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Kentucky State University
Traditional Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Kentucky State University

Institution/Program Type: Traditional

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/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?
Biology Education	No
Elementary Education	No
English Education	No
Interdisciplinary Early Childhood Education	No
Mathematics Education	No
Music Education	No
Physical Education & Health	No
Social Studies Education	No
Special Education	No
Total number of teacher preparation programs: 9	

Section I.b Admissions

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

Sophomore year 42 hrs; C or above in req courses; 25 field hrs; portfolio

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/>

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

- Demonstrate academic achievement, organization, and professionalism through
 - o complete, electronic, application packet for the appropriate EPP;
 - o minimum of 42 semester credit hours;
 - o grade point average (GPA) of either 2.75 cumulative or 3.0 for the most recent 30 hours;
 - o minimum grade of C in EDU 202;
 - o minimum grade of C in EDU 203 or MUE 203 (Music Education only);
 - o minimum grade of C in CDF 203 and CDF 204 (IECE only);
 - o minimum of 25 field experience hours, with all data posted in Kentucky Field Tracking System (KFETS) and time verified through documentation signed by mentor teachers; and
 - o introductory, Phase I electronic portfolio, with artifacts that address Kentucky Teacher Standards.
- Demonstrate knowledge and skills in literacy and numeracy through
 - o minimum grade of C in ENG 101 and ENG 102 and
 - o minimum passing scores on the ETS Praxis exam, Core Academic Skills for Educators (CASE), including Reading (5712): 156, Writing (5722): 162, and Mathematics (5732): 150.
- Demonstrate beginning-level skills in written and oral communication, as well as the 21st Century Skills of critical thinking, communication, collaboration, and creativity (<http://www.nea.org/home/34888.htm>) through
 - o well-written, coherent, autobiographical essay;
 - o impromptu, word-processed response to a writing prompt; and
 - o semi-structured, individual interview.
- Provide completed assessments from two educational professionals, such as the academic advisor, a university instructor with whom the applicant has completed a course, or a P-12 teacher with whom the applicant has completed field experiences.

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	No
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	Yes	No
Othere-portfolio, impromptu 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 2015-16

3.4

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 2015-16

3.7

Please provide any additional comments about the information provided above:

minimum score of "3" on Portfolio; 25 hours of documented field experiences; 3 letters of reference; passing scores on Praxis Core; successful completion of 42 course hours. Internal and external evaluators are used to ensure fairness, equity and reliability.

Section I h Doctorgraduate Requirements

SECTION 10 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?

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	No
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	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	No	No

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

3.5

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

3.7

Please provide any additional comments about the information provided above:

This is an online program.

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:	25
Unduplicated number of males enrolled in 2015-16:	7
Unduplicated number of females enrolled in 2015-16:	18

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	8
Native Hawaiian or Other Pacific Islander:	0
White:	16
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	200
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Average number of clock hours required for student teaching	420
Average number of clock hours required for mentoring/induction support	0
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)	35
Number of students in supervised clinical experience during this academic year	13

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

Clinical placements are determined collaboratively according to the requirements for cooperating teachers required by KY regulation, as well as recommendations from district central offices and principals.

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	4
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	8
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
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Education - General	
Teacher Education - Special Education	4
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	8
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 - 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: 13

2014-15: 15

2013-14: 13

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?

Yes

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

3

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

Yes

Description of strategies used to achieve goal, if applicable:

We added 4 new math ed (8-12) majors in 2015-2016. We feel the frustration of our high school partners, who are reaching out to us for qualified math teachers. Our math faculty, especially our math ed rep, worked tirelessly with "pure math" majors to help them understand the benefits of teaching careers and to meet the program entry and exit requirements. In addition, our biology ed and math ed reps received a Governor's Minority Student College Preparation Program (GMSCPP) grant to provide support to minority students to attend college.

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?**

Yes

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

3

Provide any additional comments, exceptions and explanations below:

We've discussed our enrollment data in many settings and brainstormed strategies for recruiting high school students to move toward careers in teaching. This year, we have gone through the planning process with P-12 partners, as well as the internal approval process, to begin "grow your own" efforts, which include dual credit courses, to build teacher pathways within and beyond our region, in order to enhance the pool of teachers, especially those in high need areas like math.

