



University of Kentucky Lexington
Traditional Report AY 2015-16
Kentucky



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

College of Education

103 Dickey Hall

CITY

Lexington

STATE

Kentucky

ZIP

40506

SALUTATION

Dr.

FIRST NAME

Gary

LAST NAME

Schroeder

PHONE

(859) 257-7971

EMAIL

gschr1@uky.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency**
- Pre-baccalaureate**
- Both Residency and Pre-baccalaureate**

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agriculture (5-12)	No	
Art (P-12)	No	
Biological Science (8-12)	No	
Chemistry (8-12)	No	
Chinese (P-12)	No	
Earth Science (8-12)	No	
Elementary Education	No	
English (8-12)	No	
French (P-12)	No	
German (P-12)	No	
Health (P-12)	No	
Integrated Music (P-12)	No	
Interdisciplinary Early Childhood Education	No	
Japanese (P-12)	No	
Latin (P-12)	No	

Total number of teacher preparation programs: 28

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Learning and Behavioral Disorders (P-12)	No	
Mathematics (8-12)	No	
Middle Grades English and Communications (5-9)	No	
Middle Grades Mathematics (5-9)	No	
Middle Grades Science (5-9)	No	
Middle Grades Social Studies (5-9)	No	
Moderate and Severe Disabilities (P-12)	No	
Physical Education (P-12)	No	
Physics (8-12)	No	
Russian (P-12)	No	
Social Studies (8-12)	No	
Spanish (P-12)	No	
Visual Impairments	No	

Total number of teacher preparation programs: 28

Program Requirements

THIS PAGE INCLUDES:

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

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

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

Other

If Other, please specify:

The time for admission depends on the program; whether, for example, it is an UG or GRAD program.

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

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

<http://education.uky.edu/AcadServ/content/admission-tep>

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

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

3.346

4. 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.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2015-16?

3.538

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

3.387

4. 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.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2015-16?

4

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

When we say that there are not a specific minimum number of courses required for the post graduate programs, it is a little misleading, as the applicants do need a completed Bachelors degree to be admitted. For the question related to Essay or personal statement required for graduation.... all of our Post Graduate Programs do require a portfolio demonstration as a condition for completion.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	233
Average number of clock hours required for student teaching	455
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	27
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	38
Number of students in supervised clinical experience during this academic year	770

