KSDE's teachers' association(s) may appoint one (1) representative per association to observe the site review. The role of observers is described in Accreditation Policy. Any expenses associated with the attendance of an observer must be covered by the association(s) or KSDE. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP's policies and procedures regarding site visits and the CAEP Code of Conduct, including with regard to confidentiality and conflicts of interest.
- 5.10. The Kansas Commissioner of Education assigns staff member(s) as state consultant(s) for the visit. KSDE consultant(s) work with CAEP to coordinate the visit and advise the team on state requirements, processes, nomenclature and special circumstances.
- 5.11. KSDE may appoint additional observer(s) for the offsite and onsite reviews for training purposes at KSDE's expense. The observer(s) may be asked to assume responsibilities for data collection and team discussion; however, all such duties must not be in conflict with CAEP policies regarding observers on site teams and site visits.
- 5.12. All site visit activities undertaken by a CAEP site team will be conducted in accordance with the policies and procedures of CAEP and the Accreditation Council.
- 5.13. A visit would be allowed during any period of a week that KSDE, the institution, and CAEP mutually determine to be the best possible visit period.

The length of a Kansas accreditation visit should be:

- 5.13.1. For an initial visit— up to Four days
- 5.13.2. For a continuous full visit— up to Four days
- 5.13.3. For a focused visit—up to three days

EPPs may also choose to follow the regular timeline set forth by CAEP.

- 5.14. CAEP is not responsible for site visit expenses for any KSDE-assigned personnel serving as a State Consultant, State-Appointed Site Visitor, or Observer as defined in Accreditation Policy.
- 5.15. The EPPs will assume reasonable and customary expenses (travel, lodging and meals) for KSDE and CAEP team members and one state consultant. The EPPs will not cover expenses for observers (KSDE consultant, KSDE trainee, teachers' association appointee) except for meals. Onsite team activities will be conducted according to CAEP policies and procedures and KSDE policies to the extent they are not in conflict with CAEP policies and procedures..
- 5.16. An EPP that is subject to the jurisdiction of KSDE may choose from among any of the following program review options for CAEP Accreditation:
 - 5.16.1. **State Review by State Authority.** KSDE conducts program reviews for purposes of state approval and to inform state and CAEP Accreditation. KSDE provides forms and instructions on how to meet all state standards for licensure program approval. Upon an EPP's completion of the KSDE forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The Kansas State Board of Education makes the final decision on the approval of any program.

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- 5.16.1.1. KSDE shall request a review by SPAs to determine how closely aligned KSDE program standards are to the SPA standards. EPPs will submit program reports following the instructions for the selected specialized content program review process detailed in the Kansas Institutional Handbook for Program Approval.
- 5.16.1.2. The Kansas State Board of Education has sole responsibility for program approval. The Evaluation Review Committee (ERC) will utilize information generated from KSDE review process to make recommendations regarding Kansas program approval to the Kansas State Board of Education. Programs must be submitted to KSDE for review eighteen months prior to the onsite accreditation visit.
- 5.16.1.3. As evidence of quality, CAEP accepts the program approval decisions of the Kansas State Board of Education in addition to the SPAs that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current program approval must be presented by the EPP.
- 5.17 The specific timeline established for the review of an EPP, as well CAEP's consideration of any request for an extension, will be decided by CAEP and the Accreditation Council, as appropriate, on a case by case basis and in accordance with CAEP's Accreditation Policy.
- 5.18 Once granted full CAEP Accreditation, an EPP's term of accreditation shall be seven (7) years. Shorter terms are granted with a decision of accreditation with stipulations or probationary accreditation. Throughout its term, to maintain accreditation, an EPP must comply with Accreditation Policy, including policies regarding payment of annual dues and the submission of annual reports.
- 5.19 An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation may have a right to petition for an appeal subject to CAEP's Ad-Hoc Appeals Policy.
- 5.20 KSDE's policy regarding a change of EPP accreditation status (state status) is described in state regulation 91-1-231. g. KSDE will notify CAEP within thirty (30) days of action taken when a CAEP-accredited EPP has had a "Change in State Status" as a result of a decision by KSDE.
- 5.21 Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by KSDE. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [<http://caepnet.org/glossary>]. KSDE should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP Accreditation context.

6 Opportunities for State Input

The Parties understand and agree that:

- 6.1 CAEP will afford KSDE multiple opportunities to provide CAEP, the site team, and members of the Accreditation Council with any information or data KSDE deems relevant to the accreditation of an EPP, as follows:
- 6.2 As described in Section 5.6, above, KSDE may elect to appoint members of the CAEP site team.

