

[Title II Higher Education Act](#)

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Coletta Parsley Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data
University of Pikeville

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KY

University of Pikeville Traditional Report AY 2020-21 Kentucky

Report CompleteStatus: 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

Address

Address line 2:

City

State

Zip

Salutation

First Name

Last Name

Phone

Email

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1322	Teacher Education - Biology	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1323	Teacher Education - Chemistry	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1305	Teacher Education - English/Language Arts	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1316	Teacher Education - General Science	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1311	Teacher Education - Mathematics	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1318	Teacher Education - Social Studies	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
<input type="text" value=""/>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> • <input type="button" value="Insert"/> • <input type="button" value="Cancel"/>

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

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](#)

This Page Includes:

- [Undergraduate Requirements](#)
- [Postgraduate Requirements](#)
- [Supervised Clinical Experience](#)

Undergraduate Requirements

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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.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify:	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No	
Other specify: <u>Exit Conference and Summ</u>		

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.)

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.)

4. Please provide any additional information about the information provided above: We require applicants to the initial teacher certification programs to pass the Praxis subject assessments before admission. However, in 2021, we waived the Praxis II subject assessments required for each program licensure area at admission due to difficulty with students being able to take the Praxis assessments on their home computers and receiving the scores in a timely manner. In the Appalachian region, reliable internet access is not always available where some of our students reside. Minimum scores on their Praxis subject assessments are required by the state before candidates can receive teacher certification. Therefore, our completers had to meet benchmark scores on their Praxis subject assessments before we could recommend them for certification. However, we did require subject matter verification at program admission through the following requirement: The applicant must have completed all required courses in specialization knowledge with a minimum, non-rounded GPA of 2.75 and no course grade lower than a "C." Specialization courses are those

required in specific program licensure areas, which indicate subject matter verification.

We require applicants to the initial teacher certification programs to pass the Praxis subject assessments before admission. However, in 2021, we waived the Praxis II subject

Postgraduate Requirements

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.

Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify:	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Other specify: <u>Exit Conference and Summ</u>		

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.)

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.)

4. Please provide any additional information about the information provided above: We closed our post baccalaureate programs in March 2021. Therefore, next year's Title II Report will only show undergraduate level programs. We require applicants to the initial teacher certification programs to pass the Praxis subject assessments before admission. However, in 2021, we waived the Praxis II subject assessments required for each program licensure area at admission due to difficulty with students being able to take the Praxis assessments on their home computers and receiving the scores in a timely manner. In the Appalachian region, reliable internet access is not always available where some of our students reside. Minimum scores on their Praxis subject assessments are required by the state before candidates can receive teacher certification. Therefore, our completers had to meet benchmark scores on their Praxis subject assessments before we could recommend them for certification. However, we did require subject matter verification at program admission through the following requirement: The applicant must have completed all required courses in specialization knowledge with a minimum, non-rounded GPA of 2.75 and no course grade lower than a "C." Specialization courses are those required in specific

program licensure areas, which indicate subject matter verification.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. ([§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)	Programs with student teaching models (most traditional programs)
Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching <input type="text" value="280"/>
Number of clock hours required for student teaching	Number of clock hours required for student teaching <input type="text" value="490"/>

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)

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

Number of years required for teaching as the teacher of record in a classroom Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs
All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

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

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: We have two semesters of clinical experiences at UPIKE. Clinical I is the fall semester, and candidates spend half days in the P-12 classrooms and half days at the University for coursework. Clinical II is the formal student teaching semester, and candidates spend the entire day in P-12 classrooms. For our subset of 14 completers who completed Clinical II: Student Teaching, we had 16 cooperating teachers. For the 13 teacher candidates admitted to the program for Clinical I, we had 21 cooperating teachers. Our elementary-level teacher candidates are required to have two placements—one in lower primary and one in upper primary. Please note: One student who was admitted to the program became very ill and could not complete Clinical I. Therefore, he was enrolled in a clinical experience, but he was not able to complete Clinical I and Clinical II. He plans to complete Clinical

We have two semesters of clinical experiences at UPIKE. Clinical I is the fall semester, and candidates spend half days in the P-12 classrooms and half days at the University for

I and Clinical II (student teaching) during this academic year.