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

The Kentucky EPSB Regulation 16 KAR 5:040 (Section 3) requires that each teacher education candidate must complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings prior to admission to Student Teaching. According to EPSB rules, all Field Experience Assignments and activities must take place within the context of a professional (or pre-professional) education course. The University of Kentucky Professional Education Unit maintains electronic records of all candidates' field experience activities using the UK OTIS online portfolio system. The UK OTIS Field Experience Tracking Module is the official tool used by UK to confirm that all candidates enrolled in student teaching have fulfilled the field experience hours requirement as specified in 16 KAR 5:040. The courses, field experience activities, assignments and procedures described in this policy document ensure that each candidate is able to demonstrate compliance with the field experience-hour requirement. Diversity of Sites Across all P12 Levels in the Required 200 Hours The Field Experience Activities and Assignments will be in diverse, approved settings at the elementary, middle and secondary levels, and will be apportioned over the following categories of activities and skills: Field Experience Categories for the Required 200 Hours Field Experience Category 1: Observe instruction in school and non-school environments including Family Resource Centers or Youth Service Centers. (EPSB Category B) Field Experience Category 2: Participate with and assist a teacher or instructor carrying out educational activities in public school and other school-like settings. (EPSB Category G) Field Experience Category 3: Work with individuals (tutoring), small groups, or large groups of students in educational activities. (EPSB Category C) Field Experience Category 4: In consultation with a teacher or instructor, plan, implement, and assess instruction. (The extent of the activity will be determined by the course objectives as indicated in the syllabus.) (EPSB Category C) Field Experience Category 5: Observe school board and site based council meetings (EPSB Category E) Field Experience Category 6: Participate in Professional Learning Community with Teachers and Professional Development Activities in a school or school district. (EPSB Category F) Field Experience Category 7: Engage families and community through school-based or non-school based organizations such as the PTA, family resource center, YMCA, etc. (EPSB Category D) Learner Characteristics Parameters for Focusing the Required 200 Hours The Field Experience Activities and Assignments developed by each UK Educator Preparation Program Faculty will provide candidates the opportunity to focus attention on the characteristics of learners. In each of the field experience assignments, candidates will develop skill in recognizing and attending to the following learner parameters: Learner Parameter 1: English language learners Learner Parameter 2: Learners with special needs or disabilities Learner Parameter 3: Ethnic groupings (in particular candidates must be alert for becoming familiar with at least two ethnic groupings other than one's own.) Learner Parameter 4: Gender groupings Learner Parameter 5: Socio economic groupings Use of the OTIS Online Electronic Portfolio System for Recording Journal Data Reports The UK OTIS Online Electronic portfolio system is used by faculty and students in all UK educator preparation programs to manage candidates' documentation of meeting required standards and completing required field experience activities. All candidates are expected to have an OTIS account. For each professional education course in which field experience activities are required, instructors will have created a profile of field experience expectations. From this profile, one or more field placements are made so that the candidates can carry out their field experience activity assignments. Candidates will use their OTIS account to document their field experience activities. This includes the number of hours spent in the field experiences. In total, the number of hours recorded in OTIS must be at least 200. At the end of each field experience activity candidates will record information directly into a Journal Data Report (JDR) in OTIS. The Journal Data Reports encompass the various categories, educational levels, and attention to learner characteristics associated with the field experience activity, as required in 16 KAR 5:040. If products resulted from the completion of field experience activity assignments, candidates will use OTIS to upload electronic products (artifacts). By the end of a professional education course, candidates should have a complete record of their field experience activities in their OTIS account, including the JDR data, the required artifacts that resulted from the field experience activities, and an accurate accounting of the number of field experience hours completed. OTIS makes available a variety of reports that

summarize, by course, the data that candidates have recorded for field experience activities during the semester. These can be used by candidates, course instructors, and program faculty to review the candidate's record of activities and performance in field experience activities.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16	<input type="text" value="400"/>
Unduplicated number of males enrolled in 2015-16	<input type="text" value="88"/>
Unduplicated number of females enrolled in 2015-16	<input type="text" value="312"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2015-16	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="14"/>
<i>Race</i>	

2015-16

Number Enrolled

American Indian or Alaska Native

0

Asian

3

Black or African American

12

Native Hawaiian or Other Pacific Islander

0

White

347

Two or more races

10

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.

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2015-16

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	31
13.1210	Teacher Education - Early Childhood Education	8
13.1202	Teacher Education - Elementary Education	143
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	16
13.1205	Teacher Education - Secondary Education	48
13.1206	Teacher Education - Multiple Levels	93

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	8
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	22
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	10
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	22
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	8
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	14
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	2
13.1326	Teacher Education - German	1
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text" value="0"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="2"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2015-16

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="27"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="8"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="142"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="16"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="8"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	10
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	22
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	14
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	14
16	Foreign Languages	5
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	13
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	6
27	Mathematics and Statistics	10
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	2
40.06	Geological and Earth Sciences/Geosciences	2
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: <input data-bbox="289 926 1256 968" type="text"/>	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2015-16 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2015-16	<input type="text" value="298"/>
2014-15	<input type="text" value="259"/>
2013-14	<input type="text" value="278"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in mathematics in 2015-16?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2015-16?

11

3. Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

- Yes
- No
- Not applicable

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

Program faculty utilized the NSF NOYCE Fellowship program to entice students to the program via a generous fellowship in exchange for teaching in a high needs district. The program chair of secondary mathematics identified potential students for the MAT program and met with each one individually to encourage them to apply to the program. The program chair met personally with all potential students who contacted her regarding the program and mapped out a plan for achieving their goal of becoming a mathematics teacher. The website was updated for the program to provide more accurate information. Mathematics Education faculty regularly met with university advisors across campus to identify students who might be interested in pursuing teaching. The undergraduate certification program saw its first cohort of students finish this year, so that has helped to improve numbers.

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

In fall 2015 the Mathematics Education program faculty printed brochures to distribute at a wide variety of events where students would be present. This worked last year and has help to spread information about becoming a mathematics teacher. The website is now regularly updated.

<https://2b.education.uky.edu/stem/> Also it has been noticed that departmental Facebook and Twitter accounts get a lot of traffic and are not utilized that as well as would be preferred. The STEM department needs to use a program that regularly posts updates about our programs and what we are doing. This means that it will be important to pay for an advertisement on Facebook and Twitter about the programs that are offered, in order to be more competitive with other universities. We continue to implement recruiting strategies such as attending and advertising at math club, emailing the mathematics majors who are undergraduate juniors and seniors, and holding regular meetings with the Director of Recruitment & Retention.

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

The Mathematics Education faculty had anticipated a larger MAT class, but did not achieve that.

Academic year 2016-17

7. Is your program preparing teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2016-17?

13

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

Academic year 2017-18

10. Will your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2017-18?

10

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

We have a number of undergraduate students who are not eligible, academically, for TEP so that continues to restrict our number of graduates at the undergraduate level. This continues to be a conversation with the mathematics department. It is clear it is unreasonable to expect the MIC Secondary Math program to have any more than 10 – 12 candidates in any given class. There are several reasons for this. The first is that, nationally, there has been a downturn in relation to individuals choosing teaching as a career. This is a function of the increasing demands on teachers with the stagnant pay schedules, as well as the fact that an improving economy gives individuals other viable options. This is not something that any recruiting strategy we might develop would be able to overcome. The second reason is that we started accepting candidates into an undergraduate program (STEM PLUS) two years ago. The students that are in that program would have otherwise been in the pipeline to the MIC Secondary Math program. Thus, we have diminished that pipeline so that only career changers or late deciders will move into the MIC pathway. Finally, without more flexibility to the MIC program (more online classes, night classes, variable timelines to graduation), it will be hard to draw individuals – such as career changers – into the program. Our program faces another challenge in the near future: the Noyce scholarship program that we have used to fund 8 – 10 individuals across our secondary STEM programs will come to an end. The funding has probably been responsible for 1 – 3 individuals per year maintaining their commitment to the program. There are a couple of things we have done to start to mitigate the challenges in drawing students into the MIC Math program. The first is programmatic changes. This spring (2017), we attained approval from the MIC program faculty to offer a more flexible pathway through the MIC program. Candidates choosing this option would complete the same coursework (hence the reason that this was not run through accreditation processes), but they could do so over a two-year period instead of one year. This should allow career changers or individuals who want to work while completing the degree to choose our program. We are looking at a more significant change in the program that will involve a change in courses. The course changes will also provide additionally flexibility to meet the needs of various candidates who might choose our program. This revised program will not be available until fall of 2018. Finally, we are looking to institute summer internships / externships and informal teaching experiences in the program to both better prepare our candidates and to offer a program with broader appeal.

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in science in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2015-16?

12

3. Did your program meet the goal for prospective teachers set in science in 2015-16?

- Yes
 No
 Not applicable

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:

As has been noted above, the goal number listed for 2015 – 2016 seems much more reasonable for this program given several contextual factors. We will have Noyce fellowships available for two more years, and then will seek further funding after that. We have been trying to forge a relationship with the Woodrow Wilson Foundation to create a collaboration around their STEM fellowship program. This program not only provides fellowships, but also provides recruiting support, as well as the national recognition associated with being a WWF scholar. One larger issue that exists and has and will continue to limit enrollment is the lack of flexibility in the MIC program. All classes are held during the day, and the program must be completed in a single year. Consideration has to be given to (1) making more classes available online, (2) offering more classes in the evening, and (3) allowing options for completing the program over a longer period of time. Since some of these are constrained by policy, it will be necessary to not only work within the university to make some changes in the program, but also to seek support from key policy bodies.

