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Phillip Clay Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data
Kentucky State University

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KY

Kentucky State University Alternative, IHE-based Report AY 2020-21 Kentucky
100% CompleteStatus: In Progress

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

State

Zip

Salutation

First Name

Last Name

Phone

Email

Section I: Program Information

List of Programs

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

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1	Special Education	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
<input type="text"/>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> • <input type="button" value="Insert"/> • <input type="button" value="Cancel"/>

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed

(indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

Program Requirements

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

This Page Includes:

- [Undergraduate Requirements](#)
- [Postgraduate Requirements](#)
- [Supervised Clinical Experience](#)

Undergraduate Requirements

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1. Are there initial teacher certification programs at the undergraduate level? Yes No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Fingerprint check	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Background check	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum basic skills test score	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Interview	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Other Specify:		
Other specify: <input type="text" value="See Below"/>	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>

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

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

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

Postgraduate Requirements

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1. Are there initial teacher certification programs at the postgraduate level? Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Postgraduate Requirements		
Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify:		
Other specify: <input type="text" value="Personal Statement"/>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No

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

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

4. Please provide any additional information about the information provided above: An applicant must provide verification of employment as a special education teacher

An applicant must provide verification of employment as a special education teacher and a personal statement describing professional experiences and academic/professional goals.

and a personal statement describing professional experiences and academic/professional goals.

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models? Yes
 No

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

Programs with student teaching models (most traditional programs)	
Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching <input type="text" value="200"/>
Number of clock hours required for student teaching	Number of clock hours required for student teaching <input type="text" value="400"/>

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

I confirm that there are 0 hours required

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

No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: Option 6 candidates do not engage in a final clinical experience (e.g., student teaching), as is required of Kentucky candidates in traditional routes to certification. A candidate must be admitted to an Option 6 Teacher Education Program (TEP) when admitted to a university in the Commonwealth, and must have an individualized mentoring plan that outlines their goals and the support (at least 15

hours/year) they will receive by an on-site mentor teacher and a university-based educator.

Option 6 candidates do not engage in a final clinical experience (e.g., student teaching), as is required of Kentucky candidates in traditional routes to certification. A candidate must be

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

Employment Rate (%)

Number of Faculty

Update

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

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

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

- [Enrolled Student](#)
- [Program Completer](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender

Total Enrolled

Subset of Program Completers

Male

Male Enrollment

Male Completers

Female

Female Enrollment

Female Completers

Non-Binary/Other

Non-Binary/Other Enrollment

Non-Binary/Other Completers

No Gender Reported

Nonreported gender Enrollment

Nonreported gender Completers

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity

Total Enrolled

Subset of Program Completers

American Indian or Alaska Native

American Indian or Alaska Native

American Indian or Alaska Native

Enrollment

Completers

Asian

Asian Enrollment

Asian Completers

Black or African American

Black or African American Enrollment

Black or African American Completers

Hispanic/Latino of any race

Hispanic/Latino of any race enrollment

Hispanic/Latino of any race Completers

Native Hawaiian or Other Pacific Islander

Native Hawaiian or Other Pacific

Native Hawaiian or Other Pacific

Islander Enrollment

Islander Completers

Race/Ethnicity	Total Enrolled	Subset of Program Completers
White	White Enrollment 4	White Completers 4
Two or more races	Two or more races Enrollment 0	Two or more races Completers 0
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 0	Nonreported race/ethnicity Completers 0

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

Teachers Prepared

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

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

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

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

- [Academic Major](#)

This Page Includes:

- [Teachers Prepared by Subject Area](#)
- [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2020-21

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

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

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
----------	--------------	-----------------

13.10	Teacher Education - Special Education	Number Prepared	<input type="text" value="8"/>
13.1202	Teacher Education - Elementary Education	Number Prepared	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared	<input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared	<input type="text"/>
13.1302	Teacher Education - Art	Number Prepared	<input type="text"/>
13.1303	Teacher Education - Business	Number Prepared	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared	<input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared	<input type="text"/>
13.1307	Teacher Education - Health	Number Prepared	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	<input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared	<input type="text"/>
13.1312	Teacher Education - Music	Number Prepared	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	<input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	<input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared	<input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared	<input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared	<input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared	<input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared	<input type="text"/>
13.1328	Teacher Education - History	Number Prepared	<input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared	<input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared	<input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared	<input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared	<input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared	<input type="text"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program? Yes
 No

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

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="8"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>

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

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Section I: Program Information

Program Assurances

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

This Page Includes:

- [Program Assurances](#)

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. Yes
 No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. Yes
 No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. Yes
 No
 Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities. Yes
 No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. Yes
 No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families. Yes
 No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above: Through monthly meetings with the Teacher Education Committee (community and institutional stakeholders) and the School of Education Human Development and Consumer Sciences (SEHDCS) faculty, several programmatic needs were addressed such as developing a recruitment plan, assessing program learning outcomes, revising course syllabi, establishing partnerships with local school districts, and hosting professional development workshops for students. The primary goal of the SEHDCS and Teacher Education Committee meetings is to provide strategic planning to help our students succeed in the teacher preparation program. Our partnerships with school districts ensured that we provided the proper support

Through monthly meetings with the Teacher Education Committee (community and institutional stakeholders) and the School of Education Human Development and Consumer Sciences

mechanisms to meet assurances as listed above.

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Section II: Annual Goals

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

[Back To Top](#)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal.

3. Did your program meet the goal? Yes
 No

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

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

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. Yes
 No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. [\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

[Back To Top](#)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal.

3. Did your program meet the goal? Yes

No

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

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

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

Recruit at least four students to the program.

2. Describe your goal. Recruit at least four students to the program.

3. Did your program meet the goal? Yes

No

Increased marketing of the program

4. Description of strategies used to achieve goal, if applicable: Increased marketing of the program

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: The EPP placed a more intentional focus on recruiting to

The EPP placed a more intentional focus on recruiting to the graduate program

the graduate program

n/a

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. Yes
 No

Add at least 5 students to the program.

8. Describe your goal. Add at least 5 students to the program.

Set Next Year's Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. Yes
 No

Add at least 6 students to the program

10. Describe your goal. Add at least 6 students to the program

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal.

3. Did your program meet the goal? Yes

No

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

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

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. Yes
 No

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

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

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

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

- [Pass rate](#)
- [Scaled score](#)

- [Teacher credential assessment](#)

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	2			

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Section III: Program Pass Rates

Summary Pass Rates

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	2		
All program completers, 2018-19	2		
All program completers, combined 3 academic years	4		

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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

No

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

CAEP

AAQEP

Other specify:

Other specify:

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

No

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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- [Use of Technology](#)

Use of Technology

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1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

1. integrate technology effectively into curricula and instruction Yes

No

2. use technology effectively to collect data to improve teaching and learning Yes

No

3. use technology effectively to manage data to improve teaching and learning Yes
 No
 4. use technology effectively to analyze data to improve teaching and learning Yes
 No
2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. This is an all online program. In order to progress through the program, candidates must access and submit course assignments in Blackboard. They complete a variety of assignments through their coursework, including conducting research with virtual access to the university library; analyzing and presenting student performance data using Excel; preparing PowerPoint presentations; communicating assignments and grades to students and their families via their district portals; utilizing word processing programs, YouTube videos, Smartboards, clickers, etc. in their instruction and assessment; keeping school records utilizing district technology; and communicating with university-based educators via e-mail, texts, Marco Polo App, and Skype. They must submit video verification of their teaching performances. In addition, they must verify that they are teaching their students to use a variety of technological techniques to enhance their own learning.

This is an all online program. In order to progress through the program, candidates must access and submit course assignments in Blackboard. They complete a variety of assignments through their

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. [\(§205\(a\)\(1\)\(G\)\)](#)

This Page Includes:

- [Teacher Training](#)

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
 1. Teach students with disabilities effectively This program does not prepare general education teachers.

This program does not prepare general education teachers.

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

This program does not prepare general education teachers.

Act. This program does not prepare general education teachers.

3. Effectively teach students who are limited English proficient. This program does not prepare general education teachers

This program does not prepare general education teachers

2. Does your program prepare special education teachers? Yes
 No

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

1. Teach students with disabilities effectively Teacher candidates complete required courses that address classroom management, instructional strategies, differentiated instruction, legal issues pertaining to education, and the use of technology to guide instruction. Candidates must demonstrate knowledge pertaining to categories, laws, regulations, and the needs of students with 504 plans, IEPs/IFSPs, IBPs, IFSPs, and GIEPs.

Teacher candidates complete required courses that address classroom management, instructional strategies, differentiated instruction, legal issues pertaining to education, and the use of technology

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. Teacher candidates complete required courses that address classroom management, instructional strategies, differentiated instruction, legal issues pertaining to education, and the use of technology to guide instruction. Candidates must demonstrate knowledge pertaining to categories, laws, regulations,

Teacher candidates complete required courses that address classroom management, instructional strategies, differentiated instruction, legal issues pertaining to education, and the use of technology

and the needs of students with 504 plans, IEPs/IFSPs, IBPs, IFSPs, and GIEPs.

3. Effectively teach students who are limited English proficient. Students take a course in Cultural Competence, in which candidates learned about working with and teaching individuals with a variety of special needs and those with limited English proficiency (in addition to many other aspects of cultural

identities). Students take a course in Cultural Competence, in which candidates learned about working with and teaching individuals with a variety of special needs and those with limited English proficiency

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Contextual Information

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

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

This Page Includes:

- [Contextual Information](#)

Contextual Information

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Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Core Values • Commitment to Learn – We believe that abilities and achievements grow through willingness, effort, experience, and persistence. • Collaboration – We believe that creative ideas and effective solutions stem from openness, partnership, and community. • Cultural Competence – We fully appreciate our own cultural roots and we believe that understanding and valuing the cultures of others leads to authentic connections and relationships. • Social Justice – We believe that equitable access to resources and opportunities is the key to personal growth, professional accomplishments, and systemic change. • Health and Wellness – We believe that excellence comes from enjoying what we do and striving for balance in body, mind, and spirit. Mission As the first public institution of higher education to prepare African

American teachers in Kentucky, the School of Education is grounded in history, theory, and research. Building on our proud legacy, we now form a diverse, supportive community that promotes cultural competence, provides access to resources, creates opportunities for meaningful learning, engages in effective problem solving, and activates positive system change for all. Vision The School of Education and Human Development collaborates with partners to offer educational opportunities through which individuals from myriad cultures learn together in community and grow into culturally competent, highly skilled, professional leaders in a global society. Goals for 2016-2021 • Goal 1: Collaborate with partners to implement a dynamic strategic plan. • Goal 2: Collaborate with partners to improve student recruitment and enrollment. • Goal 3: Collaborate with partners to increase retention & graduation. • Goal 4: Collaborate with partners to improve academic excellence and career readiness. • Goal 5: Strengthen alumni relations. • Goal 6: Serve as a learning development resource for our community.

Core Values

- Commitment to Learn – We believe that abilities and achievements grow through

Supporting Files

No files have been provided.

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

Link Text

File No file selected

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Report Card Certification

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

Certification of submission

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

Name of responsible representative for teacher preparation program:

Title:

Certification of review of submission

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

Name of reviewer:

Title: