



AAQEP Annual Report for 2025

Provider/Program Name:	University of Kentucky
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12/31/2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Located in Lexington in the Bluegrass Region of Central Kentucky, the University of Kentucky (UK) is a public, research, land-grant institution of higher education. The flagship university, UK is one of eight public universities in the Commonwealth. The Carnegie Foundation classifies the university as a Professions-focused Undergraduate/Graduate-Doctorate Large Institution with Research 1: Very High Research Spending and Doctorate Production Classification. Consistent with its land-grant mission, UK also holds Carnegie Foundation for the Advancement of Teaching’s Community Engagement Classification. UK’s enrollment continues to grow with over 38,000 students that take advantage of over 400 academic programs offered at the undergraduate, graduate, and professional levels. UK is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees and has had continuous accreditation since 1915. The University was reaffirmed in 2023.

UK was established in 1865 with funding from the federal Morrill Land-Grant College Act and private donations as the Agricultural and Mechanical (A&M) College, a part of Kentucky University (now Transylvania University). Located at Ashland, the home of Kentucky statesman Henry Clay, and on the adjoining Woodlands estate, A&M opened its first classes in October 1866 with 190 students and 10 professors. In 1878, A&M separated from Kentucky University and moved to UK's present site on a 52-acre park and fairground donated by the City of Lexington. Three new buildings were constructed and dedicated in 1882. In 1908, A&M College achieved university status, and its name was changed to State University, Lexington, Kentucky. In 1916, the General Assembly renamed State University the University of Kentucky. From its original three buildings and 52 acres in 1882, today's campus is experiencing tremendous growth in classrooms and facilities, including construction of new residence halls, academic and research buildings, and renovation of the Student Center and athletic facilities. The campus now covers more than 918 acres; is home to more than 38,000 students and 14,400 employees including 2,805 full-time faculty; has more than 90 nationally ranked academic programs; and boasts an annual budget of more than \$8.6 billion. UK benefits the region and Commonwealth by engaging in research, public service, and health care. Grant awards to university faculty for fiscal year 2025 totaled over \$496.9 million, including \$255.3 million from federal agencies.

Mission Statement: 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. The University of Kentucky:

- Facilitates learning, informed by scholarship and research.
- Expands knowledge through research, scholarship, and creative activity.
- Serves a global community by disseminating, sharing, and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

The north star that guides everything we do at the University of Kentucky must be to advance Kentucky — from its economy to its health and from its culture to its levels of educational attainment so critical to progress.

In 2021, the UK Board of Trustees approved a strategic plan that serves as a roadmap for our progress together. It clearly articulates our campus — and all those who invest in and care about this special place — how we are working to advance the Commonwealth.

These principles serve as the foundation of how UK will operationalize honoring its mission as a land-grant institution in the 21st century.

The five principles of the plan include: putting students first; taking care of our people; Inspiring ingenuity; ensuring greater trust, transparency, and accountability; and bringing together many people, one community. The strategic plan is meant to be a living plan that will be assessed throughout the coming years and will be modified as the environment changes.

The preparation of educators is an institution-wide endeavor. The Educator Preparation Unit (referred to as the Unit hereafter) at UK is housed within the College of Education, one of 17 colleges. The Unit consists of the College of Education (COE); the agricultural education program in The Martin-Gatton College of Agriculture, Food and Environment; art education and music education programs in the College of Fine Arts; the school social worker program in the College of Social Work; the school media librarian program in the College of Communication and Information; and the world languages program in the College of Arts and Sciences. Professional education programs in the College of Education are located in the departments of Curriculum and Instruction; Early Childhood, Special Education, and Rehabilitation Counseling; Educational Leadership Studies; Educational Policy Studies and Evaluation; Educational, School, and Counseling Psychology; Kinesiology and Health Promotion; and STEM Education. The unit is defined as the College of Education and the preparation programs in the five additional colleges. The dean of the College of Education serves as the unit head. Unit programs are governed by program leads and an advisory council, each comprised of a broad representation of professionals, including education faculty, university faculty from content areas, practitioners from schools and agencies, and candidates. To ensure collaboration and communication across programs, leads of the program advisory councils are organized into the Program Faculty Leads Group which meets monthly during the academic year.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://epp.education.uky.edu/dd/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts in Education in Elementary Education	Elementary Education, P-5 (KEL)	244	81
Bachelor of Science in Education in Interdisciplinary Early Childhood Education	Interdisciplinary Early Childhood Education, B-P (KIE)	9	6
Bachelor of Science in Education in Special Education	Learning and Behavior Disorders, P-12 (KLB) and Moderate to Severe Disabilities, P-12 (KMS)	21 (LBD) 18 (MSD)	7 (LBD) 7 (MSD)
Bachelor of Science in Education in Kinesiology	Physical Education, P-12 (KPE)	29	8
Bachelor of Science in Education in Health Promotion	Health Education, P-12 (KHE)	20	4
Bachelor of Arts in Education in Middle School Education	Middle School English, 5-9 (KG30)	24	8
Bachelor of Arts in Education in Middle School Education	Middle School Mathematics, 5-9 (KG71)	21	8