Academic year 2016-17

7. Is your program preparing teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2016-17?

10

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

The following comments were developed by the Chair of the Science Education Program Faculty. It is clear that it is unreasonable to expect the MIC Secondary Science program to have any more than 10 – 12 candidates in any given class. There are several reasons for this. The first is that, nationally, there has been a downturn in relation to individuals choosing teaching as a career. This is a function of the increasing demands on teachers with the stagnant pay schedules, as well as the fact that an improving economy gives individuals other viable options. This is not something that any recruiting strategy we might develop would be able to overcome. The second reason is that we started accepting candidates into an undergraduate program (STEM PLUS) two years ago. The students that are in that program would have otherwise been in the pipeline to the MIC Secondary Science program. Thus, we have diminished that pipeline so that only career changers or late deciders will move into the MIC pathway. Finally, without more flexibility to the MIC program (more online classes, night classes, variable timelines to graduation), it will be hard to draw individuals – such as career changers – into the program. We continue to implement the recruiting strategies described previously, as well as to develop new strategies. For instance, this year, we obtained email addresses for all of the current and recent graduates from the college of Arts & Sciences and sent an email blast to them. We will continue to do this in the future. Also, I have personally worked with a number of individuals in the incoming cohort to connect them to teaching and educationally-focused pursuits. For instance, one of the candidates is working with me as a paid research assistant on a teacher leadership project. A second is working with me on an article for a chemistry education journal. A third is auditing a methods course I teach as she is a career changer who feels she has gotten out of touch with what happens in schools. A fourth is working with a faculty member in biology on educational outreach (something I helped to set up). This personal attention has gone a long way to keeping each of these individuals interested in and committed to the program.

Academic year 2017-18

10. Will your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2017-18?

10

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

The comments concerning what represents a reasonable expectation for the size of our MIC Secondary science cohorts made in last year's report continue to hold. Given the national trends in enrollment in teacher preparation programs (steady decreases over the last several years), the improving economy, and the loss of our feeder program, among other factors, we cannot expect numbers beyond 10 – 12. Our program faces another challenge in the near future: the Noyce scholarship program that we have used to fund 8 – 10 individuals across our secondary STEM programs will come to an end. The funding has probably been responsible for 1 – 3 individuals per year maintaining their commitment to the program. There are a couple of things we have done to start to mitigate the challenges in drawing students into the MIC Science program. The first is programmatic changes. This spring (2017), we attained approval from the MIC program faculty to offer a more flexible pathway through the MIC program. Candidates choosing this option would complete the same coursework (hence the reason that this was not run through accreditation processes), but they could do so over a two-year period instead of one year. This should allow career changers or individuals who want to work while completing the degree to choose our program. We are looking at a more significant change in the program that will involve a change in courses. The course changes will also provide additionally flexibility to meet the needs of various candidates who might choose our program. This revised program will not be available until fall of 2018. Finally, we are looking to institute summer internships / externships and informal teaching experiences in the program to both better prepare our candidates and to offer a program with broader appeal.

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 to state credential 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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in special education in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2015-16?

30

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

- Yes
 No
 Not applicable

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

• A federally funded grant from the Office of Special Education Programs is used to support 8 Masters students and 8 Alternate Certification students in moderate and severe disabilities. The funding supports alternate certification students in mostly rural areas adding to the number of potential teachers in those areas. The grant will end December 2017 • A federally funded research grant from the Institute of Educational Sciences is used to fund two doctoral students in special education. • Two additional personnel preparation grants have been submitted to the Office of Special Education Programs to fund Masters students. They were not funded.

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

• Obtaining federal money to train students has been very successful in helping the program recruit students. • The TVI program faculty have gotten approval from the Kentucky Department of Education to start an Orientation and Mobility program in the department that will increase the number of personnel trained. They are currently in conversation with EPSB.

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

• In addition to the special education students who will graduate with a bachelor's degree in May 2016, the TVI and alternative certification students in Moderate and Severe Disabilities (MSD) will graduate.

Academic year 2016-17

7. Is your program preparing teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2016-17?

30

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

• A new program in Applied Behavior Analysis was started. The first cohort of students was recruited this year • Students continue to be funded by

personnel preparation grants. • A federally funded research grant from the Institute of Educational Sciences is used to fund two doctoral students in special education.

