



University of Kentucky Lexington
Alternative, IHE-based Report AY 2020-21
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

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Schroeder

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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
13.1	Special Education	PG	
13.1306	Teacher Education - Foreign Language	PG	

Total number of teacher preparation programs:

3

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	☐ Yes ☐ No	☐ Yes ☐ No
Fingerprint check	☐ Yes ☐ No	☐ Yes ☐ No
Background check	☐ Yes ☐ No	☐ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in content area coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum ACT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum SAT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum basic skills test score	☐ Yes ☐ No	☐ Yes ☐ No
Subject area/academic content test or other subject matter verification	☐ Yes ☐ No	☐ Yes ☐ No
Recommendation(s)	☐ Yes ☐ No	☐ Yes ☐ No

Element	Admission	Completion
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

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

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

There are no Alternative Certification Programs at the undergraduate level.

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	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☒ Yes ☐ No	☒ Yes ☐ No
Background check	☒ Yes ☐ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☐ Yes ☒ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☐ Yes ☒ No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☒ Yes ☐ No	☐ Yes ☒ No
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ 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 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☐ Yes
- ☒ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	
Number of clock hours required for student teaching	

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

☒ I confirm that there are 0 hours required

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

- ☒ Yes
- ☐ No

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

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

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

0

Years required of teaching as the teacher of record in a classroom

0

All Programs

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

2

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

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

0

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

0

Number of students in supervised clinical experience during this academic year

5

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

The Moderate and Severe Disabilities Alternative Certification Program utilizes regular full time faculty to supervise candidates in their classrooms. The program is designed to be available in many sites across the state. This means that most of the actual coursework is available through distance learning. Supervision and Mentoring of the candidates in their classrooms is done individually. In addition to on-site visits for supervision and mentoring, the program also makes use of technology such as Skype and other video tools. The Teacher Preparation Program in Visual Impairments at the University of Kentucky is the only program in the state that prepares Teachers of the Visually Impaired and therefore must provide close monitoring of all candidates regardless of proximity to the university. In order to provide comprehensive monitoring to all candidates, the use of advanced technology may be used for up to 50% of observations with equal feedback provided regardless of type of monitoring. Technologies used will allow for two-way audio and video communication throughout the observation. Intent of the Teaching World Languages Alternative Certification Program Faculty in Establishing the Model for Clinical Preparation: The TWL faculty intends to prepare alternative certification candidates to teach language to students in their own classroom settings. The certificate enables candidates to teach students who are in preschool through the 12th grade and therefore the faculty is dedicated to providing instruction across these age ranges although clinical experiences take place only in the candidates classrooms. Pedagogy that is program specific is gained through coursework and clinical experiences in their TWL coursework where they learn specific strategies effective for teaching specific language and literacy skills. The TWL coursework also prepares candidates to work within an interdisciplinary model so that the complex needs of students can be met. Candidates serve students with TWL across a variety of settings including self-contained classrooms, resource room settings, and inclusionary settings in which students with and without disabilities are educated in the same classroom. Candidates are prepared by completing assignments across these settings. All candidates' progress also is monitored through a mentoring agreement that is developed jointly between the university and the school district employing the candidate. The university agrees to observe the candidate for a minimum of 5 hours annually, the district agrees to observe and mentor the candidate for a minimum of 8 hours annually, and the university and district jointly determine how an additional 2 hours of observation and mentoring will be provided annually.

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

2020-21 Total	
Total Number of Individuals Enrolled	7
Subset of Program Completers	1

Gender	Total Enrolled	Subset of Program Completers
Male	0	0
Female	7	1
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	0	0
Black or African American	0	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	7	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

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 2020-21.

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

What are CIP Codes?

☐ No teachers prepared in academic year 2020-21

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	1

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	0
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

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

- ☐ Yes
- ☒ No

☐ No teachers prepared in academic year 2020-21

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	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
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	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

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

CIP Code	Academic Major	Number Prepared
54	History	
99	Other Specify: 	

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:

