



University of Kentucky Lexington
Traditional Report AY 2018-19
Kentucky



REPORT COMPLETE

STATUS: **CERTIFIED**

Institution Information

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

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

IPEDS ID

157085

☐

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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University of Kentucky

CITY

Lexington

STATE

Kentucky



ZIP

40506-0017

SALUTATION

Dr.



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Gary

LAST NAME

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	PG	

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ No

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

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<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 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

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

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes
 ☐ No

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

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<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 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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>233</div>
Number of clock hours required for student teaching	<div>455</div>

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

☐ Yes

☒ No

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

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<div></div>
Years required of teaching as the teacher of record in a classroom	<div></div>

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	<div>37</div>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<div>28</div>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<div>692</div>
Number of students in supervised clinical experience during this academic year	<div>629</div>

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

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

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

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	623
Subset of Program Completers	268

Gender	Total Enrolled	Subset of Program Completers
Male	125	53
Female	498	215
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	5	4
Black or African American	18	5
Hispanic/Latino of any race	19	8
Native Hawaiian or Other Pacific Islander	1	1
White	521	225

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	10	4
No Race/Ethnicity Reported	49	21

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

>>

[Teachers Prepared by Subject Area](#)

>>

[Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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

What are CIP Codes?

☐ No teachers prepared in academic year 2018-19

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<div>39</div>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	108
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	54
13.1210	Teacher Education - Early Childhood Education	2
13.1301	Teacher Education - Agriculture	12
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	27
13.1306	Teacher Education - Foreign Language	4
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	24
13.1312	Teacher Education - Music	12
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	8
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	31
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	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 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

☒ Yes

☐ No

☐ No teachers prepared in academic year 2018-19

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="39"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="108"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="27"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="2"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="12"/>
13.1302	Teacher Education - Art	<input type="text" value="6"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="9"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text" value="10"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="10"/>
13.1312	Teacher Education - Music	<input type="text" value="12"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="10"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="9"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text" value="12"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	4 <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	3 <input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	3 <input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	1 <input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	4
99	Other Specify: Antropology and Political Science	2

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ☒ Yes
- ☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ☒ Yes
- ☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

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

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ☒ Yes
- ☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ☒ Yes
- ☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ☒ Yes
- ☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ☒ Yes
- ☐ No

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

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 has developed an extensive survey to probe the responses to its EPP programs from completers and employers. This survey is systematically shared with the program faculties. 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. EPPs at the University of Kentucky all utilize the Unit's Online Portfolio Management System (OTIS). 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. 9. Each EPP makes provision for candidates to have opportunities to work with students, families, and community in low income environments. In addition to the above activities, UK has also taken the following steps to demonstrate compliance with the required assurances. 10. As part of our process of preparing for accreditation, all programs now submit an Accreditation Syllabus for every professional education course. A key component is for each of our initial preparation programs identify those courses that ensure that regular education teachers are prepared to deal with special needs students and their parents, and special education teachers are prepared to deal with core academic standards. Programs also review the success of their efforts on an annual basis. 11. All initial preparation programs must address both two core sets of standards (Kentucky Teacher Performance Standards, International Literacy Association Standards) and their related SPA standards. All programs must provide their candidates with opportunities to become proficient with research, methods and materials to help all P12 students address the literacy components of their individual disciplines. 12. The EPP unit has also adopted a cross cutting theme related to diversity, including students with special needs students, and this theme is addressed in all of the EPP's unit wide assessments. 13. There has been a complete redesign of course work and activities to address the International Literacy Association standards which focuses specifically on meeting the needs of all students for training with discipline specific literacy practices. 14. All EPP coursework, assessments, and portfolio reviews include attention to candidates ability to meet the needs of special needs students.

Annual Goals: Mathematics

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2018-19\)](#)
- >> [Review Current Year’s Goal \(2019-20\)](#)
- >> [Set Next Year’s Goal \(2020-21\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The goal was nine new mathematics teaches.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

There are three primary strategies used to produce a larger number of teachers in this area: 1. Strengthen and coordinate recruitment activities across the college and the university 2. Improve advising and student success activities 3. Engage the community and the public schools in activities related to the EPP discipline Together, these three sets of initiatives will provide a balanced way to not only attract more candidates to the program, but they will also ensure that these candidates are retrained and complete the program because they are both successful, motivated, and excited to be a member of the EPP community.