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- 6.3 At least ten (10) months prior to any scheduled site visit, CAEP will give KSDE notice of the upcoming visit. At any time, up to six (6) weeks before the scheduled visit, KSDE may provide CAEP with comments and information on the EPP for consideration by the site team. EPPs will be given an opportunity to respond to any such comments prior to the site visit.
- 6.4 At any time, KSDE may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP Accreditation.
- 6.5 In the event an EPP within Kansas petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify KSDE that such petition has been received. Any notification of a decision made by an appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in Accreditation Council policy.

7 Decisions of the Accreditation Council and Appeals Council

The Parties understand and agree that:

- 7.1 The Accreditation Council makes decisions regarding the CAEP accreditation of EPPs at meetings held not less than two (2) times each year.
- 7.2 Following any decision of the Accreditation Council to deny or revoke the CAEP accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and the requirements for qualifying to have an appeal considered by an Ad-Hoc Appeal Panel. Appeals criteria and process information are included in CAEP's Ad Hoc Appeals Policy.
- 7.3 CAEP provides written notice of each decision of the Accreditation Council and any Ad-Hoc Appeal Panel to KSDE and the following individuals and entities:
 - United States Secretary of Education (only if required subsequent to CAEP achieving recognition by the U.S. Secretary of Education) or relevant government agency for international EPPs
 - Council for Higher Education Accreditation (CHEA)
 - Other State licensing or authorizing agency representatives, as appropriate
 - Appropriate accrediting agencies, including national, regional, and specialized accrediting agencies
 - Relevant state affiliates of the National Education Association (NEA) and the American Federation of Teachers (AFT)
- 7.4 In the event of a final decision to deny or revoke CAEP accreditation, CAEP's written notice will include a brief statement summarizing the reasons for the adverse action, along with the official comments, if any, that the affected EPP may wish to make with regard to the decision, or evidence that the affected EPP has been offered the opportunity to provide official comment.
- 7.5 The written notice CAEP provides regarding its CAEP accrediting decisions, made in accordance with the requirements of Federal regulations (34 CFR Part 602), includes notice to the appropriate State licensing or authorizing agency which may be a party to this agreement. Specifically, such notice will be provided no later than thirty (30) days following a decision to award initial accreditation or to renew or continue accreditation. In the event of a final decision to place an EPP on probation, grant

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provisional accreditation, or to deny or terminate accreditation of an EPP, notice will be provided to the appropriate State licensing or authorizing agency at the same time notice of the decision is given to the EPP, but no later than thirty (30) days after the decision is reached. Within thirty (30) days of receiving notification from an EPP that the EPP has decided to withdraw voluntarily from accreditation or to let its accreditation lapse CAEP will provide the KSDE with written notice.

8 Data Sharing

The Parties understand and agree that:

- 8.1 The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that KSDE maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and KSDE, CAEP expects KSDE will make the relevant data available to CAEP at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP Accreditation activities. At no time will student-level data be disclosed by KSDE to CAEP
- 8.2 In order to facilitate the reviews necessary for CAEP Accreditation, CAEP will provide KSDE and each dues paying EPP in Kansas with access to the CAEP accreditation platform, CAEP's data and information management system. Should KSDE or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.
- 8.3 CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it. Any accreditation platform user must also agree to any terms and conditions of platform access as may be established by CAEP.

9 Partnership Dues, State Benefits, and Fees for Additional Services

The Parties understand and agree that:

- 9.1 KSDE will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the KSDE annual State Partnership dues be changed during the term of this agreement, CAEP will notify KSDE of the new dues amount and the effective date.
- 9.2 CAEP will provide up to three (3) individuals employed by KSDE with access to the CAEP accreditation platform.
- 9.3 During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one (1) designated State representative; however, KSDE must assume other expenses associated with attending the conference.
- 9.4 During each year covered by this agreement, CAEP will assume all expenses for one (1) designated KSDE representative to attend the annual CAEP Clinic. A registration fee will be assessed for any

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additional KSDE staff and they must assume other expenses associated with attending the clinic.

9.5 CAEP offers states access to CAEP National Training for up to five (5) site visitors a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in KSDE, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.

