

2006

Kentucky's Independent Colleges and Universities  
Preparing Teachers...Building the Future



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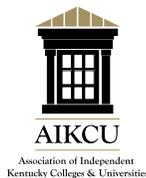


Building the Future





*Graduates of Kentucky's independent colleges and universities are serving with distinction in schools throughout the Commonwealth...*



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*Kentucky's independent colleges and universities, sometimes referred to as private schools, are tuition-supported, nonprofit institutions that are regionally accredited by the Southern Association of Colleges and Schools (SACS). The schools, which are not state-funded, are members of the Association of Independent Kentucky Colleges and Universities.*

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# Introduction

As Kentucky continues its work to create a world-class system of education, the state's private colleges and universities are playing an increasingly important role in preparing teachers who deliver excellence in the classroom for all students.

Reflecting their commitment to that work, most of the independent institutions participated with the state's public universities in two major programs: the Commonwealth Consortium for Teacher Education Model Program grants (TEMP) and the Teacher Quality Enhancement grant (TQE).

Initiatives developed as part of the grant work blended with the institutions' demanding programs that emphasize both subject matter preparation and public service. Education students at Kentucky's independent institutions are learning how to teach and how to be contributing members of their communities. This learning takes place in environments where faculty members take their role as teachers very seriously, recognizing the truth in the adage: "We learn to teach as we are taught."

These teachers of teachers, resourceful in thought and action, understand the critical importance of preparing students to ensure the academic success of children from diverse backgrounds with different styles of learning.

In reading descriptions of these teacher preparation programs, a consistent theme emerges. This theme is communicated in words that deliver a clear message: *scholarship.....caring stewardship.....responsible citizenship.....advocacy for students.....ethical..... professional.....knowledge..... commitment.*

The emphasis of education programs throughout the independent college community is to connect preparing teachers with elementary and secondary students as much and often as possible. This front-line experience gives the future teachers a clearer understanding of what to expect from the realities of the service careers they have chosen.



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Graduates of Kentucky's independent colleges and universities are serving with distinction in schools throughout the Commonwealth, providing academic guidance to students in classrooms that they are transforming into communities of inquiry.

For example, four of the teachers named as Kentucky's Teacher of the Year since 2000 hold undergraduate or graduate degrees from one of the state's independent institutions. Many others have been recognized at the local or regional levels, and several have received awards for being among the nation's best first-year teachers.

"The role of independent institutions (in teacher preparation) in general is very positive," notes the Kentucky Education Professional Standards Board (EPSB).

According to the most recent available information, about one-fourth of the teacher education graduates in Kentucky in 2004-2005 were students at independent institutions. Among teachers working in public classrooms throughout the state, the EPSB estimates that one-fourth hold bachelor's degrees from Kentucky's independent colleges and universities. Overall, about one-third of Kentucky's teachers hold a degree or other credential from one of the state's private institutions.

Following is a closer look at the projects undertaken by the independent colleges and universities under the TEMP and TQE programs.



# Teacher Education Model Program

The 2003 Kentucky General Assembly created the Teacher Education Model Program grants to improve teacher training programs in the state's public and private institutions. The institutions were to focus on six goals:

- Expanding on-line access to coursework
- Developing on-line, cooperative special education certification and degree programs
- Enhancing the technology skills of educators
- Increasing the participation of university faculty from all disciplines in public schools
- Creating guidelines for alternative routes to certification that include credit options for life experience
- Enhancing the recruitment of talented future educators, with an emphasis on underrepresented populations

According to an evaluation of the program, the work also increased communication and collaboration among postsecondary institutions, the Kentucky Department of Education, the Education Professional Standards Board and the Council on Postsecondary Education. (*"The Evaluation of the Commonwealth Consortium for Teacher Education Model Programs Grant."* Margaret Rintamaa, Ed.D., *The University of Kentucky*; Corrie Orthober, Ph.D., *The University of Louisville*; Edward Kifer, Ph.D., *The University of Louisville*)

The evaluation further stated: "The results suggest that the TEMP grant has produced significant changes across the state in such areas as online courses and programs, increased online accessibility, additional partnerships with local P-12 schools, more sophisticated use of technology and increased recruitment activities. Those are outcomes that can be documented now. A hope, however, is that TEMP will have a huge, future ripple effect. The replication of projects and implementation of conference results has the potential to far exceed what now is described."

*Following is a closer look at the work of Kentucky's independent colleges and universities under the TEMP grants.*

*Asbury College* chose not to accept the TEMP grant funding but was committed to the goals of the program and supplied funds to support the project. The school's work to realign curriculum and change its graduate program to increase minority recruitment and alternative certification opportunities had the greatest impact. The realignment affected 31 certifications. The results of PRAXIS exams have shown that the work had a positive impact, with Asbury's students scoring in the top 15 percent nationally.

At *Bellarmino University*, work focused on increasing the participation of arts and sciences faculty members in public schools, enhancing educators' technology skills and improving the recruitment of minority teacher education candidates. Through collaborative workshops, evaluations of student teachers and other efforts, arts and sciences faculty members significantly increased their role in teacher preparation. Scholarships for local teachers, software purchases, training for education faculty and a science and technology fair for in-service and pre-service teachers focused on expanding technology skills. Education faculty members collaborated with the admissions office to help recruit minority teacher candidates. Other efforts included open houses and additional events that focused on minority recruitment. The result was a 19 percent increase between 2002 and 2005 in the number of minority candidates in the School of Education, consistent with the overall enrollment growth of teacher candidates during the same period.

Upgrading teacher candidates' use and understanding of technology was the emphasis at *Berea College*. Educational software programs that enhance learning were made available to education majors and student teachers to use on the laptop computers they had received when they began their studies. (All new Berea College students receive a laptop. When they are juniors, they exchange this computer for a new one that they take with them when they graduate.) The students used the educational software tools regularly to create lesson plans that were aligned with the state core content. Berea also used TEMP funds to buy digital equipment that is being used to improve student teachers' skills and in a pilot program to record and review classroom activities and children's work.