Academic year 2017-18

10. Will your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2017-18?

30

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

• The new dual certification program MSD/LBD program will be implemented in the Fall semester of 2017. This should be an attractive program for prospective teachers. • The VI program recruited a new cohort of students • The second cohort of students was recruited by the Applied Behavior Analysis program. • Three collaborative personnel preparation grants have been submitted to the Office of Special Education Programs to fund Masters students. We are waiting to receive notification of funding. • A federally funded research grant from the Institute of Educational Sciences is used to fund three doctoral students in special education.

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

- Yes
 No
 Not applicable

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:

The University of Kentucky does not currently have a program to prepare teachers of English as a Second Language (ESL). However, efforts to establish a new ESL certification program for educators are well underway. The first step was to create UK degree program(s) and options at the institution. A new faculty member hired in the College of Arts and Sciences designed the academic program, and the Masters Degree in TESL was approved by the UK Senate during the 2013-14 academic year. A program to prepare teachers of English as a Second Language is now under development for submission to the Kentucky Education Professional Standards Board (EPSB). It is anticipated that the first candidates will be admitted to the new program in the Spring of 2017.)

Academic year 2016-17

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

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

Because the University of Kentucky does not yet have a preparation program for teachers of English Language Learners that has been approved by our state agency the Kentucky Education Professional Standards Board, it is not possible to say definitively that UK will prepare ELL teachers in 2016-2017.

Academic year 2017-18

10. Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

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

The first of UK's EPPs in Teaching English as a Second Language, which is an Endorsement program for currently certified teachers, has been submitted to the Education Professional Standards Board for review, and has been considered by the EPSB's Reading Committee. It is hoped that by the end of the year this program will have been approved and will be operational in 2017-18. A second program in Teaching English as a Second Language, is currently under development. It will be an initial preparation program for persons not currently certified as teachers. This should be ready for submission to the EPSB by the end of the summer. If the TESL programs that have been submitted are not approved in time to begin operation in Fall 2017, we will need to change our answers for the Title 2 report in this section.

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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:

1. UK's model for Clinical Practices and School Partnerships ensures that all students have an opportunity to engage P12 education in diverse settings, including urban, town, and rural, and at all three levels. Candidates are required to account for their work in all required settings. 2. All UK regular education candidates are required to complete at least 6 hours coursework related to special education that prepares them to work effectively with special needs children. Candidates learn to identify current practices of meeting the needs of exceptional learners, including evaluation, identification, placement issues, and teacher's roles, and learn to identify primary characteristics of each category of disability and describe its impacts on learning. 3. UK makes full use of the New Teacher Survey which is managed by the Education Professional Standards Board. This survey provides a great deal of information as to the perceived strengths and weaknesses of candidates, as indicated by principals, cooperating teachers and teacher internship mentor teachers. 4. UK makes use of the Higher Education Feedback Report provided by the Kentucky Center on Education and Workforce Statistics. This report provides UK with a wide range of information, including information related to the districts where candidates are employed. 5. All of the UK Educator Preparation Programs are clinically based, and require candidates to complete at least two hundred hours of field experiences. All field experiences are tagged by a variety of characteristics of the learners encountered in the field experiences, and candidates engage in ongoing reflections of the relationship of practice to characteristics of schools and learners. 6. Each EPP at UK is governed by a Program Faculty, which is made up of professional educators, content specialists, cooperating teachers, administrators and students. The Program Faculties are responsible for all aspects of program management, assessment, and development. Because each faculty includes partners from cooperating schools and school districts, each preparation program is grounded in the issues of importance in the schools. 7. The UK College of Education maintains a website with extensive documentation of each educator preparation program. This documentation includes syllabi, information about faculty, documentation of required assessments, documentation of the use of data for program improvement, documentation of the program clinical model, and other information. This website is designed to ensure active development of each program. 8. Public Education in Kentucky is in a constant state of change and development. In Kentucky, key components of statewide curriculum expectations, teacher assessment, instructional development, etc, are combined under the umbrella of "Unbridled Learning." All UK EPPs directly address the manner in which their candidates are prepared for practice within the context of Unbridled Learning. Each professional program syllabus also addresses those aspects of Unbridled Learning included in the course. 9. EPPs at the University of Kentucky all utilize the Unit's Online Portfolio Management System (OTIS), which integrates all of the above components into each