9.6 CAEP will notify KSDE contact(s) of in-state nominees selected and trained as CAEP site visitors and leads.

9.7 CAEP will prioritize selection for training of KSDE staff and nominees submitted by KSDE.

9.8 KSDE will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for KSDE's P-12 educators' professional contributions to the work of CAEP as site visitors or program reviewers.

10 State and CAEP Contacts

The Parties understand and agree that:

10.1 KSDE will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.

10.2 CAEP will designate a liaison to serve as the primary contact for KSDE through the term of this agreement.

11 Agreement Term and Amendments

The Parties understand and agree that:

11.1 CAEP and KSDE enter into this partnership agreement for the five (5)-year period beginning October 1, 2020 and ending on September 30, 2025.

11.2 The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.

11.3 Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

11.4 **Mandatory Contract Provisions.** The provisions found in Appendix B which is attached hereto, are hereby incorporated in this contract and made a part thereof as though fully set out herein.

Christopher Koch, President
Council for the Accreditation of Educator Preparation

DATE

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that he or she has the authority to enter into this agreement on behalf of KSDE.

State Authority

DATE

Appendix A: State Dues Structure

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed \$3,000 annually to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

For example:

State A has 20 CAEP member EPPs, or 2.2% of total CAEP EPPs. The proportional amount will be set at 2.2% of \$315,000 (current total), or \$6,900. Therefore, the total fees for State A will be: \$3,000 (fixed) + \$6,900 (variable) = \$9,900.

* This represents the dues structure in effect at the time this agreement is entered into by the Parties. CAEP reviews the dues structure annually and reserves the right to adjust KSDE's annual dues as needed to ensure that all costs of CAEP's accreditation activities are adequately covered. CAEP will notify KSDE upon the adoption of any changes to this structure and the data on which any new dues structure will take effect.

State of Kansas
Department of Administration DA-146a
(Rev. 07-19)

CONTRACTUAL PROVISIONS ATTACHMENT B

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.

2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if is determined

that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
 - a. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not

be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

APPENDIX P. KSDE CONFLICT OF INTEREST GUIDANCE

Conflict of Interest and Ethical Guidelines

Service of team members sometimes creates situations that can cause conflicts of interest, prompt questions of ethics, or otherwise raise issues regarding the objectivity and credibility of the accreditation or program approval process. To avoid such occurrence, KSDE has adopted policies on conflicts of interest, ethical judgments, and participation in consulting activities. The following policies should be reviewed when considering such issues.

Conflicts of Interest

In some situations clear-cut rules for conflict of interest may be difficult to establish. There are many cases where ethical judgments must be made according to the facts of a specific situation. The following guidelines are intended to provide credibility and objectivity by team members in conducting evaluations of professional education units and programs.

Team members should avoid serving on teams for institutions at which they have close personal or professional relationships. Many individuals serving on teams know a large number of professionals throughout the state. The fact that someone is known does not automatically rule out the possibility of serving on a team. The key to this principle is *close personal or professional relationships*. Team members should avoid serving at institutions if:

- They hold an earned or honorary degree from the institution and have been separated from the institution less than 5 years.
- They have significant ties such as being members of a common consortium. (Common membership in ACCK is not considered a conflict of interest.)
- There are colleagues with whom they have jointly authored research or literature.
- They have served on the faculty or staff at the institution and have been separated from the institution less than 10 years.
- A family member is or was employed at the institution.
- A family member is a student at the institution.
- There is some predisposing factor that could prejudice them with respect to an institution.

In these cases personal prejudice is sometimes difficult to avoid and bias is often assumed by the institutions being visited.

Other Ethical Considerations for Team Work

All elements of the KSBE evaluation process are to be treated in the most private and professional manner. These elements include the institutional report, content of questions and answers, discussions, interpretations, analyses, team decisions, and the team report. Both ethical and legal considerations demand that information acquired through the accreditation and program approval process not be used for other purposes, unless permission is obtained from the institution. Thus, most of the documents involved in the accreditation process are the property of the institution and cannot be used by team members for any other purposes.

Ethical Guidelines for Institutions

Institutions also have some ethical responsibilities related to the accreditation process. KSBE has established the following guidelines related to the conduct of an on-site visit:

1. Each institution should facilitate a thorough and objective appraisal of their professional education units and programs by KSBE.
2. Institutions are allowed to challenge team members nominated to serve on teams based a conflict of interest only. The right to challenge cannot be employed as a process for selecting team members holding particular predispositions.
3. Institutional personnel should refrain from publicly criticizing those individuals participating in the accreditation or program approval process.
4. Institutions should report any perceived inadequacies of the KSBE procedures or processes at the time of their occurrence, rather than withholding the information until after the Evaluation Review Committee takes action.

