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Kentucky State University
Traditional Program

2015 Title II
Reports

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AY 2013-14

Institution Information

Name of Institution: Kentucky State University
Institution/Program Type: Traditional

Academic Year: 2013-14

State: Kentucky

Address: 400 E. Main Street

Frankfort, KY, 40601

Contact Name: Dr. Sylvia Mason

Phone: 502-597-5919

Email: Sylvia.mason@kysu.edu

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>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art (P-12)	No
Biological Science (8-12)	No
Elementary Education	No
English (8-12)	No
Health (P-12)	No
Integrated Music (P-12)	No
Interdisciplinary Early Childhood Education	No
Learning and Behavior Disorders (P-12)	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:

Sophomore year at least 45 credit hours; cum/ 2.75 min. score of "3" on ePortfolio at Benchmark I; 25 hrs. FEK

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:

Candidates are admitted to the TEC as stipulated above. However, we have another benchmark, Admission to Student Teaching. To be approved to student teach, they must have a minimum of 200 field hours, 2.75 or higher (cumulative GPA), a minimum score of "3" on their ePortfolio, three letters of recommendation, health screening, criminal background check and proof of insurance. Candidates are not permitted to have a grade below "C" in English or Math. Candidates in the EPP Program may not advance to the next benchmark until they successfully satisfactorily complete their current level. Internal and External Evaluator score portfolios to ensure validity and reliability.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(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	Yes	No
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	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
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 2013-14

3.8

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 2013-14

3.8

Please provide any additional comments about the information provided above:

Candidates must have a grade of "C" or higher in all Liberal Studies courses. Other requirements include: (1) Minimum score of "3" on Portfolio; (2) 25 hours of documented field experience hours; (3) three letters of reference; (4) passing scores on Praxis I (now CORE); and (successful completion of 45 course hours). Internal and external evaluators are used to ensure fairness, equity and reliability.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

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 reported	Data not 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 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

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 2013-14	29
Unduplicated number of males enrolled in 2013-14	6
Unduplicated number of females enrolled in 2013-14	23

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	11
Two or more races:	8

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	200
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	15
Number of full-time equivalent faculty supervising clinical experience during this academic year	7

Number of students in supervised clinical experience during this academic year	35
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Please provide any additional information about or descriptions of the supervised clinical experiences:

Students participated in field experiences but had not yet been admitted to the program. They are taking initial courses that require field hours.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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. (5205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	2
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	0
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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. (5205(b)(1)(H))

Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	5
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	0
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	

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

Section I.f Program Completers

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

2013-14: 18

2012-13: 22

2011-12: 36

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. (S205(a)(1)(A)(ii), S206(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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

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

5

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

The EPP Program added two majors to the profession in Mathematics. These majors were recruited from pre-medical majors.

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

The School of Education and The College of Arts and Sciences collaborating to have students who are not meeting pre-medical fields because of successive test challenges to come to Teacher Education. Additional scholarship dollars have helped in the process when students agree to change their major. We have also increased recruitment methods using the Thorobred Express. Faculty and staff travel on buses throughout the Commonwealth to recruit education majors, with specific emphasis on stem. We are also working with high school FEA (Future Educators of America).

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. The School of Education and the College of Arts and Sciences will continue to encourage students who pre-medical majors may not be as successful as anticipated. The approach is to demonstrate to students how they can remain engaged in math and science but in a alternative manner. We have also secure a Toyota Scholarship Grant for STEM majors. The first cohort began spring 2015. This grant has significantly increased the sparse numbers of majors in STEM areas.

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Provide any additional comments, exceptions and explanations below:

The overall challenge is individuals do not want to teach. They become anxious regarding the testing and it impacts their self-efficacy, regardless of interventions. Another challenge are the math skills, which students enter the university. Significant numbers of potential majors (those who have declared math as their major) test "into" preparatory courses. This diminishes the pool. In 2014-2015 pilot courses were implemented to "pair" "remedial courses" with the first required math courses. Use a lab model students enrolled in both courses and received consistent assistance. Student learning outcomes were aligned to assess the competencies in the higher level courses. The results of the first cohort will be reading in spring 2015.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

The School of Education and the College of Arts and Sciences will continue to encourage students who pre-medical majors may not be as successful as anticipated. The approach is to demonstrate to students how they can remain engaged in math and science but in a alternative manner. We have also secure a Toyota Scholarship Grant for STEM majors. The first cohort began spring 2015. This grant has significantly increased the sparse numbers of majors in STEM areas.

