In the table(s) below, provide information about similar programs based on CIP codes. Institutions may list other programs that are similar but may be classified in a different CIP code. A search for similar programs by CIP can be conducted at https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx.

Note: Although this information is required by CPE for degree programs, certificate programs should also complete this table so that they can better consider how competition will effect enrollment projections.

Similar Program 1:	Post-Baccalaureate Certificate
Institution:	Western Kentucky University
Program Name:	Literacy, P-12
Comparison of Objectives/Focus/Curriculum to Similar Programs: *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then* <u>*describe potential collaborations with other institutions.*</u>	The Literacy P-12 certificate (15 credits) is meant for teachers and students in education-related fields who are interested in adding to their knowledge of literacy education. Coursework includes the topics of literacy development and instruction, assessment and intervention of reading and writing, content area and disciplinary literacy, and diversity and equity in literacy education. The Kentucky State Department of Education does require a passing score on the PRAXIS II Assessment to earn the Reading P-12 Endorsement. • LTCY 519 Literacy Development and Instruction (3 hours) • LTCY 523 Assessment and Intervention of Reading and Writing (3 hours) • LTCY 524 Content Area and Disciplinary Literacy (3 hours) • LTCY 527 Diversity and Equity in Literacy Education (3 hours) • Elective (3 hours)
Comparison of Student Populations*: Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*	The endorsement is only available to students with current teaching certificates.
Access to Existing Programs: *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*	It is unclear in what format(s) this program is offered.
Feedback from Other Institutions: *Summarize the feedback from colleagues at institutions with similar programs.*	

Similar Program 2:	Post-Certification Endorsement
Institution:	Northern Kentucky University
Program Name:	Classroom Reading, P-12
Comparison of Objectives/Focus/Curriculum to Similar Programs: *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*	[Note: The program is EPSB approved but may not be enrolling students.]
Comparison of Student Populations*: Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*	
Access to Existing Programs: *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*	
Feedback from Other Institutions: *Summarize the feedback from colleagues at institutions with similar programs.*	

Similar Program 3:	Post-Certification Endorsement
Institution:	Spalding University
Program Name:	Reading Endorsement
Comparison of Objectives/Focus/Curriculum to Similar Programs: *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u>*	Learn to assist students with oral and written language development. Develop important skills for literacy assessment and intervention. Understand the foundations of teaching English as a second language. Reading (12 credit hours selected from the following) • EDR 556 Developmental Reading in the Middle and High School (3 credit hours). • EDU 615 Literacy Assessment and Intervention (3 credit hours). • EDR 529 Oral and Written Language Development (3 credit hours). • EDU 586 Teaching English as a Second Language (3 credit hours).
Comparison of Student Populations*: Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*	If you have a valid teaching certificate, you can add endorsements that qualify you to teach additional subjects, student populations and/or grade levels.
Access to Existing Programs: *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*	This program is offered in one format: 1) face-to-face. It is not offered 100% online or hybrid.
Feedback from Other Institutions: *Summarize the feedback from colleagues at institutions with similar programs.*	