candidate's professional education program. The OTIS system is accessed by candidates, professors, advisors, and P12 partners as a mechanism to ensure that candidates are making progress towards achieving all of the standards sets required for effective practice as a beginning teacher. OTIS provides a transparent mechanism by which to evaluate how well candidates are achieving the many goals of the program. 10. Each EPP makes provision for candidates to have opportunities to work with students, families, and community in low income environments.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0700 -AGRICULTURE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS0700 -AGRICULTURE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS0700 -AGRICULTURE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	11	170	9	82
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	11	168	11	100
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0131 -ART MAKING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	24	182	23	96
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	113	179	109	96
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) Other enrolled students	4			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	38	176	37	97
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	98	178	96	98
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	108	175	102	94
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	23	172	19	83
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	99	171	96	97
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	38	182	38	100
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	98	181	98	100
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	108	180	108	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	23	166	16	70
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	102	171	99	97
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) Other enrolled students	3			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	38	172	37	97
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	98	173	98	100
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	108	172	105	97
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	24	166	20	83
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	100	166	94	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) Other enrolled students	3			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	39	168	37	95
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	98	169	97	99
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	108	168	105	97
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	13	182	13	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	14	179	14	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	13	184	13	100
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	10	179	9	90
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	10	182	10	100
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0600 -LATIN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 (DISC) Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 (DISC) Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	12	168	10	83
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	16	170	16	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5049 -MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5049 -MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	14	181	14	100
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS0111 -MUSIC CONCEPTS AND PROCESSES (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	23	172	21	91

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	18	174	18	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	11	169	10	91
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2015-16	10	173	8	80
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2014-15	12	176	12	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2015-16	25	174	24	96
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15	13	178	13	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	26	177	25	96
ETS0523 -PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	87	179	85	98
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	78	176	77	99
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	59	179	59	100
ETS0524 -PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	17	177	17	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	23	176	22	96
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	8			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	168	177	167	99
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	118	178	118	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	123	176	123	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0522 -PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

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, 2015-16	13	173	13	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	13	172	13	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	14	173	14	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2015-16	17	179	17	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2014-15	10	178	10	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2013-14	15	177	15	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	15	179	15	100
ETS5282 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	16	167	15	94
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	14	169	14	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5330 -SPEECH LANGUAGE PATHOLOGY (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5330 -SPEECH LANGUAGE PATHOLOGY (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5330 -SPEECH LANGUAGE PATHOLOGY (DISC) Educational Testing Service (ETS) All program completers, 2013-14	17	706	17	100

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	340	317	93
All program completers, 2014-15	244	240	98
All program completers, 2013-14	286	276	97

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

Low-Performing

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

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
 NCATE
 TEAC
 CAEP
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes
 No

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

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:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

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.

Teacher education candidates at the University of Kentucky are prepared to integrate technology into curricula and instruction and to use technology to collect, manage, and analyze data for the purpose of improving teaching and learning. The EPP Unit continuous assessment process requires candidates to provide evidence of their ability to meet Kentucky Teacher Standard 6 (demonstrates the implementation of technology). They also must demonstrate mastery of the six UK College of Education technology standards. Candidates develop units and lessons that include the use of technology in their teaching and also provide evidence of their use of technology tools in the work of their P-12 students. The EPP closely integrates use of the OTIS Online Portfolio Management System with all EPP programs. The OTIS system is the primary mechanism for verifying that candidates have met required standards. Through artifacts, reflections, observations, and records of participation in clinical experiences, candidates and faculty are able to ensure that candidates are able to integrate technology into the design and delivery of instruction, to use data in the design and assessment of instruction, and to follow the principles of universal design for learning. All initial preparation programs also include the development and delivery of a capstone project, which includes a complete instructional unit. Design and delivery of this project includes a pre/post assessment of student learning outcomes. Candidates integrate the use of technology into all aspects of this final capstone project, including the use of data for planning and assessing individualized learning experiences, following the principles of universal design. All candidates complete at least one course that emphasizes the use of instructional technology as outlined above. For example, the course, EDC317 provides candidates with strategies and techniques they can use in their

professional education courses. (for example: Blended Instruction, where part of the educational experience is delivered through online media; which requires both technical competence and also design fundamentals that are not typically covered in educational methods courses).