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)	<input type="text"/>			
50% (Half-Time)	<input type="text"/>			
<input type="text" value="75%"/>	Employment Rate (%)	<input type="text"/>	Number of Faculty	<input type="button" value="Delete"/>
<input type="text" value="25%"/>	Employment Rate (%)	<input type="text"/>	Number of Faculty	<input type="button" value="Delete"/>
<input type="button" value="Add Row"/>				
<input type="button" value="Calculate FTE"/>				

Section I: Program Information

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](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals
2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="5"/>	Male Completers <input type="text" value="2"/>
Female	Female Enrollment <input type="text" value="22"/>	Female Completers <input type="text" value="12"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="0"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="0"/>	Black or African American Completers <input type="text" value="0"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="0"/>	Hispanic/Latino of any race Completers <input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>

Race/Ethnicity	Total Enrolled	Subset of Program Completers
White	White Enrollment 26	White Completers 13
Two or more races	Two or more races Enrollment 0	Two or more races Completers 0
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 1	Nonreported race/ethnicity Completers 1

Save Option

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Info

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Section I: Program Information

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.

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

- [Academic Major](#)

This Page Includes:

- [Teachers Prepared by Subject Area](#)
- [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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?v=55>).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
----------	--------------	-----------------

13.10	Teacher Education - Special Education	Number Prepared	<input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared	8
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	5
13.1210	Teacher Education - Early Childhood Education	Number Prepared	<input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared	<input type="text"/>
13.1302	Teacher Education - Art	Number Prepared	<input type="text"/>
13.1303	Teacher Education - Business	Number Prepared	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared	1
13.1306	Teacher Education - Foreign Language	Number Prepared	<input type="text"/>
13.1307	Teacher Education - Health	Number Prepared	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	<input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared	3
13.1312	Teacher Education - Music	Number Prepared	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	<input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	<input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared	<input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared	2
13.1320	Teacher Education - Trade and Industrial	Number Prepared	<input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared	<input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared	<input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared	<input type="text"/>
13.1328	Teacher Education - History	Number Prepared	<input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared	<input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared	<input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared	<input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared	<input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared	<input type="text"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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?](#)

Do participants earn a degree upon completion of the program? Yes
 No

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="8"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="5"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="3"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="2"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>

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

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Section I: Program Information

Program Assurances

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

This Page Includes:

- [Program Assurances](#)

Program Assurances

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: 1. The majority of our teacher education candidates who successfully complete the University of Pikeville Teacher Education Programs are employed in two local school districts. The Chairperson of the Patton College of Education and the Supervisor of Clinical Experience regularly collaborate with district P-12 administrators to determine their needs and the role of UPIKE's Teacher Education Programs in helping meet those needs. The information obtained is used in program redesign and improvement. 2. The University Clinical Supervisor regularly meets with all P-12 teachers who serve as cooperating teachers and collaborates with them to evaluate the performances of our student teachers and to determine how we can improve our preparation programs. The University Supervisor also collaborates with several local principals to discuss ways to better prepare our teacher candidates to meet the needs of the schools. 3. We administer both employer and completer satisfaction surveys aligned with the Kentucky Teacher Performance Standards to help us determine the preparedness of our completers. We analyze the data yearly and make needed adjustments when warranted. 4. P-12 practitioners serve on our Teacher Education Committee, and we seek their input regarding continuous improvement initiatives. 5. All candidates, regardless of their program licensure areas, are required to take EDU 402 Exceptional Learners in the Inclusive Classroom and EDU 403 Students as Learners to ensure that they are prepared to provide instruction to P-12 students with disabilities, from low-income families, and LEP students. In addition, diversity is a cross-cutting theme within our teacher education program curriculum.

1. The majority of our teacher education candidates who successfully complete the University of Pikeville Teacher Education Programs are employed in two local school

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Section II: Annual Goals

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\(a\)](#))

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
- No

Our goal is to add at least one mathematics teacher in 2020-2021.

2. Describe your goal. Our goal is to add at least one mathematics teacher in 2020-2021.

- 3. Did your program meet the goal? Yes
- No

4. Description of strategies used to achieve goal, if applicable: We surpassed our goal by adding three completers who were certified in middle grades math in 2020-2021. However, one of our middle grades mathematics candidates did not pass the Praxis II in middle grade mathematics; therefore, we did not recommend her for certification although she completed our program. Normally, we require our teacher candidates to pass the Praxis II at admission, but with the pandemic and difficulties with home testing in our rural area, we temporarily waived this requirement. One of our education faculty members is certified to teach mathematics, and he provides both individual and small-group tutoring for students in our teacher education program who are struggling with mathematics. We also collaborate with the mathematics teachers within our University to meet the learning needs of our teacher education students. In addition, our academic advisors work closely with their advisees to help guide them to the high-needs certification areas for P-12. Finally, our teacher education program routinely works with our local P-12 school districts, and district personnel keep us informed of the program areas in which they need teachers. We pass this information along to our students.

We surpassed our goal by adding three completers who were certified in middle grades math in 2020-2021. However, one of our middle grades mathematics candidates did not pass the

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: 1) We will provide ongoing academic support for our students who are struggling in mathematics. 2) We will work with our surrounding P-12 school districts to prepare teachers in the certification areas that meet the employment demands of our region. 3) We will continue to work with the mathematics division at our University to prepare P-12 mathematics teachers.

