



Kentucky State University Traditional Program

2013 | Title II  
Reports

Complete Report Card

AY 2011-12

Institution Information

**Name of Institution:** Kentucky State University

**Institution/Program Type:** Traditional

**Academic Year:** 2011-12

**State:** Kentucky

**Address:** 400 E. Main Street

Frankfort, KY, 40601

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**Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)**

No

**If yes, provide the following:**

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

Section I.a Program Information

**List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.**

<b>Teacher Preparation Programs</b>	<b>Teacher Quality Partnership Grant Member?</b>
Art (P-12)	No
Biological Science (8-12)	No
Elementary Education (P-5)	No
English (8-12)	No
Health (P-12)	No
Interdisciplinary Early Childhood Education	No
Intergrated Music (P-12)	No
Learning and Behavior Disorders	No
Mathematics (8-12)	No
Physical Education (P-12)	No
Social Studies (8-12)	No

Total number of teacher preparation programs: 11

Section I.b Admissions

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

Junior year at least 45 credit hours; 2.75 or above

Does your initial teacher certification program conditionally admit students?

No

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

<http://education.kysu.edu>

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	No	No

Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Etiquette Training, e-portfolio, writing sample	Yes	Yes

**What is the minimum GPA required for admission into the program?**

2.75

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3

**What is the minimum GPA required for completing the program?**

2.75

**What was the median GPA of individuals completing the program in academic year 2011-12**

2.9

**Please provide any additional comments about the information provided above:**

Section I.b Postgraduate Requirements

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

**Are there initial teacher certification programs at the postgraduate level?**

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.**

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not	Data not

	reported	reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

**What is the minimum GPA required for admission into the program?**

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

**What is the minimum GPA required for completing the program?**

**What was the median GPA of individuals completing the program in academic year 2011-12**

**Please provide any additional comments about the information provided above:**

Section I.c Enrollment

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

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

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

Total number of students enrolled in 2011-12:	37
Unduplicated number of males enrolled in 2011-12:	15
Unduplicated number of females enrolled in 2011-12:	19

<b>2011-12</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	0
White:	3
Two or more races:	7

Section I.d Supervised Clinical Experience

**Provide the following information about supervised clinical experience in 2011-12.**

Average number of clock hours of supervised clinical experience required prior to student teaching	75
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	15
Number of full-time equivalent faculty supervising clinical experience during this academic year	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	37

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

Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. 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))**

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	15
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	15
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0

Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	1
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education- History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0

Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2011-12. 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))**

<b>Academic Major</b>	<b>Number Prepared</b>
Education - General	0
Teacher Education - Special Education	15
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	15
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0

Teacher Education - Foreign Language	0
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	1
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0

Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0

Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	0

Section I.f Program Completers

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

2011-12: 20

2010-11: 14

2009-10: 26

Section II Annual Goals - Mathematics

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

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

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

**Academic year 2011-12**

**Did your program prepare teachers in mathematics in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2011-12?**

5

**Did your program meet the goal for prospective teachers set in mathematics in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Recruitment of students in STEM fields through numerous recruitment events including both high school and community colleges.

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

The number of hours in the math education program were reduced from 145 to 120 including a reduction in the general studies requirements. Faculty have been highly engaged in the common core initiative, and institutional initiatives to strengthen the math skills of students in the first year experience program. We review ACT Scores of incoming students in math (undecided and math majors) to encourage to major in teacher education. Write letters to them, inviting them to events to learn about teacher education opportunities.

**Provide any additional comments, exceptions and explanations below:**

We are seeking more scholarship opportunities to attract these students through grant writing.

**Academic year 2012-13**

**Is your program preparing teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

5

**Provide any additional comments, exceptions and explanations below:**

Our goal is to increase our students in the math program by 25% each year. We currently have eight (8) students on track for completing the program. With the reduction in time to degree, we anticipate maintain and graduating those students. One will graduate this year.

**Academic year 2013-14**

**Will your program prepare teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2013-14?**

5

**Provide any additional comments, exceptions and explanations below:**

We will continue to utilize strategies outlined above and take advantage of other opportunities that come our way.

Section II Annual Goals - Science

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

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

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

**Academic year 2011-12**

**Did your program prepare teachers in science in 2011-12?**

No

**How many prospective teachers did your program plan to add in science in 2011-12?**

**Did your program meet the goal for prospective teachers set in science in 2011-12?**

NA

**Description of strategies used to achieve goal, if applicable:**

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

**Provide any additional comments, exceptions and explanations below:**

Students are recruited but many decide to switch from education due to reductions in federal financial aid funding.

**Academic year 2012-13**

**Is your program preparing teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

6

**Provide any additional comments, exceptions and explanations below:**

We are hoping that the reduction in the time to degree will help us to maintain these students financially. Strategies included various recruitment events at the high school of community college levels. On campus recruiting events such as ice cream socials and presentations at science majors meetings. Seeking scholarship funding opportunities. Reductions in the number of hours required for the program from 135 to 120.

**Academic year 2013-14**

**Will your program prepare teachers in science in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in science in 2013-14?**

8

**Provide any additional comments, exceptions and explanations below:**

Section II Annual Goals - Special Education

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

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

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

**Academic year 2011-12**

**Did your program prepare teachers in special education in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in special education in 2011-12?**

15

**Did your program meet the goal for prospective teachers set in special education in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Recruitment Plan, Retention Strategies, Academic Supports, Strong Communications and Advisement, and a Web site were used to drive recruitment and retention.

