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Kentucky State University  
Alternative, IHE-based Program

# 2017

 | Title II  
Reports

## Complete Report Card

AY 2015-16

## Institution Information

**Name of Institution:** Kentucky State University  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2015-16  
**State:** Kentucky

**Address:** 400 E. Main Street

Frankfort, KY, 40601

**Contact Name:** Dr. Jo Anne Rainey  
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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/oif/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 alternative, ihe-based 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/oit/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Special Education	No
Total number of teacher preparation programs: 1	

## Section I.b Admissions

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

Postgraduate Successful completion of specified 12 credit hours

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://kysu.edu/academics/college-of-professional-studies/school-of-education/teacher-education/onli>

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

Our three Special Education programs are all-online, with three tracks leading to certification. The alternative track (Option 6) is designed for special education teachers of record who have no teacher certification, in alliance with Kentucky regulation (<http://www.epsb.ky.gov/certification/universitybasedcert.asp>). In order to qualify for Option 6, an individual must be simultaneously employed as a teacher in the area in which certification is being sought and enrolled in that certification program, at the university. Admission requirements for this program are the same as those for admission to our other two, traditional, special ed programs.

## 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?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

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. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate 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 Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	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	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other electronic portfolio with hallmark assignments	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 2015-16**

3.55

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

3

**What was the median GPA of individuals completing the program in academic year 2015-16**

3.55

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

An applicant must provide verification of her/his employment as a special education teacher and a letter of application describing professional experiences and academic/professional goals.

### Section 1c Enrollment

**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 2015-16:	2
Unduplicated number of males enrolled in 2015-16:	2
Unduplicated number of females enrolled in 2015-16:	0

2015-16	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:	1
Native Hawaiian or Other Pacific Islander:	0
White:	1
Two or more races:	0

**Section I.d Supervised Clinical Experience**

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	15
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
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	2

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

Option 6 candidates do not engage in a final clinical experience (e.g., student teaching), as do candidates in traditional routes to certification. From the time they are admitted to an Option 6 Educator Preparation Program, these teachers have an individualized mentoring plan that outlines their goals and the support (at least 15 hours/year) they will receive by an on-site mentor teacher and a university-based educator.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
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	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	

Teacher Education - Social Studies	
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 2015-16. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	
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	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
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	
Communication or Journalism	
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:

2015-16: 0

2014-15: 2

2013-14: 3

## 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 2015-16

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

No

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

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

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 2016-17

**Is your program preparing teachers in mathematics in 2016-17?**

No

**How many prospective teachers did your program plan to add in mathematics in 2016-17?**

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

**Academic year 2017-18**

**Will your program prepare teachers in mathematics in 2017-18?**

No

**How many prospective teachers does your program plan to add in mathematics in 2017-18?**

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

## 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 2015-16**

**Did your program prepare teachers in science in 2015-16?**

No

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

**Did your program meet the goal for prospective teachers set in science in 2015-16?**

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 2016-17**

Is your program preparing teachers in science in 2016-17?

No

How many prospective teachers did your program plan to add in science in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

No

How many prospective teachers does your program plan to add in science in 2017-18?

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 2015-16

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

Yes

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

20

Did your program meet the goal for prospective teachers set in special education in 2015-16?

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:

We transitioned a new professor hired in fall 2015 from teaching core ed courses to teaching special ed courses beginning spring 2016. This was very well received by our candidates, but the change was too recent to have an effect on our data for 2015-2016.

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

**Academic year 2016-17**

**Is your program preparing teachers in special education in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in special education in 2016-17?**

2

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

We are recruiting from inside Kentucky in a "grow your own" effort and we are revising our traditional special ed program to be more current, relevant, and engaging. Our numbers have dropped due to our following KY regulations, as well as our own policies and procedures. Once everyone understands and supports the changes, the program should grow. In addition, sadly, the professor we hired in fall 2015 passed away in fall 2016 and we have relied on two adjunct professors this year (2016-2017). This has delayed our plans for this program.

**Academic year 2017-18**

**Will your program prepare teachers in special education in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in special education in 2017-18?**

2

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

We are completing a search for a new faculty member for our special ed programs and look forward to renovating it beginning fall 2017.

## 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 2015-16

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

#### Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

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:

In August 2015, we began planning for a major, research-based, cultural competence initiative to span across all our ed prep programs to assure that every teacher candidate who graduates from KSU is prepared to teach every child. This year (2016-2017), the committee grew into a 52-member Design Team composed of candidates, faculty, staff, P-12 partners, business leaders, and representatives from educational agencies. The emphasis on cultural competence has grown campus-wide and is a foundation of our QEP for SACS.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	1			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			

ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	5			
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### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	1		
All program completers, 2014-15	1		
All program completers, 2013-14	5		
All program completers, combined 3 academic years	7		

### 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.

This is an all online program. In order to progress through the program, candidates must access and submit course assignments in both Blackboard and LiveText. They complete a variety of assignments through their coursework, including conducting research with virtual access to the university library; analyzing and presenting student performance data using Excel; preparing PowerPoint presentations; communicating assignments and grades to students and their families via their district portals; utilizing word processing programs, YouTube videos, Smartboards, clickers, etc. in their instruction and assessment; keeping school records utilizing district technology; and communicating with university-based educators via e-mail, texts, and Skype. In addition, they must verify that they are teaching their students to use a variety of technological techniques to enhance their own learning.

## 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  
No
- participate as a member of individualized education program teams  
No
- teach students who are limited English proficient effectively  
No

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.

This program is not for gen ed 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

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.

Candidates in this alternative program are employed as special education teachers. They plan for, teach, and assess students with special needs every day. They participate actively in the planning and implementation of IEPs and ARC meetings. Their abilities in teach students with limited English proficiency vary with the populations of their schools. Their knowledge and skills in these areas are assessed via course assignments, direct observations, and conferences with their mentor teachers and university-based educators.

## 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.

As an HBCU, culture has been a foundational theme for our university since its inception in 1865. In today's state, national, and international climate, we need a strong emphasis on cultural competence. Therefore, it is fundamental to the new mission and vision of the School of Education adopted by our Teacher Education Committee in spring 2017. In addition, it is stated clearly in our third core value: Cultural Competence (We fully appreciate our own cultural roots and we believe that understanding and valuing the cultures of others leads to authentic connections and relationships.) and implied in our fourth core value (Social Justice – We believe that equitable access to resources and opportunities is the key to personal growth, professional accomplishments, and systemic change.). As we worked toward this new strategic plan, in fall 2016, we developed a new course, Cultural Competence, that we piloted that semester and this. It is being received enthusiastically by our candidates; its enrollment doubled from fall to spring. Now, in fact just last week, our Faculty Senate and University Liberal Studies Committee approved offering this course campus-wide as one of our options in inter-global studies, as part of the liberal studies core. In addition, our cultural competence initiative is being used as a foundation for the university's new SACS QEP.

## Supporting Files

## Complete Report Card

AY 2015-16