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. (5205(a)(1)(A)(ii), 5206(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 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

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

8

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

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:

The School of Education and The College of Arts and Sciences collaborating to have students who are not meeting pre-medical fields because of successive test challenges to come to Teacher Education. Additional scholarship dollars have helped in these process when students agree to change their major. We have also increased recruitment methods using the Thorobred Express. Faculty and staff travel on buses throughout the Commonwealth to recruit education majors, with specific emphasis on stem. We are also working with high school FEA (Future Educators of America)

Provide any additional comments, exceptions and explanations below:

The School of Education and the College of Arts and Sciences will continue to encourage students who pre-medical majors may not be as successful as anticipated. The approach is to demonstrate to students how they can remain engaged in math and science but in a alternative manner. We have also secure a Toyota Scholarship Grant for STEM majors. The first cohort began spring 2015. This grant has significantly increased the sparse numbers of majors in STEM areas.

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

8

Provide any additional comments, exceptions and explanations below:

The overall challenge is individuals do not want to teach. They become anxious regarding the testing and it impacts their self-efficacy, regardless of interventions. Another challenge are the math skills, which students enter the university. Significant numbers of potential majors (those who have declared math as their major) test "into" preparatory courses. This diminishes the pool. In 2014-2015 pilot courses were implemented to "pair" "remedial courses" with the first required math courses. Use a lab model students enrolled in both courses and received consistent assistance. Student learning outcomes were aligned to assess the competencies in the higher level courses. The results of the first cohort will be reading in spring 2015

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

4

Provide any additional comments, exceptions and explanations below:

The School of Education and the College of Arts and Sciences will continue to encourage students who pre-medical majors may not be as successful as anticipated. The approach is to demonstrate to students how they can remain engaged in math and science but in a alternative manner. We have also secure a Toyota Scholarship Grant for STEM majors. The first cohort began spring 2015. This grant has significantly increased the sparse numbers of majors in STEM areas.

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. (S205(a)(1)(A)(ii), S206(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 2013-14

Did your program prepare teachers in special education in 2013-14?

No

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

Did your program meet the goal for prospective teachers set in special education in 2013-14?

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 2014-15

Is your program preparing teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

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

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. (S205(a)(1)(A)(ii), S206(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 2013-14

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

No

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

Data not reported

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 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(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. Additionally, faculty members have become members of boards such as the ETFs national board for testing in compliance and the unit. CAEP Board of Examiners. Faculty also review was for specialty areas such as the Council for exceptional children.

Section III Assessment Pass Rates

No assessment pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.**

Section III Summary Pass Rates

No summary pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

receive and upload pass rate files for most programs by mid-April.**

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.

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. In methods courses, students and Reading in the Content Area Courses, specific assignments and clinical experiences are aligned to student learning outcomes. The assignments and clinical experiences related to ESL are assessed via artifacts in Live Text, course grades, and university and supervising teachers.

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

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.

Through our centralized data system (Live Text), Hallmark Assignments, Dispositions Assessment and Field and Clinical experiences students are required to complete a series of activities with students who are disabled. The range of placements from P-12 schools to Specialized Schools for the disabled are used to develop and assess student content and pedagogical knowledge. Artifacts in the ePortfolio, feedback from cooperating teachers detailing experiences in IEP, IFSP and Transition IEP's are part of the assessment system. Additionally, student must construct an assessment, intervention, implement the intervention plan, and prepare results to show student gains. This goes to candidate impact in P-12 Schools.

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% of the minority teachers and probably a numerical equal amount of non-minority teachers for the State. We are also proud to produ"

Supporting Files

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ED.gov This is a United States Department of Education computer system.

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