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

We hosted student body web based meetings, trained and increased Clinical Supervised Teachers to support students, included these students in the ESP (Examination Support and Preparation) program which consists of an elective course entitled Test Taking Skills (ESP 509), computer-based test preparation programs including ET'S web resources, and professional development workshops online and face-to-face.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in special education in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in special education in 2012-13?**

17

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Will your program prepare teachers in special education in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in special education in 2013-14?**

20

**Provide any additional comments, exceptions and explanations below:**

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

**Academic year 2011-12**

**Did your program prepare teachers in instruction of limited English proficient students in 2011-12?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?**

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?**

NA

**Description of strategies used to achieve goal, if applicable:**

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

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in instruction of limited English proficient students in 2012-13?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Will your program prepare teachers in instruction of limited English proficient students in 2013-14?**

No

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?**

**Provide any additional comments, exceptions and explanations below:**

We do not offer a certification program in LEP. However, students in each of our teacher education program must achieve learning objectives in LEP through their curriculum coursework.

Section II Assurances

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

**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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

**Describe your institution’s most successful strategies in meeting the assurances listed above:**

Faculty and administration is highly engaged in monthly Standards Board meetings, the Kentucky Association of Colleges of Teacher Education (KACTE) and other teacher education agencies and workshops at the State and national level through participation, board membership, and serving as officers. We have strengthened our clinical and field office by adding a person directly responsible for setting placements, training of clinical supervision staff, and ensuring that data is managed through LiveText.

Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS)	1			

All program completers, 2010-11				
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS)	3			

All program completers, 2009-10				
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	15	157	15	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	15	161	15	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0023 -INTERDIS EARLY CHILD EDUC Educational Testing Service (ETS) Other enrolled students	2			
ETS0023 -INTERDIS EARLY CHILD EDUC Educational Testing Service (ETS)	3			

All program completers, 2011-12				
ETS0023 -INTERDIS EARLY CHILD EDUC Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS)	4			

All program completers, 2009-10				
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	15	174	15	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	16	173	16	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0083 -SOCIAL STUDIES INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2009-10	1			

Section III Summary Pass Rates

<b>Group</b>	<b>Number taking tests</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
All program completers, 2011-12	20	20	100
All program completers, 2010-11	16	16	100
All program completers, 2009-10	23	22	96

#### Section IV Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

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

State

NCATE

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

No

#### Section V Use of Technology

**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.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

**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.**

Every student in the Teacher Education program must complete EDU 203 Microcomputer and Media in the Classroom course at the beginning of their program. Students begin their e-Portfolio in this course (using LiveText) and learn a variety of instructional skills, techniques and resources for integrating technology into their teaching and learning processes. Students and faculty are expected to continue engaging in instructional technology in accordance with Kentucky Teacher Standards, ISTE Standards for Teachers and Students, NCATE and Content Area Standards. Through each course, early field experience

and student teaching or Practicum (for graduate students), students will enter work that will demonstrate their achievement of competencies as they continue to engage with their e-Portfolio. The EDU 203 course equips students with skills of effective technology usage and exposes student to numerous resources in their discipline area. They also learn how to use commercial materials such as grade eBooks and how to design their own using Excel and Access. Student learn how analyze manage, collect and analyze data and make adjustments to instructions based on results. They also continue this experience through various courses in the curriculum. They learn how to develop charts and graphs and to interpret and articulate their meanings in the modification of instructional plans and processes.

We clearly identify some elements of the principles of universal design that are currently being demonstrated in our program. However, we have not completed our efforts to formally engage our student in preparation for utilizing the principles of universal design. The Unit recently established a partnership with Discovery Education and will provide professional development for faculty, staff, students, graduates, and public school personnel in the use of technology to deliver common core content and for assessment. The most recent event was held in February 2012 entitled "Literacy Assessment".

#### Section VI Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

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

All students at Kentucky State University must successfully complete the EDU 310 Introduction to Exceptional Education course at the undergraduate level. These students in addition to being taught about the various categories of Special Education are engaged in learning experiences (i.e. mock IEP development, use of video tapes, case studies). Student are also required to work with students with disabilities through the Early Field Placements as well.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

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

In the Master of Arts in Special Education, there are numerous practical assignments that require students to engage in the development, implementation, and assessment of the IEP

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

The teacher preparation program at Kentucky State University is designed with the undergirding belief that teachers are liberators through education. We believe that education is powerful and can serve as the source of changing one's life for the better. We offer programs in Interdisciplinary Early Childhood Education, Elementary Education; four secondary 9-12 program (English, Biology, Mathematics, and Social Studies); three K-12 areas (Art, Music, Health, and Physical Education); and an Alternative Initial Certification through the Master of Arts in Special Education (Learning Behavior Disorders K-12) program. We are a small program under new leadership. An Interim Chair has been identified as the past chair has moved to become the Interim Associate Provost. Kentucky State University is the only Historically Black College in the Commonwealth of Kentucky and produces over 33% or the minority teachers and probably a numerical equal amount of non-minority teachers for the State. We are also proud to produce numerous culturally astute professionals for the Commonwealth of Kentucky. Our program is highly diverse and nationally accredited. The LiveText assessment system and clinical and field portals has been fully implemented. The institution has completed our move to the Banner Data Management System. A robust PRAXIS I & II preparation and support system has being fully implemented. This system has yield significant is resulting in the success of our students on the PRAXIS Tests.

### **Supporting Files**

Complete Report Card

AY 2011-12

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