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

The College of Education employs a full time recruiter and operates a recruitment office with facilities to meet with students and their parents during

visits to the college The recruiter manages a team of faculty, staff and students from across college departments who participate in a wide variety of recruitment events locally and regionally. Representatives from college program faculties also participate in events for students and parents in local schools. Recruitment efforts are part of an integrated system for student advising and success coordinated by an Associate Dean. The student advising and success system includes a specialized Office of Retention and Analytics in the college, focused on the use of UK data and Tableau data visualization tools to track and predict patterns of admission, enrollment and graduation. The Retention and Analytics Officer works closely with program faculties to use data for the basis for program development and the management of recruitment and retention activities. Also, recognizing the importance of recruiting and retaining a diverse student body in all programs, the Student Advising and Success System includes a full time office of Equity and Diversity. This office not only works to support individual students but also helps to organize and promote student organizations in all program areas and to provide students with volunteer and community engagement activities. The College of Education has devoted resources, including both personnel and financial, to promote and coordinate all communications, social media, websites, and publicity materials for departments and offices. The College of Education also has an Office of Clinical Preparation and Partnerships that manages outreach activities and the recruitment of new teachers through activities like the following: : • Educator's Rising in partnership with PDK International • Holmes Scholars Program in partnership with AACTE • GEAR UP Program in partnership with the Council on Postsecondary Education • STEAM Academy and Districts of Innovation • Biannual Summits with University of Louisville College of Education and Human Development • Statewide CEEDAR project in partnership with University of Louisville, Thomas More College, Kentucky Department of Education, and the Education Professional Standards Board • Office of Clinical Experiences and School Partnerships • P12 Mathematics and Science Outreach Unit (PIMSER) • EDLife and KHP Living Learning Communities • Engagement Collaborative • Student Support Team All of these efforts engage and support educator preparation candidates, building motivation, achievement, retention and program completion.

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

To recruit and retain Mathematics teacher education candidates, the Department of STEM Education also conducts a wide variety of outreach activities. These include: • STEM nights at local public schools • STEM Summer Camps • See Blue Mathematics Clinic for area schools • STEM Through Authentic Research Training (START) which provide STEM students an opportunity to peer-mentors in underrepresented communities.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The goal for 2019-20 is nine new mathematics teachers.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The goal for 2020-21 is nine new mathematics teachers.

Annual Goals: Science

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2018-19\)](#)
- >> [Review Current Year’s Goal \(2019-20\)](#)
- >> [Set Next Year’s Goal \(2020-21\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The STEM program in Science Education (Biology, Chemistry, Physics, and Earth Science) intended to prepare ten new science teachers.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

Although the goal was not reached, the program faculty, the College of Education, and the university has moved forward with ambitious efforts in the area of recruitment and retention. There are three primary strategies used to produce a larger number of teachers in this area: 1. Strengthen and coordinate recruitment activities across the college and the university 2. Improve advising and student success activities 3. Engage the community and the public schools in activities related to the EPP discipline Together, these three sets of initiatives will provide a balanced way to not only attract more candidates to the program, but they will also ensure that these candidates are retrained and complete the program because they are both successful, motivated, and excited to be a member of the EPP community.