Bachelor of Arts in Education in Middle School Education	Middle School Science, 5-9 (KG50)	12	5
Bachelor of Arts in Education in Middle School Education	Middle School Social Studies, 5-9 (KG20)	20	7
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Mathematics)	Secondary Mathematics, 8-12 (KMA)	11	8
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Biology)	Secondary Biology, 8-12 (KBI)	1	1
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Chemistry)	Secondary Chemistry, 8-12 (KCH)	0	0
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Physics)	Secondary Physics, 8-12 (KPH)	0	0
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Earth Science)	Secondary Earth Science, 8-12 (KEA)	1	1
Bachelor of Arts in Art Education	Art Education, P-12 (KAR)	5	1
Bachelor of Music in Music Education	Integrated Music Education, P-12 (KMU)	60	19
Bachelor of Science in Agricultural Education and Advocacy	Agriculture Education, 5-12 (KAG)	28	11
Master of Arts in Secondary Education (English)	Secondary English Education, 8-12 (KEN)	11	2
Master of Arts in Secondary Education (Social Studies)	Secondary Social Studies Education, 8-12 (KSS)	30	11

Master of Arts in Teaching in Secondary STEM Education (Mathematics)	Secondary Mathematics Education, 8-12 (KMA)	3	2
Master of Arts in Teaching in Secondary STEM Education (Biology)	Secondary Biology Education, 8-12 (KBI)	1	1
Master of Arts in Teaching in Secondary STEM Education (Chemistry)	Secondary Chemistry Education, 8-12 (KCH)	1	0
Master of Arts in Teaching in Secondary STEM Education (Physics)	Secondary Physics Education, 8-12 (KPH)	0	0
Master of Arts in Teaching in Secondary STEM Education (Earth Science)	Secondary Earth Science, 8-12 (KEA)	0	0
Master of Arts in Teaching World Languages (Language Options: French, Spanish, German, Latin, Russian, Chinese, Japanese)	French (KFR), Spanish (KSP), German (KGR), Latin (KLT), Russian (KRU), Chinese (KCN), Japanese (KJA). All certificates are P-12	12	0
Master of Science in Community and Leadership Development	Agriculture Education, 5-12 (KAG)	1	1
Master of Science in Special Education (Learning and Behavior Disorders)	Learning and Behavior Disorders, P-12 (KLB)	2	0
Master of Science in Special Education (Moderate to Severe Disabilities)	Moderate to Severe Disabilities, P-12 (KMS)	0	0
Non-Degree Graduate Interdisciplinary Early Childhood Education	Interdisciplinary Early Childhood Education, B-P (KIE)	4	1
Master of Science in Education in Teacher Preparation in Visual Impairment	Visual Impairment, P-12 (KVI)	2	1
Alternative Certification in Special Education: Moderate to Severe Disabilities	Moderate to Severe Disabilities, P-12 (KMS)	3	0