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

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

The Department of Early Childhood, Special Education and Rehabilitation Counseling is actively involved in the preparation of regular education candidates to work effectively with individuals with special needs and also with other educators who work with these individuals. In the past two years, the department has made persistent efforts to work directly with EPPs that train regular educators. EDS 375 Introduction to Special Education, EDS 516 Behavior Management, and EDS 547 Collaboration and Inclusion are three courses that are taken by candidates across the unit. These courses provide regular education candidates an opportunity to learn and practice skills related to special education diagnostic categories, programming, service delivery models, career education, child advocacy, and litigation affecting public education for students with disabilities. Candidates learn to identify current practices of meeting the needs of exceptional learners, including evaluation, identification, placement issues, and teacher's roles, and learn to identify primary characteristics of each category of disability and describe its impacts on learning. Both general education and special education students are enrolled in the courses so that they have opportunities to work together prior to beginning their teaching careers. The department has initiated two areas of emphasis that reflect current realities in special needs populations; Autism Spectrum Disorders (ASD), and applied behavior analysis (ABA). Both of these areas respond to the needs of schools and communities. An Autism Center has been established at UK and students will be seen in the clinic beginning in the Fall of 2017. A new Masters Degree in Applied Behavioral Analysis has been approved. Faculty who teach the special needs courses for regular educators are deeply involved in the above two areas of emphasis. Candidates have the opportunity to learn from, and work with, special education faculty with strong research backgrounds in Autism and Applied Behavior Analysis. The Department also encourages faculty in both Special Education and Regular Education to engage in activities that bring together candidates from Special Education and Regular Education to emulate the collaborative relationships that should characterize multi-disciplinary teams. These simulations can occur within the context of coursework and also as a part of cooperative activities between student professional organizations. An example of how general education candidates are prepared to work with English Language Learners comes from the Elementary Education Program. Other similar examples could be cited for other

programs. Students enrolled in the Elementary Education Teacher Preparation Program are prepared for working with English Language Learners (or students who are Limited English Proficient) in multiple ways. First, Elementary Majors take two literacy related methods courses: EDC 329 – Teaching Reading and Language Arts, and EDC 339 – Designing a Reading and Language Arts Program for the Elementary School. In EDC 329, students focus on oral and written language development in a broader sense, and attention is given to how language develops in native and second languages. Students are also introduced to the WIDA standards (World-class Instructional Design and Assessment) in EDC 329. In EDC 339, studies go more in depth regarding how native and non-native English users develop multiple types of reading skills (phonemic awareness, phonics, fluency vocabulary, and various levels of comprehension). Attention is also devoted to the role English figurative language plays in non-native English speakers' understanding of text. WIDA standards continue to be addressed in EDC 339. In fact, in EDC 339, students design interdisciplinary instructional units. One section of the unit planning deals specifically with differentiation and students must reference specific WIDA standards in appropriate for accommodating ELL students within this unit. Further both the KTIP lesson plan and Practicum lesson plan forms require elementary majors to specify accommodations for learners within the classroom where they are teaching. Of course, just about every classroom contains students who are non-native English speakers. One of the most impactful ways in which we prepare elementary education majors to work with students who are English Language Learners is to place them in classrooms that contain such students. An analysis of the above table indicates that 102 elementary placements took place in schools in which 15% or more of the enrollment was English Language Learners during the 2016-17 academic year. These placements give Elementary Education candidates firsthand experience in working with students who are native speakers of a language other than English. It also affords them the opportunity to observe ELL instructional strategies in practice – ones they have read and learned about in their literacy methods courses.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