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

The College of Education employs a full time recruiter and operates a recruitment office with facilities to meet with students and their parents during visits to the college. The recruiter manages a team of faculty, staff and students from across college departments who participate in a wide variety of recruitment events locally and regionally. Representatives from college program faculties also participate in events for students and parents in local schools. Recruitment efforts are part of an integrated system for student advising and success coordinated by an Associate Dean. The student advising and success system includes a specialized Office of Retention and Analytics in the college, focused on the use of UK data and Tableau data visualization tools to track and predict patterns of admission, enrollment and graduation. The Retention and Analytics Officer works closely with program faculties to use data for the basis for program development and the management of recruitment and retention activities. Also, recognizing the importance of recruiting and retaining a diverse student body in all programs, the Student Advising and Success System includes a full time office of Equity and Diversity. This office not only works to support individual students but also helps to organize and promote student organizations in all program areas and to provide students with volunteer and community engagement activities. The College of Education has devoted resources, including both personnel and financial, to promote and coordinate all communications, social media, websites, and publicity materials for departments and offices. The College of Education also has an Office of Clinical Preparation and Partnerships that manages outreach activities and the recruitment of new teachers through activities like the following: • Educator's Rising in partnership with PDK International • Holmes Scholars Program in partnership with AACTE • GEAR UP Program in partnership with the Council on Postsecondary Education • STEAM Academy and Districts of Innovation • Biannual Summits with University of Louisville College of Education and Human Development • Statewide CEEDAR project in partnership with University of Louisville, Thomas More College, Kentucky Department of Education, and the Education Professional Standards Board • Office of Clinical Experiences and School Partnerships • P12 Mathematics and Science Outreach Unit (PIMSER) • EDLife and KHP Living Learning Communities • Engagement Collaborative • Student Support Team. All of these efforts engage and support educator preparation candidates, building motivation, achievement, retention and program completion.

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

To recruit and retain Science teacher education candidates, the Department of STEM Education also conducts a wide variety of outreach activities. These include: • Robotics for STEM Teachers: A collaboration with the College of Engineering each summer. • See Blue Robotics Camp, which focuses on building and programming VEX robots • Network Retention of STEM Teachers, A collaborative grant with four other universities and funded by the National Science Foundation to study how networks influence teacher retention in STEM fields • See Blue ChemCamp: A high school camp focused on giving students opportunity and access to high-quality, hands-on laboratory investigations in chemistry

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The goal was to prepare four new science teachers. The many steps that have been taken to approach this goal have been described above.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The goal is to prepare a minimum of four new science teachers in 20-21. The steps that have been and are being taken to meet this goal were described above.

Annual Goals: Special Education

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2018-19\)](#)
- >> [Review Current Year’s Goal \(2019-20\)](#)
- >> [Set Next Year’s Goal \(2020-21\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our programs intended to add 33 new special education teachers including the visual impairments program.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Our programs added 39 new special education teachers. There are three primary strategies used to produce a larger number of teachers in this area: 1. Strengthen and coordinate recruitment activities across the college and the university 2. Improve advising and student success activities 3. Engage the community and the public schools in activities related to the EPP discipline Together, these three sets of initiatives will provide a balanced way to not only attract more candidates to the program, but they will also ensure that these candidates are retrained and complete the program because they are both successful, motivated, and excited to be a member of the EPP community.

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

The College of Education employs a full time recruiter and operates a recruitment office with facilities to meet with students and their parents during

visits to the college. The recruiter manages a team of faculty, staff and students from across college departments who participate in a wide variety of recruitment events locally and regionally. Representatives from college program faculties also participate in events for students and parents in local schools. Recruitment efforts are part of an integrated system for student advising and success coordinated by an Associate Dean. The student advising and success system includes a specialized Office of Retention and Analytics in the college, focused on the use of UK data and Tableau data visualization tools to track and predict patterns of admission, enrollment and graduation. The Retention and Analytics Officer works closely with program faculties to use data for the basis for program development and the management of recruitment and retention activities. Also, recognizing the importance of recruiting and retaining a diverse student body in all programs, the Student Advising and Success System includes a full time office of Equity and Diversity. This office not only works to support individual students but also helps to organize and promote student organizations in all program areas and to provide students with volunteer and community engagement activities. The College of Education has devoted resources, including both personnel and financial, to promote and coordinate all communications, social media, websites, and publicity materials for departments and offices. The College of Education also has an Office of Clinical Preparation and Partnerships that manages outreach activities and the recruitment of new teachers through activities like the following: • Educator's Rising in partnership with PDK International • Holmes Scholars Program in partnership with AACTE • GEAR UP Program in partnership with the Council on Postsecondary Education • STEAM Academy and Districts of Innovation • Biannual Summits with University of Louisville College of Education and Human Development • Statewide CEEDAR project in partnership with University of Louisville, Thomas More College, Kentucky Department of Education, and the Education Professional Standards Board • Office of Clinical Experiences and School Partnerships • P12 Mathematics and Science Outreach Unit (PIMSER) • EDLife and KHP Living Learning Communities • Engagement Collaborative • Student Support Team. All of these efforts engage and support educator preparation candidates, building motivation, achievement, retention and program completion.

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

• We have combined our MSD and LBD programs into one program so that our candidates are better prepared to serve students of all disability categories, especially those that fall at the top of one (e.g., MSD) or bottom of the other (e.g., LBD) • We have collaborated with general education to better meet the needs of our candidates and their future students. Instead of taking a reading, writing, and mathematics methods course, our students will now take literacy, mathematics, science, and social studies methods courses. This aligns better with what special education teachers are expected to teach • We have created three practicum courses (EDS 301, 401, and 402) and aligned them with specific courses. Students will complete a minimum of 240 hours of practicum prior to student teaching in both LBD and MSD placements, across elementary, middle, and high schools. Students will be required to complete assignments for all co-requisite courses in their various practicums • Cooperating teachers for practicum and student teaching are hand-selected based on exhibiting high quality teacher behaviors. Many of our cooperating teachers have graduated from our program. • Many program faculty conduct research in cooperating teachers' classrooms • The SPED student teacher supervisor collaborates with Middle school education student teacher supervisor annually to give a more comprehensive experience of co-teaching to our student teachers and middle school student teachers • We have moved to a cohort model • Our program houses the Student Council for Exceptional Children. The officers are typically undergraduates from our programs • Our program faculty provide consultation services with our school partners

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The Special Education programs faculties intended to prepare 46 new special education teachers, and was able to attain that goal. The strategies and activities used to achieve this success are listed in the sections above.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

The special education faculties hope to prepare another 46 teachers in all of the special education programs combined. Strategies and activities being followed have been described in the sections above.

Annual Goals: Instruction of Limited English Proficient Students

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The University of Kentucky does not currently have an approved initial preparation program for Teaching English as a Second Language. A program to prepare already certified teachers to add the certificate in TESL has been approved and was in operation during 2018-19. The endorsement program for Teaching English as A Second Language is housed in the College of Arts and Sciences, in the Department of Modern and Classical Languages. The department offers a MA in TESL which can include the teaching certificate program. In addition, already certified teachers with a background in English and communication may complete a shorter certificate-only program leading to TESL certification. The program faculty intended to produce 6 teachers qualified, in addition to their other teaching certificates, to serve as TESL specialists in the public schools.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

The TESL program works closely with the program faculty in Teaching World Languages. Many of the world languages candidates also choose to complete the TESL certificate only endorsement program. The TESL faculty also collaborate extensively with TESL specialists and program managers in the public schools. These collaborations serve as a tool to recruit TESL candidates from the teaching pool, and this is expected to add more candidates to the program. Candidates currently in the program, who are close to finishing, will complete their coursework and portfolio requirements during 2019-2020.

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

The program faculty has spent a great deal of time developing an initial preparation program for TESL certified teachers. The basic program has been presented for approval at the departmental level, and the program faculty has initiated collaboration with the College of Education to prepare the necessary documents and materials needed for submission to the Kentucky Education Professional Standards Board. It is hoped that this approval will be secured in early 2020-21.

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

No additional comments.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

☒
☐

Yes

No

8. Describe your goal.

The program faculty in TESL intended to add an additional four certified TESL teachers in 2019-2020. As of this writing the goal has not been achieved. However, candidates in the program will continue to work towards completion through the summer of 2020.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

☒
☐

Yes

No

10. Describe your goal.

The program faculty in TESL is intending to add at least four certified TESL specialists during 2020-21. However, because the program will be a graduate level program including both the MA int TESL and also the teaching certification program, the current COVID-19 situation, which will affect all institutions of higher education, makes prediction of program participation uncertain.

Assessment Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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 enrolled students who have completed all noncl	3			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2018-19	12	171	12	100
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2017-18	13	168	13	100
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	1				
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	6				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5				
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1				
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3				
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5				
ETS5665 -CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1				
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2017-18	1				
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	23	181	22	96	
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	101	181	101	100	
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	111	182	110	99	
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	99	181	98	99	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	22	176	20	91
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	101	173	101	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	111	173	109	98
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	99	173	98	99
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	21	177	19	90
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	100	171	98	98
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	111	172	108	97
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	99	171	98	99
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	173	18	95
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	100	169	99	99
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	111	168	104	94
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	100	165	97	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	182	13	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	12	180	12	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	15	180	15	100
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	14	168	13	93
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	15	167	12	80
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	14	175	13	93
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	14	181	14	100
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	5			
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, 2018-19	8			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	14	159	11	79

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	16	165	16	100
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	13	168	13	100
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	16	167	14	88
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	17	172	17	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	19	173	19	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2018-19	30	173	29	97
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2017-18	35	176	35	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2016-17	13	179	13	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	35	181	35	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	35	175	34	97
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	78	178	78	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	91	179	91	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	25	179	25	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	118	176	118	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	117	177	117	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	109	176	108	99
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	14	174	14	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2017-18	3			

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, 2016-17	13	176	13	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2018-19	17	180	17	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2017-18	18	181	18	100
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2016-17	11	175	11	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5282 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	166	14	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	18	169	18	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2016-17	20	168	20	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	2			

Summary Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	208	198	95
All program completers, 2017-18	261	253	97
All program completers, 2016-17	245	241	98

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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

- ☒ State
- ☐ CAEP
- ☐ AAQEP
- ☒ Other specify:

The University of Kentucky EPP was accredited by NCATE and the KY EPSB until 2023,

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

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

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

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.

1. 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. 2. Many programs require all candidates to earn the Google Educator Level 1 Certification prior to completion of the program. The unit is exploring whether to make this a requirement for all initial preparation programs. 3. 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. 4. The EPP has developed a set of three required Unit Wide Assessments which must be completed by all initial preparation candidates. These unit wide assessments are built around the Kentucky Teacher Performance Standards and three cross cutting themes, of which one is technology (Teacher Use and Student Use). Candidates “tag” artifacts as demonstrating teacher use of technology and student use of technology. Candidate products, including the unit wide assessments are scored on the extent to which candidates have mastered the use of technology. 5. 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. 6. All candidates complete at least one course that emphasizes the use of instructional technology as outlined above. For example, the course, EDC317 “Introduction to Instructional Media” provides

candidates in a variety of programs 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). Another example is EDS 514 "Instructional Technology in Special Education" This course provides candidates with An overview of ways technology can be used to facilitate the education of students with disabilities. Topics include personal computer operation, personal productivity tools, instructional software evaluation and integration into the curriculum, multimedia applications, telecommunications, and emerging technologies.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Teacher Training

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

a. Teach students with disabilities effectively

1. 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. 2. 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. 3. The department continues work in 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. The Autism Center, which began seeing clients in the Fall of 2017, continues to involve EPP candidates in tools and techniques to address the needs of autistic students. A new Masters Degree in Applied Behavioral Analysis is now enrolling candidates. 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.

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

4. The Department of Special 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. 5. The Department of Special Education collaborates with general education to better meet the needs of both special education candidates and regular education candidates. Instead of taking a reading, writing, and mathematics methods course, special education students now take literacy, mathematics, science, and social studies methods courses. This aligns better with what special education teachers are expected to teach 6. During student teaching, the special education student teacher supervisors collaborate with regular education student teacher supervisors annually to ensure a more comprehensive experience of co-teaching to the special education student teachers and the regular education student teachers.

c. Effectively teach students who are limited English proficient.

7. 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. 8. 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 Education candidates 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, candidates focus on oral and written language development in a broader sense, and attention is given to how language develops in native and second languages. Candidates 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, candidates design interdisciplinary instructional units. One section of the unit planning deals specifically with differentiation and candidates must reference specific WIDA standards in appropriate ways for accommodating ELL students within this unit. Further, the lesson plan forms require elementary education candidates to specify accommodations for learners within the classroom where they are teaching. Within this region, most classrooms include students who are non-native English speakers. 9.. One of the most impactful ways in which elementary education candidates are educated to work with students who are English Language Learners is to place them in classrooms that contain such students. 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.

2. Does your program prepare special education teachers?

- ☒ Yes
☐ No

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

a. Teach students with disabilities effectively

1. 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. 2. 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. The Autism Center, which began seeing clients in the Fall of 2017, continues to involve EPP candidates in tools and techniques to address the needs of autistic students. The new Masters Degree in Applied Behavioral Analysis is now enrolling candidates. Work in these areas has had a definite impact on the preparation of special educators at the initial level. 3. The College of Education has 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.

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

4. 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. 5. 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 candidates complete: * A record review * A parent interview * An academic assessment * An ecological inventory * A communication profile 6. Candidates complete assessments using direct observation, informal testing, and interviews. Candidates 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. Candidates use the present levels of performance to generate goals and objectives relevant to their P12 students.

c. Effectively teach students who are limited English proficient.

7. The initial preparation program to prepare special education teachers is aligned with the CEC standards. All special education preparation courses, field experiences, and assessments are aligned to the standards. The CEC standards include direct attention to working with English language learners. Each candidate receives both instruction towards becoming an effective special education teacher, and each candidate receives continual feedback through the review and assessment of artifacts uploaded to the UK OTIS online portfolio system which monitor progress towards demonstrating mastery of the CEC standards.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

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.

About the University of Kentucky 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. In October 2015, the UK Board of Trustees met to consider and endorse the 2015-2020 Strategic Plan. It was a data-rich conversation about the multifaceted mission of the University. The dialogue underscored UK's commitment to its objectives and action steps; the specific ways UK plans to measure progress; and the ambitious path UK plans to forge for the future. The board strongly endorsed five strategic objectives: • Undergraduate Student Success - To be the University of choice for aspiring undergraduate students, within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement. • Graduate Education - Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service. • Diversity and Inclusivity - Enhance the diversity and inclusivity of our University community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all, to help ensure their success in an interconnected world. • Research and Scholarship - Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world. • Community Engagement - Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen-scholars. The University of Kentucky Mission: 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. The University of Kentucky: • Facilitates learning, informed by scholarship and research; • Expands knowledge through research, scholarship and creative activity; and • Serves a global community by disseminating, sharing and applying knowledge. The University contributes to the economic development and quality of life within Kentucky's borders and beyond, nurturing a diverse community characterized by fairness and equal opportunity. The University of Kentucky Strategic Vision: As Kentucky's indispensable institution, we transform the lives of our students and advance the Commonwealth we serve – and beyond – through our teaching and learning, diversity and inclusion, discovery, research and creativity, promotion of health, and deep community engagement. About the College of Education The University of Kentucky College of Education is committed to studying and helping to solve the most critical education and health challenges of our time. This requires us as a college to prepare the next generation of teachers, leaders and scholars to understand these issues. We have nearly 3,000 students in over 70 undergraduate and graduate programs in a wide range of fields, from teaching to rehabilitation counseling, from exercise science to sports leadership. Our graduates consistently receive top honors, and our students are taught by a breadth of experienced, well-respected, and highly-recognized faculty, who have backgrounds in a wide range of issues facing our society. UK College of Education graduates are highly regarded and enter fulfilling and impactful careers. Currently, graduates of the College work in all 50 states, the District of Columbia, and 40 countries. And while we reach far and wide, we are also committed to significantly impacting and improving the lives of Kentuckians as part of the Commonwealth's flagship, land-grant university. We serve our communities through high-quality teaching, research, and engagement. We are very proud of our contributions to the Commonwealth of Kentucky. Our faculty and students are involved in more than \$20 million in active research that directly impacts the education and well-being of Kentuckians in all 120 counties, as well as many people throughout the world. Our Mission The College of Education endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The College 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 College advances knowledge through research. As part of a land grant institution, the College 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.

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.

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:

Dr. Gary G. Schroeder

TITLE:

Director, Program Documentation, Accountability, and Compliance

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:

Dr. Rosetta F. Sandidge

TITLE:

Senior Associate Dean, Academic Programs, Accreditation, and Planning