Alternative Certification in Special Education: Learning and Behavior Disorders	Learning and Behavior Disorders, P-12 (KLB)	1	0
Alternative Certification in STEM Math Education	Secondary Mathematics, 8-12 (KMA)	1	0
Alternative Certification in STEM Biology Education	Secondary Biology, 8-12 (KBI)	0	0
Alternative Certification in STEM Chemistry Education	Secondary Chemistry, 8-12 (KCH)	0	0
Alternative Certification in STEM Physics Education	Secondary Physics, 8-12 (KPH)	0	0
Alternative Certification in STEM Earth Science Education	Secondary Earth Science, 8-12 (KEA)	0	0
Alternative Certification in Visual Impairments	Visual Impairment, P-12 (KVI)	6	1
Alternative Certification in Interdisciplinary Early Childhood Education	Interdisciplinary Early Childhood Education, B-P (KIE)	1	0
Alternative Certification in Teaching World Languages (Language Options: French, Spanish, German, Latin, Russian, Chinese, Japanese)	French (KFR), Spanish (KSP), German (KGR), Latin (KLT), Russian (KRU), Chinese (KCN), Japanese (KJA). All certificates are P-12	0	0
Total for programs that lead to initial credentials		603	202
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Science in Education in Teacher Preparation in Visual Impairment	Visual Impairment, P-12 (KVI)	36	13
Master of Arts in Learning Design and Technology	Instructional Computer Technology, P-12 (KCT)	1	1
Master of Arts in Art Education (Teacher Leader)	Teacher Leader Endorsement (Art) P-12, (KTLE)	0	0

Master of Science in Special Education (Teacher Leader)	Teacher Leader Endorsement (Special Education) P-12 (KTLE)	5	5
Master of Arts in Education in Early Childhood Education (Teacher Leader)	Teacher Leader Endorsement (IECE), B-P, (KTLE)	1	1
Master of Arts in STEM Education (Teacher Leader)	Teacher Leader Endorsement (STEM), 8-12 (KTLE)	1	1
Master of Arts in Teaching English as a Second Language	ESL Endorsement, P-12 (KE36)	1	0
Non-degree Teaching English as a Second Language	ESL Endorsement, P-12 (KE36)	6	0
Master of Arts in Education – Literacy	Literacy Specialist, P-12 (KLS)	0	0
Master of Science in Library Science	School Media Librarian, P-12 (KML)	8	4
Total for programs that lead to additional/advanced credentials		59	25
<i>Programs that lead to P-12 leader credentials</i>			
Non-degree School Superintendent	School Superintendent, P-12 (KST)	9	3
Specialist in Education in Educational Leadership	School Principal, P-12 (KP2)	14	8
Master of Arts Education in Educational Leadership	School Principal, P-12 (KP2)	3	1
Master of Arts in Education Leadership (Teacher Leader)	Teacher Leader Endorsement (Ed. Leadership) P-12 (KTLE)	2	2
Specialist in Education Leadership (Teacher Leader)	Teacher Leader Endorsement (Ed. Leadership) P-12 (KTLE)	0	0
Total for programs that lead to P-12 leader credentials		28	14
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			

Master of Arts in Education in Orientation and Mobility	Orientation and Mobility, P-12 (KOM)	2	2
Specialist in Education – School Psychology	School Psychology, P-12 (SSP)	14	7
Master of Social Work – School Social Work	School Social Wrok, P-12 (KSW)	19	13
Total for programs that lead to specialized professional or no specific credentials		35	22
TOTAL enrollment and productivity for all programs		725	263
Unduplicated total of all program candidates and completers		651	226

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

We did not add or discontinue any programs this year.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
651
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
226

C. Number of recommendations for certificate, license, or endorsement included in Table 1.
299
D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.
Expected Timeframe: 62.1%, 1.5 times the expected timeframe: 67.3%
E. Summary of state license examination results , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
Most candidates met this expectation on their first attempt. Areas where the 80% threshold was not met: Elementary Science subtest, 72% (n=79); Elementary Social Studies subtest, 77% (n=77); Middle School English subtest, 57% (n=7); Middle School Social Studies subtest, 66% (n=6); Visual Impairment, 71% (n=14).
F. Explanation of evidence available from program completers , with a characterization of findings.
Overall, the response rate for the Completer Survey was low with 87 respondents. The results showed 86% of respondents said they were ‘satisfied’ or ‘highly satisfied’ with their instructors and 100% (n=38) of respondents said they were ‘satisfied’ or ‘highly satisfied’ with their department or program and with the College of Education. However, 21% of respondents either disagreed or were neutral about their confidence in using assessment data to support diverse learners. We are planning to adjust survey distribution efforts in the coming year.
G. Explanation of evidence available from employers of program completers , with a characterization of findings.
We are planning on conducting focus groups for employers in the upcoming year.
H. Explanation of how the program investigates employment rates for program completers , with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.
Neither the university nor the college systematically tracked this in the past. However, we have recently hired a new Director of Accreditation for the college, who will spearhead this effort going forward. We are actively working on creating a system and having it in place to be able to reliably report on this in the future.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