**Brescia University** has seen a renewed emphasis on technology in the classroom as a result of the TEMP work. Through technology purchases and training, teachers are improving student engagement and expanding their expertise. The technology also has enabled teachers to prepare lessons with more complex concepts and present them in a more independent learning environment. The grant gave Brescia's education faculty an opportunity to expand their work with P-12 teachers. Faculty trained area teachers in classroom applications for the technology.

**Campbellsville University** has found increased opportunities to work with area schools. The grant provided funds to work with area middle schools to develop modules for their gifted and talented programs on "Exploring Kentucky's Rural Roots" using Janice Holt Giles' *The Believers* as the focus of the course. Grant funds were used as leverage to help the middle schools enhance the learning opportunities. Campbellsville also partnered with Lindsey Wilson College to develop a Future Educators Association conference that is to become an annual event. Prior to the TEMP work, there was no regional FEA conference and only limited efforts to recruit talented future educators.

**Centre College** created a Diversity Recruitment Plan that focused on encouraging interest in the teaching profession among students of color. Events, such as Admission Diversity Days, highlighted efforts to recruit students from underrepresented populations into the teaching profession. In addition to working through its admissions office, Centre participates in ongoing workshops with local schools to accelerate its minority recruitment efforts. The college also has become involved in helping to organize Future Educators Association programs in several school districts.

Through the TEMP work, **Georgetown College** was able to create in a short period of time a graduate program in special education, an area with major teacher shortages. Other work focused on collaborative activities. The college is pursuing

a joint program with the University of Louisville to prepare teachers to serve students with moderate to severe disabilities. Georgetown collaborated with Midway College on a joint presentation on the development of online special education programs. Georgetown met with UofL, Midway, Eastern Kentucky University, Murray State University and the University of the Cumberlands about sharing online programs. And Georgetown is working with the University of Kentucky to increase the number of Future Educator Association chapters in area schools. Grant activities also emphasized improving technology training for teacher candidates and using technology to deliver instruction to special education students and students with learning and behavior disorders.



*Kentucky Christian University* conducted a project that was designed to improve the technological competency of public school teachers in eastern Kentucky. After surveying teachers to determine their technological skills, the university developed and implemented a computer training program to improve teachers' on-line skills. A more in-depth project followed, where public school teachers worked in collaborative teams on projects, assisted by KCU faculty members who provided instruction on topics and technologies. The participants' technology competencies were significantly improved as a result of the program.



*Kentucky Wesleyan College's* activities focused on improving teacher candidates' competency in technology. They developed new skills through coursework and faculty evaluations. The work followed consultations with technology coordinators in local school districts to determine what curriculum and resource changes were needed to improve new teachers' performance. Kentucky Wesleyan focused another aspect of its TEMP work on increasing the participation of university faculty in local schools. Math and science faculty and middle school teachers collaborated in planning a summer math and science camp for middle school students. The planning process also led to Kentucky Wesleyan faculty members working in local schools to give demonstrations and direct other activities. The college continues its work to enhance the recruitment of future educators, emphasizing candidates from underrepresented populations.

*Lindsey Wilson College* focused on increasing the participation of university faculty in local schools and enhancing the recruitment of future educators. Through the TEMP grant work, the college has developed two new dual credit education courses at two local high schools. In addition, two faculty members are participating in P-12 activities that include staffing a high-school level Introduction to Education course. Many other faculty members are participating through a variety of avenues – shadowing K-12 teachers, working on curriculum alignment with high school teachers, making science presentations to elementary students and other activities. Noting the absence of any Future Educators Association chapters in the area, the college has helped form one new chapter; two others are under development. Lindsey Wilson College also partnered with Campbellsville University in developing a Future Educators Association conference that is to become an annual event.



*Midway College* has expanded its online offerings under the TEMP grant work. Faculty members and adjunct professors undergo a five-week training course for online instruction and, with a few exceptions, all education courses have been accelerated and are available online. Midway also has developed online P-5 and learning and behavior disorder degree completion programs.

*Pikeville College* considers its best work under the TEMP grant as the collaboration that occurred among P-12 teachers, education faculty and arts and sciences faculty. The collaboration took the form of discussing New Teacher Standards, designing a new evaluation instrument for pre-service teachers, visiting P-12 schools and assessing pre-service teachers. All of the activities helped the college and local schools identify and resolve issues of articulation and quality across all levels. The result was a partnership formed in recognition of the goals for student learning shared by P-12 teachers, arts and sciences faculty and education faculty.

*Spalding University* collaborated with the Jefferson County Public Schools Minority Teacher Recruitment Project and the Future Educators of America chapters at two middle schools to design activities to inform minority students about college and teaching. Sixty students participated in the project, and directors at the schools noted an increase in the students' self respect. Students also participated in service learning projects and assignments that familiarized them with the role of educators. These activities included mini teaching lessons delivered by students in collaboration with their teachers, a Thanksgiving food basket drive and a Christmas basket program at nursing homes. In addition, two students were state winners in a speech contest sponsored by the Future Educators of America.

Leadership roles for students and expanded technology training have resulted from the TEMP grant work at *Transylvania University*. A student was trained as webmaster for the education programs' web page and subsequently trained another student to take on the work the following year. An e-journal was part of the work. An after-school mentoring program focused on another goal – to recruit diverse teacher education candidates. In addition to the mentoring program, the university hosted a summer camp for upper elementary students.



*Union College* focused its work on preparing teachers to learn new techniques, teaching strategies and technology and to be better prepared when they enter the classroom. Education faculty developed online courses, expanding the college’s offerings from two to approximately 10 courses, and technology has become a component of classes. The college also began using an electronic portfolio system to collect and assess learning materials, and new software was used to train students in the classroom. Curriculum and courses also have been aligned to standards.

Tennessee were invited to spend a day on campus for “Your Career as a Teacher Day.” In addition, the college’s Education Department focused on developing professional relationships with middle and high school counselors who were invited to spend a day on campus. This work addressed the goals of enhancing the recruitment of talented future educators, with an emphasis on underrepresented populations, and increasing the participation of university faculty from all disciplines in public schools.