1) We will provide ongoing academic support for our students who are struggling in mathematics.
2) We will work with our surrounding P-12

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

- 7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. Yes
- No

Our goal is to add at least one mathematics teacher in 2021-2022.

8. Describe your goal. Our goal is to add at least one mathematics teacher in 2021-2022.

Set Next Year's Goal (2022-23)

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- 9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. Yes
- No

Our goal is to prepare at least one mathematics teacher in 2022-2023.

10. Describe your goal. Our goal is to prepare at least one mathematics teacher in 2022-2023.

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Section II: Annual Goals

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\(a\)](#))

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal. Our goal is to add at least one teacher in a science-related field in which we have an approved program (secondary biology, secondary

chemistry, middle school science) in 2020-2021.

Our goal is to add at least one teacher in a science-related field in which we have an approved program (secondary biology, secondary chemistry, middle school science) in 2020-2021.

3. Did your program meet the goal? Yes

No

We did not meet our goal for 2020-2021.

4. Description of strategies used to achieve goal, if applicable: We did not meet our goal for 2020-2021.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: 1) We will ensure that advisors meet one-on-one with their advisees so that they can inform teacher education students about the need for educators in science-related fields. Hopefully, this will impact some of our students and help them decide to attain certifications in these areas. 2) We will continue to provide ongoing tutoring for education students who are struggling with the science content to help them be successful. 3) We will work collaboratively with our science division to help prepare our education students with the required content

knowledge to be successful P-12 teachers in science-related fields.

1) We will ensure that advisors meet one-on-one with their advisees so that they can inform teacher education students about the need for educators in science-related fields. Hopefully, this will

6. Provide any additional comments, exceptions and explanations below: We believe that the pandemic had a negative impact on student advising. Our faculty advisors usually meet face-to-face with students for advising sessions, and advisors are able to guide students to the high-needs program areas. We believe that virtual meetings

were not as effective for advising.

We believe that the pandemic had a negative impact on student advising. Our faculty advisors usually meet face-to-face with students for advising sessions, and advisors are able to guide

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal. Our goal is to add at least one teacher in a science-related field in which we have an approved program (secondary biology, secondary

Our goal is to add at least one teacher in a science-related field in which we have an approved program (secondary biology, secondary chemistry, middle school science) in 2021-2022.

chemistry, middle school science) in 2021-2022.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal. Our goal is to add at least one teacher in a science-related field in which we have an approved program (secondary biology, secondary

Our goal is to add at least one teacher in a science-related field in which we have an approved program (secondary biology, secondary chemistry, middle school science) in 2022-2023.

chemistry, middle school science) in 2022-2023.

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Section II: Annual Goals

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\(a\)\)](#)

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. Yes
 No

10. Describe your goal.

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Section II: Annual Goals

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\(a\)\)](#)

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal.

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Section III: Program Pass Rates

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](#)

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	8			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	11	185	11	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS)	6			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS)	11	175	11	100
All program completers, 2018-19				
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS)	8			
Other enrolled students				
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS)	8			
All program completers, 2020-21				
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS)	6			
All program completers, 2019-20				
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS)	11	175	11	100
All program completers, 2018-19				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS)	8			
Other enrolled students				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS)	8			
All program completers, 2020-21				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS)	6			
All program completers, 2019-20				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS)	11	167	11	100
All program completers, 2018-19				
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS)	1			
All program completers, 2018-19				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	1			
All program completers, 2019-20				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	1			
All program completers, 2018-19				
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS)	2			
Other enrolled students				
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS)	1			
All program completers, 2020-21				
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS)	2			
All program completers, 2018-19				
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS)	3			
All program completers, 2020-21				
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS)	3			
All program completers, 2019-20				
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS)	2			
All program completers, 2018-19				
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS)	1			
Other enrolled students				

Assessment code - Assessment name

Test Company

Group

Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
---------------------	-------------------	----------------------	---------------

ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	11	182	11	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2018-19	1			

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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](#)

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	14	13	93
All program completers, 2019-20	12	12	100
All program completers, 2018-19	18	18	100

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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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:

Other specify:

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

No

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Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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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:

1. integrate technology effectively into curricula and instruction Yes
 No
2. use technology effectively to collect data to improve teaching and learning Yes
 No
3. use technology effectively to manage data to improve teaching and learning Yes
 No
4. 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. All teacher education candidates are required to take and pass EDU 205 Technology in Education. The course provides instruction to develop students' proficiency with a wide variety of technology applications to enhance P-12 student learning, manage the classroom, and assess/reflect on student learning. The class is delivered in a P-12 model classroom equipped with thirty Chromebooks, a teacher workstation, an interactive whiteboard, as well as video recording and livestreaming capabilities. Course content addresses current research in technology, terminology, resources to enhance P-12 instruction and classroom management, and the ethical and legal use of technology in the classroom. Candidates also learn how to create professional presentations using technology resources. In addition, candidates are required to plan P-12 instruction that incorporates technology resources. An emphasis is also placed on developing candidates' knowledge and skills to actively engage P-12

All teacher education candidates are required to take and pass EDU 205 Technology in Education. The course provides instruction to develop students' proficiency with a wide variety

students with the available technologies within their classrooms.