All programs are fully staffed to deliver program coursework and manage clinical experiences. When we had faculty leave, we immediately hired new faculty so that there was no substantive gap in program delivery. At the unit level, we have hired a new Director of Accreditation and Director of Field Experiences. The Director of Accreditation works with the Director of Educator Preparation to ensure that quality is maintained across all programs (both teacher preparation and non-teacher preparation programs). The Director of Field Experiences, which before this new hire was a half-faculty/half-staff position, has been revised as a full-time staff position, which will allow the individual in this position to focus more fully on working with our various district partners to ensure quality field experiences both prior to and during student teaching.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Unit Wide Assessment 1: D+D (Initial)	Rubric score of 2 or higher	99% scored 2 or higher. (Art, Music, IECE)
Unit Wide Assessment 2: Deliver (Initial)	Rubric score of 2 or higher	99% scored 2 or higher. (HETE, Music)
Candidate Preservice Assessment of Student Teaching (CPAST) (Initial)	Meets expectation on rubric for all areas on final assessment	452 Responses: A. Focus for Learning, 98.9% B. Materials and Resources, 99.3% C. Assessment of P-12 Learning, 93.4% D. Differentiated Methods, 94.7%

		<p>E. Learning Target and Directions, 98.5%</p> <p>F. Critical Thinking, 94.9%</p> <p>G. Checking for Understanding and Adjusting Instruction through Formative Assessment, 97.1%</p> <p>H. Digital Tools and Resources, 97.3%</p> <p>I. Safe and Respectful Learning Environment, 98.7%</p> <p>J. Data-Guided Instruction, 92.7%</p> <p>K. Feedback to Learners, 97.8%</p> <p>L. Assessment Techniques, 95.8%</p> <p>M. Connections to Research, 84.5%</p> <p>N. Participates in Professional Development (PD), 96.9%</p> <p>O. Effective Communication with Families, 82.9%</p> <p>P. Demonstrates Punctuality, 98%</p> <p>Q. Meets Deadlines and Obligations, 97.6%</p> <p>R. Preparation, 97.8%</p>
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		<p>S. Collaboration, 98.2%</p> <p>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession, 97.1%</p> <p>U. Responds Positively to Feedback/Criticism, 99.3%</p>
Praxis II: PLT – Pedagogical Knowledge	Minimum individual test score; first time pass rate of at least 80% (state criteria)	Most candidates met this expectation on their first attempt. No areas fell below the 80% threshold.
Praxis II: Content Exam – Content Knowledge	Minimum individual test score; first time pass rate of at least 80%	Most candidates met this expectation on their first attempt. Areas where the 80% threshold was not met: Elementary Science subtest, 72% (n=79); Elementary Social Studies subtest, 77% (n=77); Middle School English subtest, 57% (n=7); Middle School Social Studies subtest, 66% (n=6).
Unit Wide Assessment 1: Diagnose+ (Advanced)	Rubric score of 2 or higher	99% scored 2 or higher. (PE) We are continuing to revise Advanced UWAs and collect first year data
Unit Wide Assessment 2: Design+ (Advanced)	Rubric score of 2 or higher	We are continuing to revise Advanced UWAs and collect first year data
Unit Wide Assessment 3: Deliver+ (Advanced)	Rubric score of 2 or higher	100% of candidates met this expectation. (PE, IECE, STEM Plus Math, STEM Plus Science, MAT Math, MAT Science)
Praxis II: Content Exam – Content Knowledge (some endorsement/advanced programs)	Minimum individual test score; first time pass rate of at least 80% (state criteria)	Most candidates met this expectation on their first attempt. Area where the 80%