The *University of the Cumberlands* focused on increasing the recruitment of future educators and increasing the participation of university faculty in P-12 schools. Two primary activities were developed for the recruitment goal. On four occasions, students from middle and high schools in southeastern Kentucky and northeastern



# Teacher Quality Enhancement

The Teacher Quality Enhancement program was funded under the national Higher Education Amendments enacted by Congress to focus on initiatives that would enhance quality teaching in the United States. Kentucky's Education Professional Standards Board received a grant in 2002 to fund work to assist new teachers in promoting student learning and to increase statewide accountability for the impact of teacher performance on student achievement.

With an emphasis on changing the way teachers are recruited, prepared, licensed and supported, the program's goal is to reduce the shortage of qualified teachers in high-need school districts.

Fourteen of Kentucky's independent colleges and universities participated in the program. The broad range of activities and initiatives they completed included:

- Aligning the curriculum for teacher education candidates with Kentucky's core content, national standards and the national PRAXIS exams that measure a candidate's knowledge and skills
- Implementing and strengthening Teacher Work Sample initiatives; this national effort focuses on helping teachers improve the effect that their planning, instruction and assessment have on student learning
- Determining the impact of teacher education candidates on P-12 student learning
- Increasing the involvement of arts and sciences faculty in teacher education
- Revising teacher education courses to improve the assessment of candidates' leadership, communications and thinking skills
- Analyzing teacher performance data
- Recruiting minority and non-traditional teacher education candidates and candidates for such high need areas as mathematics, the sciences and special education
- Using technology for on-line learning, data collection and assessment

*Following is a brief look at the independent institutions' specific areas of emphasis under the TQE program.*

Faculty members at **Bellarmino University's** School of Education collaborated with their colleagues in arts and sciences to improve the alignment of the university curriculum with Kentucky's core content, PRAXIS and national content standards. Curriculum changes have been proposed; some have been implemented while others are in the approval process. The curriculum review prompted other activities, such as student preparation sessions for the PRAXIS exam; ongoing collaboration between education and arts and sciences faculty; and summer workshops for area teachers of social studies, mathematics and English.

At **Berea College**, the emphasis was on helping faculty in education and the arts and sciences increase their understanding of the core content and aligning courses taken by teacher education students with the core content. College faculty and area public school teachers came together for the workshop, "Making Connections: A Curriculum Alignment Project." The collaboration helped expand the faculty's understanding of the P-12 teachers' need to align their lessons and teaching with the core content. As a result, the faculty focused on making changes in selected courses to incorporate the core content.



Curriculum alignment and literacy were the areas of emphasis at **Brescia University**. Faculty from all relevant content areas participated in the curriculum alignment process. This involved reviewing Kentucky's P-12 curriculum as it compared to their courses and sharing the results with the School of Education faculty. The result was stronger awareness among faculty about the needs of future educators and changes in the biology, English and mathematic content programs. The focus in literacy was on enhancing the resources for literacy education in all core academic areas. This work was developed through the school's Curriculum Resource Center, which is being reorganized to expand the availability of tools and materials for use in literacy education.

Program improvements and helping students prepare for the national PRAXIS exams were among the activities undertaken at **Campbellsville University**. Faculty members used data analysis to determine areas of needed improvement and reviewed materials on teacher performance assessment to make decisions on implementation in the university's initial certification programs. An institute on student learning provided information for several faculty members on the relationship between the way learning experiences are designed and how students learn. And resource materials were added to the Teaching Learning Resource Center to assist students' preparation for the PRAXIS II examination.

Faculty at *Centre College* incorporated a number of activities into their TQE initiatives. Work groups of education faculty, arts and sciences faculty and K-12 practitioners reviewed teacher candidate preparation documents and developed an action plan for needed revisions. The groups also evaluated courses to align teacher candidate preparation with national standards, the Kentucky core content and the PRAXIS examinations. Members of the college's teacher education committee evaluated the impact of the education program on the preparation of teacher candidates. And the Teacher Work Sample approach was used to determine the impact that student teacher candidates would have on student learning.

*Georgetown College* worked to streamline and improve the alignment of its curriculum with state and national standards. The TQE grant helped the Education Department complete an in-depth analysis of its education program, develop data collection methods to assist in evaluations and, based on the analysis, to modify programs as needed. Through data collection and analysis activities, the department revised the program review documents for all undergraduate and graduate education programs to ensure compliance with Standard 1 of the National Council for Accreditation of Teacher Education (NCATE). The college had wide participation in the TQE activities, including education department faculty and staff, arts and sciences faculty and technical support personnel, postsecondary education colleagues, state agency representatives and outside vendors.

*Kentucky Christian University* focused on aligning the university's courses with state and national standards, using a multi-phase approach to accomplish this goal. State and national teacher education program standards

and Kentucky's core content were distributed to and discussed with arts and sciences faculty. They joined the education faculty in examining their course offerings in English, communications, social studies, science and mathematics to note their alignment with the standards and suggest possible changes. Many of the proposed modifications were incorporated into the courses, beginning with the 2005-2006 school year. A follow-up workshop focused on the need for an ongoing process to ensure continued curriculum alignment.

The objectives at *Kentucky Wesleyan College* included the alignment of each certification program, data analysis and the determination of the impact of the college on the quality of teacher candidates. Curriculum alignment workshops were held for art, biology, chemistry, elementary education, English, health/physical education, mathematics and social studies. Arts and sciences faculty, education faculty and P-12 practitioners reviewed Kentucky's core content and program of studies, PRAXIS II assessments and college courses to identify any gaps in alignment. Recommendations for course changes sometimes required that specific content be added or given more emphasis in a course already required of teacher education candidates. Other recommendations focused on redefining courses as requirements or electives. Although technically not an objective of the grant, one positive outcome of the work has been improved relationships between college faculty and P-12 practitioners.

Raising awareness among college faculty of the importance of aligning college courses with Kentucky's core content resulted in course changes at *Lindsey Wilson College*. English and math courses were reviewed and strengthened following a process that involved meetings and discussions among college faculty and area teachers. In addition, an initial articulation agreement was developed between the college and Adair County High School in English and math. The work has established a framework for additional collaborative work between P-12 and postsecondary faculties. The college also focused on helping students prepare for the PRAXIS exams as part of its TQE work.