DEFINITIONS

Academic Year. July 1 through June 30.

Accredited. When applied to continuing or initial accreditation, this is the status assigned to an educator preparation provider which substantially meets the accreditation standards prescribed in regulations adopted by the State Board.

Accreditation for two years with focused visit. (Previously Accredited with Conditions.) The status assigned to an educator preparation provider that has critical areas of improvement based on the accreditation standards prescribed in regulations adopted by the State Board that must be addressed by the unit prior to the granting of “accredited” status.

Accreditation for two years with full visit. (Previously Accredited with Probation.) This accreditation decision indicates that an educator preparation provider has serious and significant areas of improvement related to the Kansas State Board of Education standards. As a result of the continuing accreditation review, the Kansas State Board of Education has determined that areas of improvement with respect to standards will place a unit’s accreditation in jeopardy if left uncorrected.

Administrative Head of Education. The chief officer of the institution’s designated educator preparation provider. The official title given to this administrator could be chairperson of the division of education, head of the department of education, dean of education, etc.

Annual IHE Supplemental Report. Information as specified by the Commissioner which must be submitted on a yearly basis.

Approved Program. An educator preparation program approved by the State Board.

Approved with Stipulation. The status assigned to a professional education program that has critical areas of improvement based on the program standards prescribed in regulations adopted by the State Board that must be addressed by the unit prior to the granting of approval.

Areas for Improvement. The features and characteristics that prevent the unit or program from being effective at the level expected to meet a KSBE or CAEP standard.

CAEP. Council for the Accreditation of Educator Preparation.

Certification. The act of designating persons who may legally be employed as teachers or other professional education personnel by boards of education, and of issuing professional certificates to those qualified persons as a result of their having completed a state-approved teacher education program.

Clinical experience. This includes practica, student teaching, and internships.

Commissioner. The Kansas Commissioner of Education or the Commissioner’s designee.

Content Area Courses. Courses and other learning experiences in the academic or professional area that the candidate plans to teach, for the grade level at which the candidate plans to teach, or for other professional roles in which the candidate plans to serve. Examples of content areas include science, elementary education, school psychology, administration, reading, and physical education. For some content areas such as elementary education, the content and professional studies are closely integrated.

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Continuing Accreditation. The status assigned to an educator preparation provider which after achieving initial accreditation continues to substantially meet the accreditation standards prescribed in regulations adopted by the State Board.

Continuing Accreditation Report. The report prepared by an educator preparation provider seeking continuing accreditation status that presents an overview of the institution and the education unit, and a summary of changes, new initiatives, and future directions as they pertain to each of the four standards categories.

Course. An organized subject matter in which instruction is offered within a given period of time as a part of program and for which credit toward graduation and/or licensure is usually given.

Denial of Accreditation. This accreditation decision indicates that an educator preparation provider does not meet one or more of the standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

Educator Preparation Provider (EPP). The entity responsible for the preparation of educators, i.e. nonprofit or for-profit institution of higher education.

Eligibility Roster. A current listing of persons eligible to serve on on-site visit teams.

Endorsement. The code numbers and legend printed on the license which identifies the level and field or subject a person is entitled to teach.

Enrolled Candidate. A candidate who is officially admitted to the program.

Evaluation Review Committee (ERC). A standing committee of the Teaching and School Administration Professional Standards Advisory Board delegated the responsibility to recommend accreditation and approved program actions, based on the institutional self- study, team report and other relevant information, to the State Board of Education through the appropriate person responsible for educator preparation provider accreditation/program approval at the State Department of Education and the Office of the Commissioner of Education.

Exit Conference. A meeting between the team chairs, the administrative head of education and other members of the college/university faculty, and the KSDE teacher education consultant at the completion of the virtual on-site accreditation review. The purpose of the meeting is to inform the institutional personnel that the team has completed its on-site work and to present any other information that is deemed appropriate by the team chairs.

Field Experiences. All those professional laboratory experiences provided educator preparation candidates in elementary, secondary schools, or other educational settings not formally under the direct control of, or affiliated with the educator preparation provider. (See Professional Laboratory Experiences.)

Focused Visit. The virtual on-site visit to an educator preparation provider that has limited accreditation by the state board and is seeking full accreditation.

Formative Feedback Report (FFR). Preliminary feedback from the accreditation visit team to the EPP in response to the Self-Study Report.

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Full-Time Faculty. Employees of an educator preparation provider with full-time assignments within the EPP as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor).

General Studies. Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college candidates.

Indicators. Operational definitions that suggest the kinds of evidence that professional education units should provide to demonstrate that a standard is met. They are not standards in and of themselves. In determining that a standard is met, Accreditation visit teams will weigh the evidence provided for each indicator as well as other data not necessarily related to indicators but germane to the standard. It is possible for a unit to be judged to meet a standard without addressing each indicator. In such cases, other evidence for meeting the standard will have been offered by the unit and judged as acceptable by the accreditation visit team.

Initial Visit. The first on-site visit to a teacher education institution that is seeking accreditation for the first time from the State Board.

Innovative or Experimental Program. A program that cannot conform to the Teacher Education and Licensure Regulations and Standards for Kansas Educators.

Joint Visit. An accreditation review team which has members who represent the State Board and CAEP.

Lead. The head of the accreditation visit team, who coordinates report-writing and communications between the visit team and teacher preparation unit (EPP).

Licensure. The act of designating persons who may legally be employed as teachers or other professional education personnel by boards of education, and of issuing professional licenses to those qualified persons as a result of their having completed a state-approved teacher education program.

Licensure Officer. The individual within an EPP responsible for signing and verifying a program completer's eligibility to apply for a teaching license.

Limited Accreditation. The status assigned to a teacher education institution that is determined through an initial visit to meet substantially the accreditation standards adopted by the State Board.

Not Approved. The status assigned to a professional education program which fails substantially to meet program standards prescribed in regulations adopted by the State Board.

On-Site Coordinator. The individual at an institution who has been assigned the responsibilities of organizing the on-site visit and other tasks related to the visit.

On-Site Visit Team. A group of persons appointed by the Commissioner to review and analyze a Self-Study Report, conduct an on-site review of the teacher education institution or a professional program or programs of such institution, and prepare a report concerning the matter.

Operational. A new program is considered to be operational if one or more candidates have declared the program as an endorsement for their teaching license and are currently enrolled in the required program coursework.

Part-Time Faculty. Employees of a higher institution who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university

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with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Practica/Practicum. The contacts with children, youth, and adults which are provided through participation and teaching, and which make a direct contribution to the understanding of learners and their guidance in individual and group teaching-learning processes.

Probation. The two-year status assigned to a teacher education institution which after achieving initial accreditation, failed to continue to meet substantially accreditation standards prescribed in regulations adopted by the State Board.

Probationary On-Site Visit. The Probationary On-Site is a visit which must be scheduled by a unit within two years of the semester in which a probationary decision is rendered. The on-site visit date must be scheduled in coordination with KSDE and (if the EPP chooses) CAEP.

Probationary Review. The Probationary Review is the process in which the probationary on-site visiting team submits their report for consideration by the Evaluation Review Committee and for subsequent review and final decision by the Kansas State Board of Education.

Professional Education Faculty. Those individuals who teach one or more courses in education, provide services to education candidates (e.g., advising or supervising student teaching) or administer some portion of the unit. Professional education faculty include both higher education faculty and school-based personnel; they are all considered to be members of an institution's professional education unit.

Professional Education Program. An organized set of learning activities designed to provide prospective school personnel with the knowledge, competencies and skills to perform successfully in a specified educational position.

Professional Education Unit. The professional education unit is the institution, college, school, department, or other administrative body within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional school personnel. (The institution as a whole may also be considered to be the unit.) Although it is not essential that all professional education programs be administratively housed in the unit, the CAEP standard on governance and accountability requires that all professional education programs in an institution be organized, unified, and coordinated by the unit.

Professional Laboratory Experiences. The contacts with children, youth, and adults which are provided through observation, participation, and teaching and which make a direct contribution to the understanding of learners and their guidance in individual and group teaching-learning processes.

Program. A planned sequence of courses and experiences leading to a degree, a state license, and/or adequate preparation to provide professional education services in schools.

Program Completers. Are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements.

Program Report. A qualitative and quantitative report prepared by the unit for an accreditation visit to describe how the professional education unit meets the accreditation standards prescribed in regulations adopted by the State Board.

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Program Review. A qualitative and quantitative description of how a teacher education unit meets the program standards prescribed in regulations adopted by the State Board.

Progress Report. A written document that addresses the stipulations that are noted if a new program is approved with stipulation.

Protocol. The procedures that guide joint KSDE/ CAEP site visits in Kansas has a partnership agreement with CAEP.

Provisional Accreditation. This accreditation decision indicates that the unit has not met one or more of the standards following the first accreditation visit. When the ERC renders this decision, the unit has accredited status, but must satisfy provisions by meeting previously unmet standards within an established time period.

Rejoinder. The institution's written response to a team report, or which may take the form of a letter or a document. A rejoinder is required of all units following their receipt of the team report.

Review. The process as carried out by a team, of applying adopted evaluative criteria (standards) to a teacher education unit or program to determine its quality.

Review Team. A group of persons appointed by the Commissioner to review and analyze reports from teacher education institutions and prepare reports based upon the review an analysis.

Revocation of Accreditation. Following a focused visit that occurs as a result of a provisional accreditation decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s).

Scholarship. Is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

Self-Study Report (SSR). A document that describes how a teacher education institution meets the accreditation standards.

Service. Includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission. This may take the form of an officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

State Approval. A governmental activity requiring specific professional education programs within Kansas to meet standards of quality so that their graduates will be eligible for state licensing. State approval is used synonymously with program approval.

State Board. The Kansas State Board of Education.

State Department. The Kansas State Department of Education.

Student Learning. Refers to students in grades P-12 classrooms and includes creating environments that support learning.

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Student Teaching. An in-depth, direct teaching experience conducted in a school setting that is usually a culminating field-based experience for the initial teacher preparation program.

Teacher Education Institution or Institution. A college or university which offers at least a four-year program of study in higher education and which maintains a unit which offers teacher education programs.

Teacher Education Program. An organized set of learning activities and opportunities designed to provide prospective school personnel with knowledge, competencies, and skills to develop the attitudes necessary for successful performance in a specified education setting. Each program will lead to potential licensure by the State Board of Education.

Teacher Education Candidates. College or university candidates enrolled in a program that has been designed for the preparation of teachers and other school personnel, the completion of which usually leads to licensure.

Teacher Educators. Professional educators who serve as the training arm of the teaching profession. They include higher education faculty and school-based practitioners who supervise field experiences, student teaching, and internships.

Team Chair. A professional educator designated to head the review team to which he/she has been appointed by the State Board of Education. The responsibilities of this member include presiding over all meetings, providing leadership designed to help the team accomplish its purpose, preparation of the official team report, etc.

Unit Head. The individual--usually a dean, director, or chair--officially designated to represent the professional education unit as an assigned authority and who has responsibility for its overall administration and operation.

Upgrade Report. A written document that addresses the stipulations noted if an existing program is approved with stipulation.

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ACRONYMS

AACTE	American Association of Colleges of Teacher Education
AACTE R & I	American Association of Colleges of Teacher Education Research & Information Comm.
ACCK	Associated Colleges of Central Kansas
AERA	American Educational Research Association
AFT	American Federation of Teachers
ATE	Association of Teacher Educators
CAEP	Council for the Accreditation of Educator Preparation
CRC	Certification Review Committee
ERC	Evaluation Review Committee
ETS	Educational Testing Service
INTASC	Interstate New Teacher Assessment and Support Consortium
ISLLC	Interstate School Leadership Licensure Consortium
KACTE	Kansas Association of Colleges of Teacher Education
KAPCOTE	Kansas Association of Private Colleges of Teacher Education
KBOR	Kansas Board of Regents (Governing Body of KS Colleges and Universities)
KNEA	Kansas National Education Association
KICA	Kansas Independent College Association
KSBE	Kansas State Board of Education
KSDE	Kansas State Department of Education
LAS	Liberal Arts & Sciences
LEPC	Legislative Education Planning Committee
LRC	Licensure Review Committee
LSD	Learning Services Division
MACC	Midwest Associated Colleges Consortium
NASDTEC	National Association of State Directors of Teacher Education & Certification
NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for Accreditation of Teacher Education
NCLB	No Child Left Behind

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NCTAF	National Commission on Teaching and America's Future
NEA	National Education Association
NES	National Evaluation Systems
P & P	Policies and Procedures Committee
PDS	Professional Development School
PPC	Professional Practices Commission
PSB	Teaching and School Administration Professional Standards Advisory Board Regs Regulations Committee
TLA	Teacher Licensure and Accreditation
T2T	Transition to Teaching
USA	United School Administrators