title II higher education act

2025 TITLE II REPORTS
National Teacher Preparation Data

KY

Northern Kentucky University
Alternative, IHE-based Report AY 2023-24
Kentucky

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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CITY

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STATE

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41099

SALUTATION

Dr. ▼

FIRST NAME

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	UG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

32

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

32

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

(●) **Yes**
( ) **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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	● Yes	○ No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

Meet the entrance exam requirement through an approved combination of passing scores on the ACT and/or Praxis I Core Academic Skills for Educators exams: o ACT Comp. 22 -OR- o Reading (ACT: 20 -or- Praxis I: 150) and o Eng./Writing (ACT: 18 -or- Praxis I: 158) and o Mathematics (ACT: 19 -or- Praxis I: 144) Achieved at least a B in ENG 291 or equivalent or passed the writing sample examination. Achieved at least a B in CMST 101 or equivalent. Achieved at least a C in EDU 300, EDU 305, EDU 313, and EDS 360. Achieved a "P" in the Admissions Field Experience (EDU 303, EDU 307, EDU 309, or EDU 311). Demonstrate the following skills: critical thinking, communication, creativity, and collaboration. Demonstration of these skills will be determined in the following manner:Communication: CMST 101 and ENG 291 with a grade of B or better, or passed the writing sample evaluation. Creativity: Completion of any course under "Culture & Creativity: Arts and Humanities" with a grade of "C" or better. Critical Thinking: Completion of any course under "Scientific & Quantitative Inquiry: Natural Science OR Mathematics & Statistics" OR any course from "Self & Society: Individual and Society" with a grade of "C" or better. Collaboration: Completion of Admissions Field Experience with a grade of "P". Earned 60 semester hours of course work. Filed three teacher education recommendation forms by professional educators. Signed a curriculum contract. Received approval of the Teacher Education Committee. Presented an approved portfolio.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No

Element	Admission	Completion
Minimum GPA in content area coursework	● Yes ○ No	● Yes ○ No
Minimum GPA in professional education coursework	○ Yes ● No	● Yes ○ No
Minimum ACT score	○ Yes ● No	○ Yes ● No
Minimum SAT score	○ Yes ● No	○ Yes ● No
Minimum basic skills test score	○ Yes ● No	○ Yes ● No
Subject area/academic content test or other subject matter verification	● Yes ○ No	○ Yes ● No
Recommendation(s)	○ Yes ● No	○ Yes ● No
Essay or personal statement	● Yes ○ No	○ Yes ● No
Interview	○ Yes ● No	○ Yes ● No
Other Specify: [ ]	○ Yes ● No	○ Yes ● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

4. Please provide any additional information about the information provided above:

Transcripts showing completion of a bachelor's degree from a regionally accredited institution with a grade point average (GPA) of at least 2.75 on a 4.0 scale or a GPA of at least 3.0 in the last 30 semester hours of undergraduate study. This GPA requirement applies to both the cumulative GPA and the content area GPA. No exceptions considered due to certification regulations in the state of Kentucky. Current Resume Letter to the reviewer that includes a brief autobiography, a description of life experiences related to the planned certification area, teaching, and other experiences with young children outside the formal educational community other than family members. Official Transcripts from all institutions attended sent directly from the universities A criminal and federal background check, Completion of appropriate Praxis II content exam(s) with the minimum score required by the state of Kentucky. To register go to: http://www.ets.org and look for Praxis II under KY state requirements

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Are there programs with student teaching models?

● **Yes**
○ **No**

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching	200
Number of clock hours required for student teaching	600

Are there programs in which candidates are the teacher of record?

○ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	200
Years required of teaching as the teacher of record in a classroom	2

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	21
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	21
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	186
Number of students in supervised clinical experience during this academic year	110

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

All students complete 16 weeks of full time student teaching (M-F, complete school day). Elementary candidates have two assignments of 8 weeks each, one in K-3 and one in 4-5. Middle Grades candidates have two 8 week assignments, one in each of their teaching certification areas. K-12 candidates have two 8 week assignments, one in elementary and one in middle grades/secondary. Special education candidates complete 8 weeks in a special education setting and the other 8 weeks in their other major (elementary, middle grades, or secondary). Secondary students complete all 16 weeks in one school and with one cooperating teacher. University Clinical Educators are required to have 4 formal observations, plus evaluate dispositions and required portfolio documents and reviews.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	55
Subset of Program Completers	20

Gender	Total Enrolled	Subset of Program Completers
Male	19	8
Female	36	12
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2	0
Hispanic/Latino of any race	2	0
Native Hawaiian or Other Pacific Islander	0	0
White	50	20
Two or more races	1	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	0	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2023-24**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	5
13.1202	Teacher Education - Elementary Education	0

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	12
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2023-24**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	0
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: Master of Arts in Teaching	15
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program 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
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   Candidates in the MAT program take a special education course which details information on working with students with disabilities, including the nature and needs of each disability category, legal mandates required by the Individuals with Disabilities Education Act (IDEA), and collaboration strategies required to work with special education teachers. Candidates in the special education program choose certification at either the mild level (learning and behavior disorders, LBD) or moderate to severe level (moderate to severe disabilities, MSD). In both cases, candidates learn to assess students, differentiate instruction based on Kentucky Academic Standards, and manage behavior. In addition, all candidates are required to develop lesson plans to meet the needs of all learners, including those with disabilities, limited English Proficiency, and diverse socio-economic backgrounds, utilizing the principles of Universal Design for Learning (UDL). Candidates implement the lesson plans in their field experiences and clinical experience, reflecting

on the impact of their instruction on P-12 student learning. Candidates are also placed in a variety of schools, including rural, urban, and suburban.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

We plan to add two additional prospective teachers in mathematics in 2023-24.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We plan to add two additional prospective teachers in mathematics in 2024-2025.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to prepare at least two math teachers in the 2025-2026 school year.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

We plan to add two prospective teachers in science in 2023-24.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We plan to add two prospective teachers in science in 2024-2025.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We plan to prepare at least two science teachers during the 2025-2025 school year.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

THIS PAGE INCLUDES:

- >> Report Progress on Last Year's Goal (2023-24)
- >> Review Current Year's Goal (2024-25)
- >> Set Next Year's Goal (2025-26)

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

We plan to add two additional prospective teachers in special education in 2023-24.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We plan to add two additional prospective teachers in special education in 2024-2025. We are adding an MAT option for special education, which will be a new program for us.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to prepare at least four teachers to teach in special education through the MAT option in the 2025-2026 academic year.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

○ **Yes**
● **No**

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

○ **Yes**
● **No**

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

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) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	3			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5023 -INTERDIS EARLY CHILD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	8			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	9			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	10	179	10	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	4			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5547 -SPECIAL EDUCATION: SEVERE TO PROFOUND Educational Testing Service (ETS) Other enrolled students	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	13	13	100
All program completers, 2022-23	14	14	100
All program completers, 2021-22	16	16	100

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

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

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. **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. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **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.**

   Candidates in the MAT program complete a technology course. The MAT candidates also complete an electronic portfolio, which documents meeting the Kentucky Teacher Performance and InTASC Standards. The standards include infusing technology into lessons as well as student use of technology during instructional activities. In addition, all candidates are evaluated on their use of various technologies through the EPP-wide technology rubric that was developed and implemented in 2016-17. All candidates take an assessment class as part of their program, which requires them to work with mock P-12 student data. Candidates use technology to analyze the data and determine the potential impact of their instruction on P-12 student learning. Candidates in the special education alternative certification program learn about technology in their methods classes: assessment, methods, applied behavior analysis, assistive technology (MSD), and secondary students and transition (LBD). They use technology to record and analyze results from assessments, and to graph data from behavioral interventions and response to intervention projects. Additionally, they analyze the data from assessments to implement instruction based on assessment results and develop and implement behavior intervention plans based on data from functional behavior assessments; while monitoring and adjusting the plans based on data analysis. They to measure their performance based on the Kentucky Teacher Performance Standards and SPA standards (Council for Exceptional Children). During their culminating experience, candidates are assessed on both the KY Teacher Performance Standards and the CEC standards, ensuring they have the knowledge, skills, and dispositions to be effective special educators.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