At *Midway College*, faculty focused on assessing students' learning outcomes, increasing the depth and analysis of course content and enhancing student performance on national examinations. Recent changes in the PRAXIS I and II exams prompted efforts by the education department faculty to embed the exams' content in the coursework of teacher candidates. Arts and sciences faculty assisted in identifying general education courses that were most suitable for incorporating PRAXIS content. Faculty also revised the Teacher Education Handbook to address revised student performance assessments. These measures promoted consistent quality performance in teaching for both faculty and candidates and moved the education department toward higher standards in teaching and learning.

The objectives at *Pikeville College* focused on aligning curriculum with Kentucky's core content and national standards, aligning the elementary education program with the new national PRAXIS II exam and making course changes to achieve the latter goal. Although a data analysis found adequate alignment between the teacher education coursework and state and national standards, a change in the state test created the need for additional alignment with the new PRAXIS exam. Work groups of education faculty, arts and sciences faculty and P-12 teachers found gaps or sequencing weaknesses in a few areas and redesigned the coursework as needed. The positive impact on the college's education program includes more involvement of arts and sciences faculty and P-12 teachers in the education of future teachers.

The focus at *Spalding University* was on course alignment and the use of technology. The course alignment work included collaboration with faculty of Jefferson Community College on a learning and development course that is frequently transferred to Spalding. The university also worked to better align math and science courses with the Pre-Professional Skills Test and with the new PRAXIS II test for elementary education. Course revisions and the development of a new science course resulted from this work. Technology training has improved the use of technology by both faculty and students. The grant also enabled Spalding's faculty to create a pilot program to improve student

preparation on the Teacher Work Sample process. The steps involved included outside training, participation in statewide training sessions – including specific tasks in coursework – and aligning curriculum to identify the best courses that support the Teacher Work Sample process. All faculty members have participated.

At *Union College*, grant funding enabled the education faculty to look closely at aligning education coursework with the Kentucky core content and the PRAXIS II exam. All certification areas were examined for gaps, redundancies and best practices; changes included restructuring coursework, adding courses and other revisions. The TQE grant also provided small stipends to content faculty for additional work to align coursework with PRAXIS II and travel funds that allowed education faculty to attend NCATE conferences and professional development activities. With the grant support, education faculty have restructured teacher education programs, aligned course content more closely with the PRAXIS II, involved content faculty in the curriculum alignment process and improved the pass rates on content examinations in all certification areas.

The *University of the Cumberlands* brought arts and sciences faculty together with education faculty to study the teacher preparation curriculum and help more effectively prepare students to take the PRAXIS exams. This gave many faculty members in various college departments their first opportunity to consider the PRAXIS requirements. A detailed process that included the development of a curriculum map, review of the New Teacher Standards and the portfolio process and study of materials led to the development of a "PRAXIS Power Week" for each education class to emphasize the elements and strategies of the PRAXIS II. This work addressed the goals of aligning the curriculum for teacher education candidates with Kentucky's core content, national standards and the national PRAXIS exams and increasing the involvement of arts and sciences faculty in teacher education.



# Kentucky's Independent Colleges and Universities.....

## *A Closer Look at Teacher Preparation Programs*

### Alice Lloyd College, Pippa Passes

A four-year liberal arts college, Alice Lloyd College educates students from 108 Central Appalachian counties in five states for positions of leadership and service. The Division of Education provides a comprehensive educational program for students at little or no cost as a work college. Because of the nature of the division's admissions standards, students must be of high academic quality, strongly motivated and demonstrate strong moral and ethical character.

Founded in 1923, Alice Lloyd College has a long-standing tradition of preparing teachers for service in the mountains. The college perceives the role of the teacher as that of a caring and compassionate leader who is an architect, builder, facilitator and evaluator of the education process for the purpose of empowering students to determine their future.

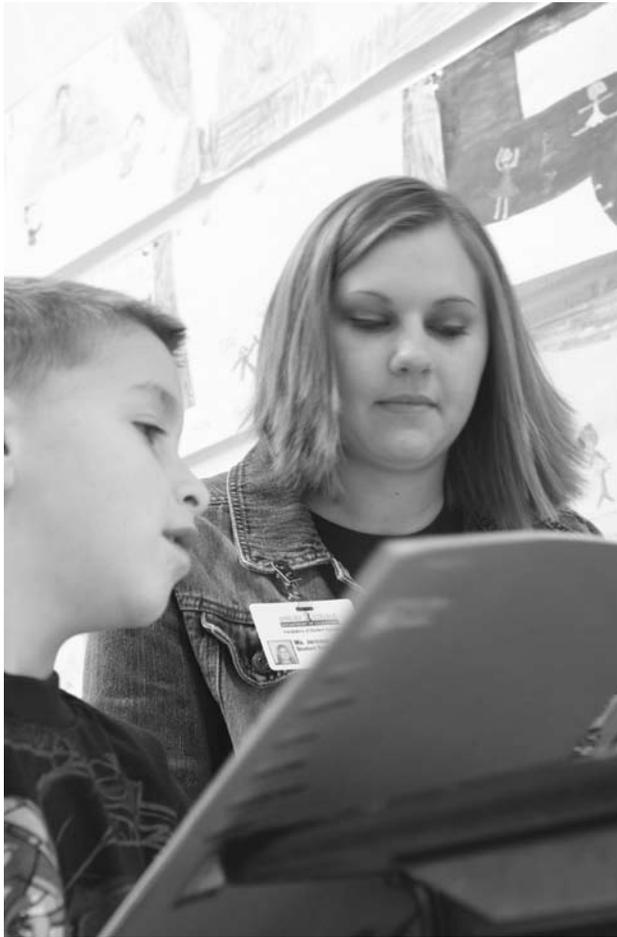
*"The classes are strong. They give us real-life scenarios to make the content relevant," student teacher Karen Bailey said of Alice Lloyd College. "A strength of the program has been placement in a school with diversity. It forces you to think through what to do and apply your knowledge."*



## Asbury College, Wilmore

Founded in 1890 as a coeducational, liberal arts institution, Asbury College is dedicated to academic excellence and has gained state and regional recognition for quality and innovation. The intent of the teacher preparation program is to provide a strong academic program within a standards-based, performance-driven framework to prepare quality educators. An integral facet of Asbury's teacher training is the preparation of teachers in a Christian context for service in a variety of educational settings. The courses of study are designed to achieve specific outcomes as designed by the New Teacher Standards, enable future educators to address contemporary education issues and provide authentic educational experiences for preservice candidates.