Alternative Certification Program in Moderate and Severe Disabilities The graduate Alternative Certification Program in Moderate and Severe Disabilities (MSD) at the University of Kentucky is a comprehensive training program that allows graduate students to obtain provisional certification to teach students with MSD. It is a certification-only program and does not lead to a degree or rank change. Graduate students who have an undergraduate degree in any area may apply to this program. To enter this program, students must apply to the graduate school and to the Teacher Education Program. Once program requirements are fulfilled, students will then need to obtain employment as a teacher in a classroom serving students with MSD in a school district in Kentucky. This is also referred to as a Functional Mental Disability (FMD) classroom. While employed and taking classes, the state will issue students a temporary provisional certificate to teach students with MSD for three years. For two years, students will take

coursework (two classes each semester) while teaching. The third year is the Kentucky Teacher Internship Program (KTIP) year. After successfully fulfilling all of these requirements and being recommended by the faculty, students apply to the state of Kentucky to obtain a teaching certificate. Completion of this program does not result in a rank change. All classes (except two) are offered through distance education via interactive technology two nights per week from 4:30 to 7:00 pm. Students have a choice of coming to campus, going to an interactive video site, or participating from a personal computer (dependent upon the availability of interactive video sites and distance from campus). The two classes that are not offered through distance education are technology courses that are held during the summer sessions, and students must take those courses on campus.

Alternative Certification Program in Visual Impairments The Visual Impairments Alternative Certification Program is for candidates who have been hired by a school district as a TVI, but do not have a VI certification (may or may not hold a valid teaching certificate in other areas). Courses are offered online and face-to-face in the evenings, however all candidates (university students) are required to meet one weekend a semester at the Kentucky School for the Blind (KSB) in Louisville, attend the KAER Conference the first spring in the program, and participate in face-to-face summer courses. Mileage reimbursement and lodging are provided for candidates as needed. All candidates start the program in the fall and will take the VI courses in a defined sequence over a two-year time span. All courses are 3 credit hours, except for EDS 590 which is 12 credit hours for initial candidates and 6 credit hours for advanced candidates.

Practicum/Field Experience Requirements Each semester coursework includes practicum experiences consisting of a minimum of 15 hours a semester working with children who are blind and visually impaired. Summer practicum consists of a minimum of 75 hours. A 40 day culminating field experience is completed during the last semester of the program. Candidates may complete practicum and field experience on the job pending all program requirements can be met. Candidates whose caseload are not diverse enough may be required to complete outside activities.

Alternative Certification Program in Teaching World Languages The alternative graduate Teaching World Languages (TWL) certification program at the University of Kentucky is a comprehensive training program that allows candidates to obtain provisional certification in the world language options included in the program. It is a certification-only program and does not lead to a degree or rank change. This program is written to comply with the provisions of 16 KAR 9:090 University Based Alternative Certification Program for Teachers of World Languages. 16 KAR 9:090 allows admission of native speakers of included language options into the program. To enter this program, candidates must apply to the graduate school and to the Teacher Education Program. Once program requirements are fulfilled, candidates will then need to obtain employment as a teacher in a classroom serving students in a school district in Kentucky. While employed and taking classes, the EPSB will issue candidates a temporary provisional certificate to teach one of the world languages (Japanese, Chinese, French, Spanish, German, or Russian). For two years, candidates will take coursework (two classes each semester) while teaching. The third year is the Kentucky Teacher Internship Program (KTIP) year. After successfully fulfilling all of these requirements and being recommended by the faculty, candidates apply to the EPSB to obtain a teaching certificate. Completion of this program does not result in a rank change. This program was originally designed because of a high level of interest for native speakers, especially of Chinese and Japanese, to become certified teachers. Since the program was approved, there have not been any candidates who have made use of these programs. UK wishes to keep the program open because it is thought that this program offers excellent opportunities for native speakers to more easily attain their certification rather than following the traditional MATWL route. The clinical model implemented by the TWL program faculty for the alternative graduate Teaching World Languages program is designed to provide candidates a rich and comprehensive experience in teaching students in their own language classrooms. The clinical model for the alternative certification program was based on the model initially developed for the regular MATWL program. It has been adapted to meet the requirements of the alternative certification program.

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.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year's Goal (2021-22)

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

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

- ☐ Yes
☒ No

10. Describe your goal.

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.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year's Goal (2021-22)

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

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

- ☐ Yes
☒ No

10. Describe your goal.

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.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

The MSD program intended to produce four new MSD teachers for 2020-2021.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

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

The MSD alternative certification program prepared one student in 2020-2021. We believe we did not meet this goal because our alternative certification program does not offer a MAT degree to accompany the alternative certificate that students receive. Therefore, we have lost our students to other universities who do offer both an alternative certification and a degree upon graduation. Therefore, we currently have a committee who is putting forth to the EPSB and to the University a newly designed MAT degree for students seeking alternative certification in MSD. We intend to submit this paperwork no later than December 2022 which should have it be in operation by Fall 2023.