    a. **Teach students with disabilities effectively**

    During their special education class, MAT candidates learn about the nature and needs of all of the disability categories covered under the Individuals with Disabilities Education Act (IDEA), steps for referral for special education services, and assessment and identification practices. They also learn about the legal mandates covered under IDEA and their legal responsibilities to provide services to these students. MAT candidates also learn about Universal Design for Learning (UDL), collaboration with special education teachers, and co-teaching strategies to ensure all students in the classroom receive an adequate education. In addition, candidates are required to develop lesson and unit plans to meet the needs of all students, including those with disabilities, based on the principles of UDL. As part of the reflections of each lesson and unit plan, as well as the holistic reflections included in their e Portfolios, candidates discuss the impact of their instruction on P-12 learning and the strategies they will use to increase student learning in the future.

    b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

    MAT candidates learn about the IEP process in the course described above. They learn not only their legal requirements and responsibilities, but also collaboration strategies and the nature and needs of disability which allows them to become more active participants on IEP teams, and more effective teachers to students with disabilities in their classrooms.

    c. **Effectively teach students who are limited English proficient.**

    Information about teaching students with limited English proficiency is embedded across all of the courses the MAT candidates take. In addition, information on students with limited English proficiency is also included in each lesson and unit plan, with candidates required to state how they will differentiate their strategies and activities to meet the needs of all students, including those with disabilities and limited English proficiency. They apply the principles of UDL to their lessons, ensuring all students benefit from instruction.

2. **Does your program prepare special education teachers?**

    ● Yes
    ○ No

    If yes, provide a description of the activities that prepare *special education teachers* to:

    a. **Teach students with disabilities effectively**

    Candidates completing the special education alternative certification program are required to complete various disability related courses, a methods course, an assessment course, and an applied behavior analysis course. Since they are teaching special education in their own classrooms, candidates are required to complete field assignments from the courses with their students with disabilities. In the assessment course, candidates learn to assess students with disabilities using both formal (norm-referenced) and informal (curriculum-based, observational) assessments. They asses a focus child in their field experience and complete a full assessment report. That information is then used by the candidates in the methods

course. In that course, candidates develop a plan to address the needs found by their assessment. This plan becomes the basis for a response to intervention project, in which the candidates select and implement various teaching strategies, collect data, and analyze the results. The entire project is summarized in a formal response to intervention report for their focus student. Candidates also develop a behavior intervention plan for a student in their field experience. This plan, based on a functional assessment, is implemented and data are collected. Those data are analyzed and reported in a formal paper. During their culminating clinical experience (professional laboratory experience) special education candidates are formally observed by University personnel to ensure they are able to apply the knowledge gained from the special education alternative certification program. Additionally, candidates self-assess their skills and create an implement a professional development plan to address any skill deficits or areas of improvement.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

Special education alternative certification candidates are taught the nature and needs of disability, the laws regarding providing services to individuals with disabilities in the classroom, developing individual education plans, and collaborating with general education teachers to ensure those plans are implemented with fidelity. Additionally, special education alternative certification candidates are teaching students with disabilities while taking classes. They serve as the teacher of record and are responsible for developing IEP's, attending the IEP meetings, and ensuring the IEP is implemented with fidelity.

c. **Effectively teach students who are limited English proficient.**

Information about teaching students with limited English proficiency is embedded across all of the courses the special education alternative certification candidates take. In addition, information on students with limited English proficiency is also included in each lesson and unit plan, with candidates required to state how they will differentiate their strategies and activities to meet the needs of all students, including those with disabilities and limited English proficiency. They apply the principles of UDL to their lessons, ensuring all students benefit from instruction.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The MAT candidates are required to take the PRAXIS II content tests as part of their admission to the alternative certification program. The alternative certification program in special education candidates are required to meet the entrance exam requirement through an approved combination of passing scores on the ACT and/or Praxis I Core Academic Skills for Educators exams: o ACT Comp. 22 -OR- o Reading (ACT: 20 -or- Praxis I: 150) and o Eng./Writing (ACT: 18 -or- Praxis I: 158) and o Mathematics (ACT: 19 -or- Praxis I: 144) The data dashboard for all teacher education programs is at this link: https://www.nku.edu/academics/coe/about/collegeaccreditation1.html

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Ginger Blackwell

TITLE:

Associate Dean

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Ginger Blackwell

TITLE:

Associate Dean