		pass rate was not met: Visual Impairment, 71% (n=14)
Leadership Exam (some leadership programs)	Minimum individual test score; first time pass rate of at least 80% (state criteria)	Most candidates met this expectation on their first attempt.
Stakeholder Surveys – Completer Survey, Employer Survey, Alumni Survey	80% of respondents select a 3 or higher on the 5-pt. Likert scale	Completer Survey: 86% of respondents said they were ‘satisfied’ or ‘highly satisfied’ with their instructors and 100% (n=38) of respondents said they were ‘satisfied’ or ‘highly satisfied’ with their department or program and with the College of Education. In the upcoming year, Employer and Alumni focus groups will be conducted.
Academic Indicators – GPA	Minimum 2.75 GPA undergraduate Minimum 3.0 GPA graduate	All candidates met this expectation

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Unit Wide Assessment 1: D+D (Initial)	Rubric score of 2 or higher	99% scored 2 or higher. (Art, Music, IECE)
Unit Wide Assessment 2: Deliver (Initial)	Rubric score of 2 or higher	99% scored 2 or higher. (HETE, Music)
Candidate Preservice Assessment of Student Teaching (CPAST) (initial)	Meets expectation on rubric for all areas on final assessment	452 Responses: A. Focus for Learning, 98.9% B. Materials and Resources, 99.3% C. Assessment of P-12 Learning, 93.4% D. Differentiated Methods, 94.7%

		<p>E. Learning Target and Directions, 98.5%</p> <p>F. Critical Thinking, 94.9%</p> <p>G. Checking for Understanding and Adjusting Instruction through Formative Assessment, 97.1%</p> <p>H. Digital Tools and Resources, 97.3%</p> <p>I. Safe and Respectful Learning Environment, 98.7%</p> <p>J. Data-Guided Instruction, 92.7%</p> <p>K. Feedback to Learners, 97.8%</p> <p>L. Assessment Techniques, 95.8%</p> <p>M. Connections to Research, 84.5%</p> <p>N. Participates in Professional Development (PD), 96.9%</p> <p>O. Effective Communication with Families, 82.9%</p> <p>P. Demonstrates Punctuality, 98%</p> <p>Q. Meets Deadlines and Obligations, 97.6%</p> <p>R. Preparation, 97.8%</p>
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		<p>S. Collaboration, 98.2%</p> <p>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession, 97.1%</p> <p>U. Responds Positively to Feedback/Criticism, 99.3%</p>
New Teacher Survey	80% of respondents select a 3 or higher on a 5 pt. Likert scale	The Education Professional Standards Board launched a new statewide New Teacher Survey this year. The individual institution data for UK was not sufficient for reporting; however, we are working with the EPSB to improve the response rate in the coming year.
Unit Wide Assessment 1: Diagnose+ (Advanced)	Rubric score of 2 or higher	99% scored 2 or higher. (PE) We are continuing to revise Advanced UWAs and collect first year data
Unit Wide Assessment 2: Design+ (Advanced)	Rubric score of 2 or higher	We are continuing to revise Advanced UWAs and collect first year data
Unit Wide Assessment 3: Deliver+ (Advanced)	Rubric score of 2 or higher	100% of candidates met this expectation. (PE, IECE, STEM Plus Math, STEM Plus Science, MAT Math, MAT Science)
Stakeholder Surveys—Completer Survey, Employer Survey, Alumni Survey	80% of respondents select a 3 or higher on the 5 pt. Likert scale	Completer Survey: 86% of respondents said they were 'satisfied' or 'highly satisfied' with their instructors and 100% (n=38) of respondents said they were 'satisfied' or 'highly satisfied' with their department or program and with the College of Education.

		In the upcoming year, Employer and Alumni focus groups will be conducted.
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

We were very happy to welcome a new dean for the College of Education, Dr. Nicholas Pace. Dr. Pace became the new permanent Dean of the College in July of 2025. We look forward to continued growth and innovation under his leadership.

We are continuing to work with our Program Faculty Leads to create a forum that is mutually productive and innovative. We have received positive feedback from the group on our new format for meetings that gives them more agency and voice in decision making.