*Asbury graduate Jeremy Mills, a teacher at East Jessamine High School, found the individual help and attention made possible by a low professor-student ratio to be of particular benefit. The "building process" of learning at Asbury was challenging, but he felt well prepared for the classroom upon graduation.*



Master of Arts in Teaching degree in elementary, middle and secondary education and in curriculum and instruction for elementary and middle grades, learning and behavior disorders, reading and writing and instructional leadership and school administration.

*"I have only good things to say about 99 to 100 percent of my professors," noted Kristen Wallitsch, who holds both undergraduate and masters degrees from Bellarmine. "They*

*take a real personal interest in you. They go above and beyond." Professors with experience in the K-12 classroom made sure their students gained that experience early, she added.*

## Bellarmino University, Louisville

Founded in 1950, Bellarmine University is a liberal arts university in the Catholic tradition. It enrolls approximately 2,500 students in its schools of education, nursing, business, arts and sciences and continuing and professional education. The student-centered program in the Annsley Frazier Thornton School of Education focuses on ensuring that graduates have the knowledge, skills and dispositions to teach all children.

To meet the needs of diverse learners, Bellarmine's undergraduate program in elementary and middle grades offers dual teacher certification with learning and behavior disorders. All graduates from these programs have two teaching certificates, one in regular education and one in special education. The education program offers teaching certification for grades 8-12 in several content areas and a

## Berea College, Berea

Throughout its history, Berea College has been actively engaged in preparing teachers for elementary and secondary schools. The college regards the education of teachers as an important college-wide endeavor, and almost all departments contribute in some way to the teacher preparation program. Students in the teacher education program are asked to think deeply about the nature of teaching, learning and schooling. The goal of the program is to prepare teachers who will manifest the values and commitments, the understanding and knowledge and the skills and abilities necessary to cultivate the disposition of judicious inquiry in themselves and in their students.

The college's various service-learning programs and student labor positions ensure extensive opportunities for prospective teachers to gain experience working with youth and with teaching in their subject specialties.

*Student Sara McKie noted that the child development classes provide a strong foundation, helping students understand children and psychology and the theories that work best in the classroom. Studying abroad, which Berea students are encouraged to do, also provided a number of helpful experiences, she said.*

## Brescia University, Owensboro

Brescia University's teacher education students are challenged to become professionals committed to advocacy for their students and to instilling in their students a dedication to service for others and a thirst for knowledge. A coeducational Catholic institution founded by the Ursuline Sisters of Mount Saint Joseph, Brescia offers students an opportunity to participate in a variety of field clinical experiences. This lets them work with students and teachers in area classrooms and teach lessons they have planned.

Prior to student teaching, Brescia's education majors will have spent more than 150 hours in classrooms working directly with students. Many of these field experiences include opportunities to design and deliver integrated units of study to whole classes or to develop tutorial instruction with individuals or small groups of students.

*Special education major Dennis Millay points to the use of technology, and learning how to use it to improve teaching, as a positive attribute of Brescia's program. But the fundamental strength lies in something less concrete: "Some colleges teach the curriculum. Brescia teaches a philosophy – respect every person. We learn how to treat a student as a unique individual and engage them in their learning."*



## Campbellsville University, Campbellsville

The mission of the teacher education program at Campbellsville University is to prepare teachers by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can have a positive impact on student learning and who are committed to lifelong learning in a global society.

With students from 32 states and 25 foreign countries, Campbellsville's dedicated faculty stresses academic excellence, solidly grounding students in the liberal arts, personal growth, integrity and fellowship within a caring environment. The education program incorporates the latest in instructional technology and provides high-quality experiences for preservice and experienced teachers to ensure student success.

*"A real strength of the teacher education program is the focus on diversity throughout the entire program," said elementary education major Pam Quinn. "They facilitate your going outside your comfort zone to work and understand children from different cultures and backgrounds, as well as those with special needs."*



## Centre College, Danville

The education program at Centre College has four principal goals: to help students recognize the complexity of education in the United States; to provide experiences and information to help students decide whether a teaching career is appropriate for them; to prepare students for certification and teaching by equipping them with the theoretical and practical knowledge needed by beginning teachers; to stress critical reflection so teachers will be able to recognize educational dilemmas, analyze such dilemmas and problems, formulate possible solutions and

anticipate some of the consequences, and test solutions.

The stated mission of the program is for students to develop a greater understanding or an appreciation for the complexities of teaching and learning and to lead lives of learning, leadership and service as effective elementary and secondary classroom teachers.

*"The small size is positive. There is a family feeling," said Justin Atkins, a Centre graduate who teaches in Shelby County. "This holds true for the school as a whole and the education department. You get a lot of individual attention."*

## Georgetown College, Georgetown

Since its inception, Georgetown College has been dedicated to developing scholars who are committed to its Christian heritage. The teacher education program is rooted in the school's liberal arts tradition, which seeks



to develop habits of thought, character and service that exemplify the highest ideals of caring stewardship and responsible citizenship. The primary aim of the program is to develop scholars who are competent and caring educators, committed to a spirit of service and learning who will continue to grow professionally throughout their careers.

A variety of classroom and on-campus experiences, extensive field work and continuous counseling and evaluation of students are integral components of the teacher education program.

*Billie Travis, a 7th grade math teacher in Georgetown, was Kentucky's 2005 Teacher of the Year. She received her masters degree and Rank I from Georgetown College.*

*"I really appreciated the opportunity to be a student there. ... The professors were great. Their expertise in the classroom and their willingness to work with me really made me appreciate my profession even more."*

## Kentucky Christian University, Grayson

The mission of Kentucky Christian University is to educate students for Christian leadership and service in the church and in professions throughout the world. The teacher education program participates in the institutional mission, and graduates are active in leadership and service positions in the teaching profession and the church.

Established in 1919 as Christian Normal Institute, the school offered programs for high school, junior college and teacher preparation. The teacher preparation program was phased out in the early 1920s and revived in 1983. The goal of the program is to produce teachers who are empowered to assess students, analyze content, plan and implement instruction and evaluate instruction and learning. Graduates are expected to be lifelong learners and role models in their professional and social communities.