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

This year (2016-2017), we collaborated with colleagues in the Kentucky Department of Education to provide the first Kentucky Educators Rising conference on our campus 3/11/17, and we were awarded a \$10,000 grant to plan for the initiation and support of new Ed Rising chapters in our region's high schools in 2017-2018. These efforts will help us to build relationships and get our name out in the schools in a very positive way, and we hope they have longer term effects in our ed prep enrollment.

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. (~~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 science in each of three academic years.

Academic year 2015-16

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

Yes

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

4

Did your program meet the goal for prospective teachers set in science 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 added 2 new math ed majors in 2015-2016. We feel the frustration of our high school partners, who are reaching out to us for qualified math teachers. Our math faculty, especially our math ed rep, worked tirelessly with "pure math" majors to help them understand the benefits of teaching careers and to meet the program entry and exit requirements. In addition, our biology ed and math ed reps received a Governor's Minority Student College Preparation Program (GMSCPP) grant to provide support to minority students to attend college.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

We've discussed our enrollment data in many settings and brainstormed strategies for recruiting high school students to move toward careers in teaching. This year, we have gone through the planning process with P-12 partners, as well as the internal approval process, to begin "grow your own" efforts, which include dual credit courses, to build teacher pathways within and beyond our region, in order to enhance the pool of teachers, especially those in high need areas like science.

Academic year 2017-18**Will your program prepare teachers in science in 2017-18?**

Yes

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

2

Provide any additional comments, exceptions and explanations below:

This year (2016-2017), we collaborated with colleagues in the Kentucky Department of Education to provide the first Kentucky Educators Rising conference on our campus 3/11/17. In addition, we were awarded a \$10,000 grant to plan for the initiation and support of new Ed Rising chapters in our region's high schools in 2017-2018. These efforts will help us to build relationships and get our name out in the schools in a very positive way, and we hope they have longer term effects in our ed prep enrollment.

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?

2

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

Yes

Description of strategies used to achieve 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.

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:

We also transitioned to a new interim chair in fall 2015.

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 did not increase in 2015-2016 due to our following KY regulations, as well as clarifying and following our own policies and procedures. 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 program and look forward to renovating this program 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.

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, reps from educational agencies. The emphasis on cultural competence has grown campus-wide and has become one of the foundations for our SACS QEP.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0353-ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0542-ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS	1			

Educational Testing Service (ETS) Other enrolled students				
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	10	172	9	90
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			

ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	10	170	9	90
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5023-INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5023-INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5023-INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0063-MATH PROOFS MODELS PROBLEMS PART 1 (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE	3			

Educational Testing Service (ETS) Other enrolled students				
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0524-PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	9			

ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	4		
ETS0522-PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	3		
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	2		
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	4		
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	2		
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2014-15	1		
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	3		

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	11	11	100
All program completers, 2014-15	17	16	94
All program completers, 2013-14	17	16	94

Section IV Low-Performing

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.

One of our "education foundation" courses required for admission to our teacher ed programs is an introductory course in technology. We brought a new adjunct professor on board to teach this course, beginning in fall 2016, and he has updated the assignments and made them more rigorous. Students begin their electronic portfolios in LiveText in this course and continue them until they graduate. They also learn to use KY's online program for field experiences (KFETS) in this course. All EDU courses are housed in Blackboard and hallmark course assessments are housed in and analyzed via LiveText. Meetings and classes are taught using a variety of techniques, including Smart boards, Power Point presentations, and YouTube videos. Candidates gain real-world practice in using apps, campus portals, and many other types of technology in P-12, as they complete 200 hours of field experiences and 70 days of student teaching.

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 undergraduate teacher candidates complete Introduction to Exceptional Education prior to admission to student teaching. Field experiences and clinical practice are planned carefully to provide candidates with lots of experiences with lots of different children. Candidates keep track of the demographic characteristics, including the special needs, of students with whom they work during 200 hours of field experiences, using the state-wide Kentucky Field Experiences Tracking System (KFETS), which can be transferred between Kentucky IHEs. At this time, fostering the knowledge/skills of our candidates in teaching students with limited English proficiency is not our strength, but our new Cultural Competence initiative will assure that all ed prep graduates of KSU are fully prepared to foster the learning of these students, as well.

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.

Each course in our online special ed program requires field experiences designed to provide teach candidates to support and teach students with 504 plans, IEPs, IBPs, and IFSPs effectively. Students participate in ARC meetings as part of this field work and during their clinical practice. Learning about students with limited English proficiency is not as methodical and depends on the candidates' location. This is an area in which we need more focus.

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

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