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

The Department of Early Childhood, Special Education and Rehabilitation Counseling prepares special educators to provide services to individuals with special needs and also to educators who work with these individuals. The department has initiated two areas of emphasis that reflect current realities in special needs populations; wide spectrum disorders (Autism), and applied behavior analysis. Both of these areas respond to the needs of schools and communities. An Autism Center has been established at UK, and also a new Masters Degree in Applied Behavioral Analysis has been approved. Work in these areas has had a definite impact on the preparation of special educators at the initial level. The College of Education has established a Center for International School Partnerships which provides opportunities for special education candidates to have access both to opportunities to visit and participate in special education programs internationally, and to interact with special educators from other countries. These emphases in the special education EPPs provide candidates with a rich and diverse set of experiences to contextualize the nature of special needs beyond local schools and school districts. The College of Education also encourages faculty in both Special Education and Regular Education to engage in activities that bring together candidates from Special Education and Regular Education to emulate the collaborative relationships that should characterize multi-disciplinary teams. These simulations can occur within the context of coursework and also as a part of cooperative activities between student professional organizations. Each special education candidate completes a series of activities that comprise a comprehensive assessment to be used for IEP development. Specifically, information gathered from these assessment activities are used to identify strengths and weaknesses of their target student, as they compare to typically developing students of the same chronological age. The students complete:

- A record review
- A parent interview
- An academic assessment
- An ecological inventory
- A communication profile

Students complete assessments using direct observation, informal testing, and interviews. Students use information gathered from their assessments to write a present level of performance for their target student. The present level of performance includes ALL areas assessed and ALL areas on the IEP forms. Students use the present levels of performance to generate goals and objectives relevant to their student.

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

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.

Located in Lexington in the Bluegrass region of the Commonwealth, the University of Kentucky (UK) is a public, land grant, doctoral-granting institution designated by the Carnegie Foundation as a Research University with very high research activity. In addition to the research designation, the institution has earned recognition from Carnegie for its curricular engagement and outreach and partnerships. The mission of the University of Kentucky, as adopted by the Board of Trustees in 2009, states: The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service, and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being. In fall 2013, the University of Kentucky served more than 29,000 students with undergraduate students making up 73 percent of the total student body. Professional education programs at the University of Kentucky are guided by the theme, Research and Reflection for Learning and Leading . The vision of the unit is to become one of the nation's best public professional education units with emphasis on research, reflection, learning, and leading in service to the Commonwealth, the nation, and the world. The professional education unit "endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The unit fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff. As part of a research-extensive university, the unit advances knowledge through research. As part of a land-grant institution, the unit prepares professionals for a variety of roles in educational settings and community agencies and provides leadership in the improvement of the education, health, and well-being of citizens in the Commonwealth, the nation, and the world." Ninety-eight percent of unit faculty members have attained the highest degrees possible in their fields. The unit provides candidates with access to state-of-the-art technology. Each building is equipped with computer laboratories and "smart" classrooms to keep candidates and faculty in pace with the latest technological advances in education. In addition to preparing excellent teachers and school leaders, graduates have gone on to excel in numerous other professional fields. The educator preparation unit of the University of Kentucky includes programs in the colleges of Arts and Sciences, Agriculture, Food and Environment, Communication and Information, Education, Fine Arts, and Social Work that prepare professionals for careers in public education. The dean of the College of Education is the chief educator preparation officer for the UK educator preparation unit.

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.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **400**.

Number of program completers from Section I: Program Information, Program Completers is **298**.

For a total enrollment of **698**.

I certify the total enrollment shown above is correct.

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:

Gary G. Schroeder

TITLE:

Director

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:

Rosetta F. Sandidge

TITLE:

Associate Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	517	400	-22.63%
Male Enrollment	106	88	-16.98%
Female Enrollment	411	312	-24.09%
Hispanic/Latino Enrollment	11	14	27.27%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	6	3	-50.00%
Black or African American Enrollment	22	12	-45.45%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	466	347	-25.54%
Two or more races Enrollment	4	10	150.00%
Average number of clock hours required prior to student teaching	233	233	0.00%
Average number of clock hours required for student teaching	455	455	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	20	27	35.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	18	38	111.11%
Number of students in supervised clinical experience during this academic year	698	770	10.32%
Total completers for current academic year	259	298	15.06%
Total completers for prior academic year	278	259	-6.83%
Total completers for second prior academic year	299	278	-7.02%