*Kentucky Christian University graduate Emily Ream, a first-year elementary school teacher in Ashland, is working in the school where she did her student teaching, and she was offered two other jobs as well. "Compared to the newer teachers at my school, I feel I'm the most prepared. ... I can help the other teachers. Being out of school, I realize how good the program was there and how much I learned."*

## Kentucky Wesleyan College, Owensboro

Kentucky Wesleyan College's teacher education program is embedded in a strong liberal arts program. "Teachers as Leaders" is the theme for the program, reflecting the college's view that educational leadership training is vital for teachers. Many of Kentucky Wesleyan's graduates come from and return to small communities where teachers have opportunities to lead in government as well as civic and church positions. The program emphasizes that the skills and disposition required for teaching are also required for leading.

Kentucky Wesleyan provides experiences specifically designed to develop teacher leaders capable of facing a diverse, ever-changing world. Efforts are dedicated to developing teachers who demonstrate an ability to solve problems critically, logically and creatively; an ability to design instruction appropriate for individual students; an ability to communicate with multiple groups; a commitment to ongoing personal and professional growth; an enthusiasm for their profession; leadership management skills and proficiency in content areas.

*According to student Sara Hudson, the education department at Kentucky Wesleyan College is "close-knit – like a family. The faculty are very open and welcoming and try to help students in any way they can." The hands-on experience provided by the program is also a strength. Two of her classes took place in a public elementary school.*



## Lindsey Wilson College, Columbia

The preparation of future educators at Lindsey Wilson College is guided by the mission statement of serving the educational needs of students by providing a living/learning environment within an atmosphere of active caring and Christian concern. Additional guidance is provided by the education program's theme: "Teacher as Leader in Rural/Small School Education." Within this framework, the program works to prepare classroom teachers who adhere to the highest professional expectations as outlined by state and national standards.

The focus is on every student, every day. Lindsey Wilson College also works to develop relationships with schools in its ten-county region, specifically preparing students for small school settings. The special preparation has resulted in better retention for the college's graduates once they enter the classroom.

*"Lindsey Wilson's education program helped me from the beginning," said Sarah Collier Culver, an elementary teacher in Crestwood. "The program has great experienced professors who taught me the importance of holding students to high standards. They really challenged us with teaching higher-order thinking, and they also stressed the importance of thinking about different ways to teach students."*

## Mid-Continent University, Mayfield

The mission of Mid-Continent University is to provide on-campus and off-campus programs to educate students for Christian leadership and service around the world, reflecting the Baptist tradition. The theme of the university's teacher education program is: "Equipping reflective decision-makers, creative problem-solvers and servant leaders."

The university describes the purpose of its program as serving children, families and communities by preparing bi-vocational ministers, professional teachers and/or informed parents to teach early elementary school age children in Christian schools, in public schools and in the home.

## Midway College, Midway

The teacher education program emanates from the mission of Midway College and is predicated on the belief that the development of teachers as professional leaders who make a difference is built on a multi-dimensional learning program. This program encompasses intrapersonal, intellectual, professional and global attributes. Professional leadership is defined as a) the knowledge of self and the ability to think critically, solve problems and act decisively, and b) a commitment to cultural values, attitudes and diversity. The college seeks to serve the larger society by educating students intellectually, morally and spiritually to be productive participants in society, responsible citizens in a democracy and conservators and reformers of the best elements of their individual cultures.

Midway College has a long history of preparing educators. Its program is offered in both the traditional,

daytime environment in the women's college and in an accelerated format in the evenings and on weekends for men and women. Online courses are also part of the instruction.

*Nontraditional student Jennifer Lohr, a mother of high school children, had never been to college prior to her experience at Midway. "I have had the most phenomenal college experience. Midway has given me the confidence I needed. The first day of school was the scariest day of my life, but all the staff (from the president to maintenance employees) have been warm and supportive. ... The strength of Midway is the people they have employed. They listen to me, share opinions and advice. There is a climate of respect."*



## Pikeville College, Pikeville

Pikeville College was founded by Presbyterian ministers in 1889 to serve students from the central Appalachian mountains of eastern Kentucky and bordering states. The college views itself as an “opportunity institution” and has historically placed a high priority on training teachers.

The organizing theme of the education program is: “Effective teachers enable ALL students to learn.” The program emphasizes that, to make reflective analytical decisions that will enable all students to learn, teachers need multiple areas of knowledge, multiple areas of competence and appropriate dispositions or attitudes that foster learning and genuine human relationships. Collaboration between education faculty and arts and sciences faculty and a full professional year of field experience for student teachers are considered particular strengths of the program.

*Student Ricky Thacker, who is focusing on middle school math, believes the teachers are the strength of the program at Pikeville College. “They care about each one of us. They want all students to learn.” Other strengths include observation opportunities and the hands-on experience that the program provides.*

## St. Catharine College, Springfield

St. Catharine College is awaiting state approval to move from a two-year to a four-year education program. One focus of the two-year program, positive discipline classroom management practices, has provided the foundation for building the four-year program. Early, directed field experience also will be emphasized. Students now spend a full day once a week in schools as soon as they take an education class. Throughout their four-year experience, they will be in



schools one day a week; that will expand to two days a week in the semester prior to student teaching.

St. Catharine’s education programs put particular emphasis on teaching practices that are inclusive, anti-bias and respectful of the diverse background students come from as well as the various ways they learn.

*“I am currently in a Student Field Experience course, which involves going to observe schools, working in classrooms and focusing on students,” noted second-year student Brandi Mattingly. “This experience will be beneficial to my future as a teacher and will enable me to better prepare myself. I feel that by seeing methods of many different teachers and how students react to those methods, I will be able to choose the best teaching method for my students.”*

## Spalding University, Louisville

Spalding University traces its roots to 1814 when the Sisters of Charity of Nazareth established Nazareth Academy. The College of Education, one of four centers of excellence at the university, frames its preparation of teachers around the philosophy and theme of “Educator as Leader” and infuses field experience through strong

collaborations with public schools.

The mission of the college is to prepare educators who possess intellectual understanding, holistic perspective and professional skills to lead others to the maximum use of their potential for lifelong learning in a multicultural society. As an extension of the university’s

mission for service, meeting the needs of the times and promoting peace and justice, Educators as Leaders are prepared to view teaching as a vocation, to understand the contemporary needs of schools and students and to be advocates for all students.

*“When I decided to return to college, I asked many administrators in education and educational professionals what school they would recommend,” said graduate Malissa Russell, who teaches at a Bullitt County middle school. “Spalding was the unanimous choice of everyone, so I already had high expectations before I ever sat in my first class. I can honestly say that all of my expectations have been exceeded. Being a student at Spalding University opened up more doors for me than I ever dreamed possible.”*

## Thomas More College, Crestview Hills

The primary mission of Thomas More College is to develop and sustain challenging undergraduate, graduate and professional programs of study marked by superior teaching and scholarship. The education program focuses on providing learning environments where teacher candidates can acquire the knowledge, attitudes, values and skills required to meet the needs of students in a dynamic society. The goal of the program is to develop the “teacher as a leader in the learning community.” A liberal arts foundation and early and frequent field opportunities strengthen the education students’ experiences.

The program’s commitment is to the development of effective, proactive members of the teaching profession who value lifelong learning, reflection, service to diverse constituencies and, consistent with the college mission, commitment to Christian values.

*“I have absolutely nothing but positive things to say,” said graduate Brian Robinson, an assistant principal in Campbell County. “I think the most important thing for me as an*

*educator was that it was very clear from my very first education course that they were going to get me into the classroom, and the degree of my participation continued to escalate throughout the program. The small school setting and meeting individual needs really showed – in education classes and in all classes.”*

## Transylvania University, Lexington

The complementary values of a sound mind and a sound body underlie the philosophy of Transylvania University’s education program, which examines concepts of knowledge and how it is passed from one person to another and from one generation to the next. Preparing future educators to be thinkers, not technicians, reflects the university’s philosophy that the scope, spirit, analytic approaches and integration of knowledge inherent in liberal education are the best preparation for life beyond college.

Using an innovative curriculum, faculty and students place an emphasis on the importance of caring, learner-centered ways of coming to knowledge and interacting with one another. Students, who are actively involved in their own learning, have opportunities to observe and teach in public and private school classrooms in every education course.



*For student Jessie Goodloe, who is soon to graduate with a teaching job secured, the strengths of the program include “strong communication. The faculty form relationships with students, and there is an openness to reflection and teaching students to be reflective.”*

## Union College, Barbourville

Teacher education at Union College is an outgrowth of the liberal arts foundation that the college believes will strengthen prospective teachers and give them the intellectual resources they need in today’s classrooms.

Union education students complete a three-tiered educational experience, beginning with the liberal education core curriculum. These courses expose students to the arts and sciences to broaden their world view and stretch them academically. The second level involves the selection of an area of educational specialization. The capstone of the program is the professional preparation sequence of courses that take students from theoretical study of teaching through practical and clinical experiences.

*“One of the biggest strengths is the personal interest that the faculty has in their students,” said William Jones, a veteran teacher who is a graduate student at Union College. “They are student-centered rather than faculty-centered. They are sensitive to the needs of older students, which are in the majority in the graduate program.”*

## University of the Cumberland, Williamsburg

The University of the Cumberland focuses on providing the best possible training for teachers by offering a curriculum that combines theory with practical experience within the framework of a liberal arts program. By working in concert with other departments across campus, education faculty help students design the course of study best suited to their individual interests and talents.

Making sure each student is a good fit for a career in teaching is an area of focus for the university, where teaching is considered an art. The education program reflects the university’s commitment to strong academics joined with a commitment to a strong work ethic. The emphasis is on providing a quality program that prepares teacher candidates who serve as responsible and moral leaders in the schools of the nation.

*Senior David Atwood, a middle school education student with a specialty in math and science, credits the university with a strong preparation in his specialty disciplines with upper-level courses. Another strength is “plenty of clinical hours in the schools.”*



# Kentucky Independent Colleges

## Accreditation Status, Quality Performance Index, and Program Offerings

### October 2006

COLLEGE/ UNIVERSITY	ACCREDITATION STATUS	QPI	ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Alice Lloyd College	Continuing Accreditation with Probation*	Satisfactory Performing (3.29)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Earth Science English Mathematics Social Studies	Physical Education	
Asbury College	Initial NCATE/State	Excellent Performing (3.88)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Mathematics Chemistry Social Studies English	Art French Health Latin Integrated Music Physical Education Spanish	<b>Endorsements:</b> ESL Learning & Behavior Disorders (Grades 8-12)  <b>Continuing Education:</b> MA in Sp. Ed./Learning & Behavior Disorders P-12  <b>Other Instructional Services:</b> Instructional Media  <b>Alternate Route to Certification</b>
Bellarmine University	Continuing NCATE/State	Excellent Performing (3.65)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies Learning & Behavior Disorders	Biological Science Chemistry English Mathematics Social Studies	Art Integrated Music	<b>Exceptional Children:</b> Learning & Behavior Disorders (P-12)  <b>Endorsements:</b> Reading & Writing P-12  <b>Continuing Education:</b> MA in Education MA in Teaching Planned Program for Rank I  <b>Instructional Leadership:</b> School Principal Grades P-12  <b>Alternative certification program</b>
Berea College	Continuing NCATE/State	Excellent Performing (3.85)	Yes + Interdisciplinary Early Childhood Education, Birth to Primary	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies	Family & Consumer Science Technology Education (Grades 5-12) Art French German Health Instrumental Music Integrated Music Physical Education Spanish Vocal Music	

COLLEGE/ UNIVERSITY	ACCREDITATION STATUS	QPI	ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Brescia University	Continuing State	Excellent Performing (3.6)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies Learning & Behavior Disorders	Biological Science English Mathematics Social Studies	Art Spanish	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements:</b> Learning & Behavior Disorders (Grades 8-12)  <b>Continuing Education:</b> MS in Curriculum & Instruction
Campbellsville University	Continuing State	Satisfactory Performing (3.36)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies	Art Health Integrated Music Physical Education	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements:</b> ESL (Bachelor's)  <b>Continuing Education:</b> MA in Education MA in Social Science for Social Studies MM in Music Education  <b>Alternative Route to Certification</b>
Centre College	Continuing State Only	Excellent Performing (3.84)	Yes	--	Biological Science Chemistry English Mathematics Physics Social Studies	Art French German Spanish	
Georgetown College	Continuing State	Excellent Performing (3.78)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies	Art French German Health Instrumental Music Integrated Music Physical Education Spanish Vocal Music	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements:</b> ESL Gifted Education Instructional Computer Technology Reading & Writing  <b>Continuing Education:</b> MA in Education Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I  <b>Alternative Route to Certification</b>

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COLLEGE/ UNIVERSITY	ACCREDITA- TION STATUS	QPI	ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Kentucky Christian University	Continuing State	Satisfactory Performing (3.05)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Integrated Music		
Kentucky Wesleyan College	Continuing State	Low Performing (2.2)**	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies	Art Health Integrated Music Physical Education Spanish	
Lindsey Wilson College	Continuing State	Satisfactory Performing (3.29)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science English Mathematics Social Studies	Art Health Physical Education	
Mid-Continent University	Provisional State	Excellent Performing (3.79)	Yes				
Midway College	1. Women's Day College - Continuing State 2. SCD Program - State w/ Conditions	Excellent Performing (3.8)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science English Mathematics		<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)
Pikeville College	Continuing State	Excellent Performing (3.6)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies		
St. Catharine University	Waiting for 4-year Accreditation	No record					
Spalding University	Continuing NCATE/State	Excellent Performing (3.68)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science Chemistry Earth Science English Mathematics Social Studies	Business & Marketing (5-12) Art Spanish	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements (Grades P-12):</b> ESL Instructional Computer Technology Reading & Writing  <b>Continuing Education:</b> MA in Education MA in Teaching Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I  <b>Instructional Leadership:</b> School Principal (Grades P-12)  <b>Alternative Route to Certification</b>
Thomas More College	Continuing State	Satisfactory Performing (3.34)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies Speech/Media Communications	Business & Marketing (5-12) Art Theatre	<b>Endorsements:</b> Computer Science (Grades 8-12) Instructional Computer Technology (Grades P-12)
Transylvania University	Initial NCATE/State	Excellent Performing (3.85)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies	Art French Integrated Music Physical Education Spanish	

COLLEGE/ UNIVERSITY	ACCREDITA- TION STATUS	QPI	ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Kentucky Christian University	Continuing State	Satisfactory Performing (3.05)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Integrated Music		
Kentucky Wesleyan College	Continuing State	Low Performing (2.2)**	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies	Art Health Integrated Music Physical Education Spanish	
Lindsey Wilson College	Continuing State	Satisfactory Performing (3.29)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science English Mathematics Social Studies	Art Health Physical Education	
Mid-Continent University	Provisional State	Excellent Performing (3.79)	Yes				
Midway College	1. Women's Day College - Continuing State 2. SCD Program - State w/ Conditions	Excellent Performing (3.8)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science English Mathematics		<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)
Pikeville College	Continuing State	Excellent Performing (3.6)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies		
St. Catharine University	Waiting for 4-year Accreditation	No record					
Spalding University	Continuing NCATE/State	Excellent Performing (3.68)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science Chemistry Earth Science English Mathematics Social Studies	Business & Marketing (5-12) Art Spanish	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements (Grades P-12):</b> ESL Instructional Computer Technology Reading & Writing  <b>Continuing Education:</b> MA in Education MA in Teaching Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I  <b>Instructional Leadership:</b> School Principal (Grades P-12)  <b>Alternative Route to Certification</b>
Thomas More College	Continuing State	Satisfactory Performing (3.34)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies Speech/Media Communications	Business & Marketing (5-12) Art Theatre	<b>Endorsements:</b> Computer Science (Grades 8-12) Instructional Computer Technology (Grades P-12)
Transylvania University	Initial NCATE/State	Excellent Performing (3.85)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies	Art French Integrated Music Physical Education Spanish	

# Kentucky Independent Colleges

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COLLEGE/ UNIVERSITY	ACCREDITATION STATUS		ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Union College	Continuing State with Conditions	Excellent Performing (3.57)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies Learning & Behavior Disorders	Biological Science Chemistry English Mathematics Social Studies	Health Physical Education	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12) <b>Endorsements:</b> Reading & Writing <b>Continuing Education:</b> MA in Education Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I <b>Instructional Leadership:</b> School Principal (Grades P-12) Supervisor of Instruction <b>Alternative Route to Certification</b>
University of the Cumberlands	Continuing State	Excellent Performing (3.88)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies Learning & Behavior Disorders	Biological Science Chemistry English Mathematics Physics Social Studies Speech/Media Communications	Business & Marketing (Grades 5-12) Art Computer Information Systems French Health Integrated Music Physical Education Spanish	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12) <b>Endorsements:</b> Computer Science Instructional Computer Technology Reading & Writing <b>Continuing Education:</b> MA in Education MA in Special Education MA in Teaching Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I <b>Instructional Leadership:</b> School Principal (Grades P-12) Director of Pupil Personnel Director of Special Education School Superintendent Supervisor of Instruction <b>Alternative Route to Certification</b>

NCATE: National Council for Accreditation of Teacher Education

PRAXIS: National exams that measures a teacher candidate's knowledge and skills

The Quality Performance Index, developed by the Kentucky Education Professional Standards Board, provides an indicator of the overall performance of educator preparation programs. It is based on calculation that includes three performance measures: 1. annual summary PRAXIS II pass rate (with a performance weight of 3), 2. the overall mean score on the Kentucky Educator Preparation net teacher survey (with a performance weight of 1) and 3. the Kentucky Teacher Internship Program pass rate, three-year average (with a performance weight of 1).

\*College representatives are working closely with the KY Educational Professional Standards Board staff to address concerns and to schedule another site visit.

\*\*The QPI score was depressed based on a lower than normal pass rate on the PRAXIS II exam of a small candidate cohort. The pass rate issue has been addressed by students retaking and successfully completing the exam.

Kentucky's Independent Colleges and Universities

Preparing Teachers...Building the Future



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# Building the Future



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