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

N/A

Review Current Year's Goal (2021-22)

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



Yes



No

8. Describe your goal.

We intend to produce four new alternatively prepared Moderate and Severe Disabilities Teachers in 2021-22.

Set Next Year's Goal (2022-23)

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



Yes



No

10. Describe your goal.

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.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year's Goal (2021-22)

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

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

- ☐ Yes
☒ No

10. Describe your goal.

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 (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5282 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5282 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	1			

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, 2020-21	1		
All program completers, 2019-20	1		
All program completers, 2018-19	6		
All program completers, combined 3 academic years	8		

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 is accredited by NCATE through Spring 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.

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 college’s continuous assessment process requires candidates to document their ability to meet Kentucky Teacher Standard 6 (Demonstrates the implementation of technology). To meet these standards, candidates develop units and lessons that include the use of technology in their teaching and the application of technology in the work of their P-12 students. All candidates in the alternative certification programs utilize the UK OTIS Online Portfolio Management System. The OTIS system, among other things, requires candidates to upload artifacts to demonstrate the attainment of standards. Program faculty members review these artifacts and determine the extent to which they demonstrate whether standards have been met at an appropriate level. The OTIS system provides a concrete mechanism to determine how candidates are able to integrate the use of technology into instruction and assessment. The OTIS system includes reporting tools that make it possible to not only review the progress of individual candidates, but also the effectiveness of the program’s planned courses and activities to provide candidates with the necessary knowledge and skills related to technology.

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

The Special Education program is designed for career changers who wish to work in Moderate and Severe Disabilities class rooms, and to help districts staff these hard to fill positions. The Alternative Certification Program in Moderate and Severe Disabilities does not include any regular education teachers. The program in Visual Impairments is a statewide effort for career changers who wish to provide support and training services for students with visual impairments. It is housed in the Department of Early Childhood, Special Education and Rehabilitation Counseling. It is not designed to prepare general education teachers. The Alternative Certification Program in Teaching World Languages is designed to provide a pathway for native speakers of a foreign language, especially Chinese and Japanese, to gain certification as world languages teachers. The clinical model implemented by the TWL program faculty for the alternative graduate Teaching World Languages program is designed to provide candidates a rich and comprehensive experience in teaching students in their own language classrooms. The clinical model for the alternative certification program was based on the model initially developed for the regular MATWL program. It has been adapted to meet the requirements of the alternative certification program. Pedagogy that is program specific is gained through coursework and clinical experiences in their TWL coursework where they learn specific strategies effective for teaching specific language and literacy skills. The TWL coursework also prepares candidates to work within an interdisciplinary model so that the complex needs of students can be met. Candidates serve students with TWL across a variety of settings including self-contained classrooms, resource room settings, and inclusionary settings in which students with and without disabilities are educated in the same classroom. Candidates are prepared by completing assignments across these settings.

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*.

See the above text in part a.

c. Effectively teach students who are limited English proficient.

See the above text in pat a.

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

The alternative graduate MSD and graduate Visual Impairments certification programs at the University of Kentucky are comprehensive training programs that allow candidates to obtain provisional certification. To enter these programs applicants first must have obtained employment as a teacher in a classroom serving students with moderate to severe disabilities (MSD) (sometimes referred to as an FMD classroom), serving students with visual impairments, in a school district in Kentucky. If potential candidates have such a position, then they may apply to the alternative certification

program. While candidates are employed and taking classes, the state will have issued them a temporary provisional certificate to teach students with MSD or with visual impairments for 3 years. For 2 years they will take coursework (2 classes a semester) while they are teaching. After successfully fulfilling all requirements and being recommended by the faculty, candidates may apply to the KY Education Professional Standards Board to obtain a regular certificate. Both the MSD and the Visual Impairments alternative certification programs include a major focus of training candidates to be participating members of multidisciplinary teams. The Alternative Certification Program in Teaching World Languages does not train special education teachers.

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*.

See the text in part a.

c. Effectively teach students who are limited English proficient.

See the text in part a.

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.

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:

Christopher Reese

TITLE:

Assistant Director of the Office of 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:

Margaret Mohr-Schroeder

TITLE:

Senior Associate Dean of Academic Programs & Partnerships