We are also excited about making more thorough use of AirTable as our central repository for data collection and analysis. As we continue to move more assessments and other data sources into AirTable, we hope to have a more holistic and complete vision of how programs are performing individually and how the unit is performing on the whole.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1

Goals for the 2025-26 year	
Actions	
Expected outcomes	
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	
Actions	
Expected outcomes	
Reflections or comments	
Standard 3	
Goals for the 2025-26 year	
Actions	
Expected outcomes	
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	4b: Our unit policy for the composition and purpose of Program Advisory Councils was out of date and found to not be clear in its expectations related to this standard aspect. Therefore, we have begun work to revise the policy so that expectations for programs working with their district partners are clear and actionable for programs.

Actions	The Program Faculty Leads group has already begun conversations concerning this policy. Draft possibilities for revision have been distributed to program faculties. After receiving feedback, we expect the Program Faculty Lead group to vote on a revised policy.
Expected outcomes	We expect that this revised policy will clarify for programs the unit's expectations for engagement with partners in terms of curricular revision and program improvement and how that engagement can be documented.
Reflections or comments	Our programs generally already have good working relationships with their district partners. However, the means of documenting that interaction has been inconsistent and unfocused. We are hoping this revised policy will bring more clarity for programs so that the work that they are doing with their partners can be fully communicated and built upon by the unit on the whole.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

We continue working on consolidating our data from across programs on various assessments into one hub managed in AirTable. This will allow us to better and more fully track our data both within individual programs and across programs. Additionally, we continue to collaborate with the UK Evaluation Center as an outside evaluator of our assessments (for validity and reliability) as well as an evaluator of the quality of the data itself.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

We have faculty actively working on developing several new program paths that we plan to submit to the EPSB for approval in the next year. These include an undergraduate program in Secondary Social Studies and Secondary English as well as graduate level Initial and Advanced programs in Art Education.

All of our graduate degree programs across the university are currently participating in a degree audit to verify that all programs are up to date, and programs are making revisions as necessary.

The Dean has agreed to continue to support the stipend for student teachers who are out-of-state candidates since the state funding for this stipend is limited to in-state candidates.

We are continuing to meet with district partners and dual credit partners to develop a variety of 'grow your own' options for candidates to allow more flexibility and to lower barriers to candidates entering the profession and being successful in it.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The EPSB adopted a new Praxis II series of content exams for Elementary Education majors. Previously, elementary candidates would have taken the Praxis II 5000 series of elementary ed. content exams, but now elementary education candidates will take the 7000 series. This series aligns more effectively with the new literacy expectations for elementary education teachers.

The state legislature passed two bills, the Kentucky Read to Succeed Act and the Kentucky Numeracy Counts Act, which aim to target needs in teacher preparation surrounding literacy and numeracy skills in the early education areas. One of the requirements of these acts is for EPPs to submit course materials (syllabi, assessments, course projects, etc.) related to literacy and numeracy to a third-party evaluator. For literacy, the EPSB contracted ICF to carry out the third-party review. We are currently in the first full year of review (after a pilot year). In addition to submitting materials, ICF also conducts a survey of

student teachers as well as a focus group with faculty. They will then provide an overall report to the EPSB and individualized reports to EPPs, including recommendations for improvement, on their literacy curriculum. The numeracy review is being led by NCTQ and also involves submitting course materials to the third-party reviewer of materials surrounding numeracy preparation. This is the first year for any kind of numeracy review, and we have not yet received feedback from the reviewer. The College of Education at UK has fully participated in these third-party reviews.

The Kentucky Department of Education has supported high school students in preparation for college by allowing them to take the ACT once, free of charge, for several years. This year, they decided to switch to the SAT. This has implications for teacher preparation since the ACT is an allowable assessment for admission to a teacher education program. The EPSB plans to establish cut-off scores for the SAT as well this year, while still allowing for the ACT as well as the Praxis Core exam as the standard assessments for admission to a teacher education program. This will allow candidates more flexibility in the assessment that can be used for admission purposes.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Christopher Reese, Director of Education Preparation	Dr. Nicholas Pace, Dean of the College of Education

Date sent to AAQEP:	12/18/2025
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