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Teacher Training

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

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

1. Teach students with disabilities effectively EDU 203 Diversity in the classroom, EDU 402 Exceptional Learners in the Inclusive Classroom, and EDU 403 Students as Learners are required courses for all teacher education candidates regardless of their program licensure areas. In EDU 402, candidates learn the steps involved in the development of an IEP and the general education teacher's role in each step as candidates role play IEP team meetings. In addition, candidates discuss IDEA in their education courses. Required field hours within P-12 classrooms must be documented. Teacher candidates' required field experiences involve classroom observations with diverse groups of students, including students with disabilities and ESL students. The education courses focus on developing teacher candidates' pedagogical skills and integrate strategies for working with students with limited English proficiency and disabilities. Our literacy courses also integrate specific strategies for literacy instruction when working with P-12 students with limited

EDU 203 Diversity in the classroom, EDU 402 Exceptional Learners in the Inclusive Classroom, and EDU 403 Students as Learners are required courses for all teacher education candidates

English proficiency and disabilities.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. In EDU 402 Exceptional Learners in the Inclusive Classroom, candidates learn the steps involved in the development of an IEP and the general education teacher's role in each step as candidates role play IEP team meetings to prepare them for their roles when they become P-12 teachers. We

In EDU 402 Exceptional Learners in the Inclusive Classroom, candidates learn the steps involved in the development of an IEP and the general education teacher's role in each step as

understand that our preservice teachers must be prepared for this process.

3. Effectively teach students who are limited English proficient. The education courses focus on developing teacher candidates' pedagogical skills and integrate strategies for working with P-12 students with limited English proficiency. Our literacy courses, EDU 316 Reading in the Elementary School and the Middle School, EDU 320 Literacy Instruction in the Elementary Classroom, and EDU 321 Content Area Reading also integrate specific strategies for

The education courses focus on developing teacher candidates' pedagogical skills and integrate strategies for working with P-12 students with limited English proficiency. Our

literacy instruction when working with P-12 students with limited English proficiency.

2. Does your program prepare special education teachers? Yes

No

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

1. Teach students with disabilities effectively

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

Act.

3. Effectively teach students who are limited English proficient.

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Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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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 Patton College of Education at the University of Pikeville provides high-quality teacher education programs that lead to P-12 certification at the elementary, middle grades, and secondary levels. Serving as a foundation for these programs, the organizing theme "Empowering teachers to serve and lead in rural Appalachia and beyond" guides our growth and service. Our belief that all students have the potential to learn at high levels (regardless of exceptionalities and differences), functions as an impetus to facilitate a sense of responsibility and determination in the future teachers we train and acts as the driving force behind the Patton College of Education at the University of Pikeville. Teacher candidates are presented with a model of teaching that involves goal-directed planning aligned with P-12 state standards, observations, and assessments as well as the flexibility and skills to continually adapt to the needs, changes, and events they discover. Faculty in the Patton College of Education stress the importance of a broad repertoire of teaching strategies, a pluralistic approach to classroom management, and a model of teachers as facilitators of learning. Teacher candidates learn to approach teaching in this rational reflective manner, relying on a broad knowledge base, multiple areas of competence, and appropriate dispositions to facilitate genuine human relationships and meaningful learning experiences. Candidates enter the teacher preparation programs at the University of Pikeville after they have completed the coursework in their content area majors and educational foundation courses. After admission, the teacher candidates participate in a full professional year. During the first semester of the professional year, we try to help solve the disconnect between the reality of the P-12 classroom and campus courses. Candidates are placed in the appropriate P-12 classroom half-days to learn content-specific pedagogy and classroom skills from master teachers and to develop relationships with the students and cooperating teachers before Clinical II: Student Teaching. The second half of the day during the first semester, students are in education courses where college professors are able to connect what is happening in the P-12 schools to their campus classrooms. During the second semester of their professional year, candidates complete a traditional student teaching assignment. The programs have been designed to enable candidates to

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complete their professional year and graduate from the institution within four years of entering the University.

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.

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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:

Title:

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:

Title: