

## **KENTUCKY DEPARTMENT OF EDUCATION**

### **STAFF NOTE**

#### **Consent Item:**

University of the Cumberlands: Approval of Proficiency Plan

#### **Staff Recommendation:**

The Education Professional Standards Board (EPSB) should approve the Proficiency Evaluation plan for the University of the Cumberlands Moderate to Severe Disabilities program as recommended by staff from the office of Educator Licensure and Effectiveness (OELE).

#### **Rationale:**

The submitted programs have demonstrated compliance with the EPSB regulations, and the proficiency plan follows the guidelines for alternate means for recognizing competency and proficiency other than academic credit.

#### **Applicable Statutes and Regulation:**

KRS 161.028, KRS 161.030, KRS 161.048, 16 KAR 2:010, 16 KAR 5:010, 16 KAR 5:030

#### **Action Question:**

Should the EPSB approve the Proficiency Evaluation Plan for the Moderate to Severe Disabilities program submitted by the University of the Cumberlands?

#### **History/Background:**

**Existing Policy:** KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credits. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting.

**Summary:** The University of the Cumberlands is requesting approval for its proficiency evaluation plan for its Moderate to Severe Disabilities program in order to address the shortage of teachers for students with Moderate to Severe Disabilities in Kentucky.

The submitted proficiency plan adequately addresses the components of the application which includes:

1. Identification of the programs for which it intends to have proficiency as a pathway to certification.
2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.

3. Description of how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020 as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program. A description of how the exit requirements will be demonstrated is included as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

The approval of the proficiency evaluation plan will increase the university's ability to serve the needs of individuals seeking a special education master's and initial teacher certification and increase the number of certified teachers available for employment in the schools.

***Budget Impact:*** There is no budgetary impact.

**Groups Consulted and Brief Summary of Responses:**

OELE staff have reviewed the submitted documentation and determined that the plan meets the requirements for approval.

**Contact Person:**

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