To: Courses and Curricula Committee

RE: Proposed Revisions to the College of Education Policy on Admission, Retention and Completion of Educator Preparation Programs

Date: 2/03/2012

Documents Included with this Proposal

1) Overview Document

2) Annotated Admission, Retention and Exit Policy (2011) in word format, with extensive notes pertaining to changes which will be reflected in the Proposed Revised Policy on Admission, Retention and Completion of Teacher Education Programs

3) Proposed Revised Admission, Retention, and Completion Policies for Teacher Preparation Programs at the University of Kentucky (ver. 5.4, 1/30/2012)

4) Text of the EPSB Regulation governing Admission to Teacher Education

5) Printout from the UK Bulletin (2011) Section for the College of Education that includes the Admission, Retention and Exit Policy

Part 1: Introduction

The College of Education is seeking to make a number of changes to the policy that governs the admission, retention and completion of all students in initial educator preparation programs. The proposed revisions will affect all initial educator preparation program at UK, including programs in Communication Disorders, Music and Art Education, School Social Work, World Languages Education, and Career and Technical Education. The changes will affect educator preparation programs at both the undergraduate and graduate levels.

The primary impetus for carrying out a comprehensive review of the admissions, retention and exit policy at this time was the Kentucky Education Professional Standards Board revising Kentucky administrative regulation 16 KAR: 020 which governs admission to all approved teacher education programs. (The revised regulation is included with this materials packet.)

Under the provisions revised regulation 16 KAR 020, starting in the Fall of 2012, all candidates for admission will need to demonstrate an overall GPS of at least 2.75, and also show that they have taken and passed the PRAXIS 1 exams (includes tests in Reading, Mathematics, and Writing) OR the GRE (an option for graduate level programs).

The College has three undergraduate programs that are not teacher certification programs. These include Kinesiology (Exercise Science option) and the non-certificate Secondary Education programs in Social Studies Education and English Education. These programs are not affected by this policy, other than in the situation of Social Studies Education and English Education. They are pre-professional educator preparation programs which ready students to apply for admission to the analogous educator preparation programs at the graduate masters degree level.

The proposed revisions to the current admission, retention and completion policy are quite extensive. To help reviewers of these proposed revisions to follow the changes that are being proposed, the documents summarized by the list presented at the top of this page were assembled. It is recommended that reviewers work primarily with the annotated current version
of the admission, retention and completion policy taken directly from the UK Bulletin, 2011-2012. Reading through the annotated current document and referring to the proposed revised document while reading will be the best way to follow the development of the revisions with their rationales.

**Part 2: Some Formatting Issues**

As has been indicated, included in this set are three versions of the Policy on Admission, Retention, and Exit (Completion) from Teacher Education Programs at UK. The first two are the current policy which is printed in the UK Bulletin. Current policy documents include a reprint from the 2011-12 Bulletin, and a text document which is equivalent to the Bulletin reprint, but formatted in such a way to facilitate moving easily within the document itself. The third document is the proposed revised admission, retention and completion policy. It is formatted to facilitate review and approval procedures, so it includes section titles and numbers, and an active table of contents (TOC).

There are several sections in the proposed policy that were not included in the body of the current policy. These are:

1. General Rules for Student Teaching
2. Policy on Intensive Field Experiences
3. Character and Fitness Reviews
4. Appeals
5. Standards and Standards Sets in Educator Preparation Programs

These sections, 1-5, ARE included in the revised policy (January, 2012). The reason for moving these sections into the policy are indicated in the following “Part 2: Issues to be addressed in a revision of the policy.” These issues relate to current realities and trends regarding educator preparation which support the development of a unified admissions, retention and completion policy.

In addition, there is a section in the current policy which is printed in the UK Bulletin 2011-2012, p. 181, “Admission and Graduation for Secondary Education Students Not Seeking Admission to a Teacher Education Program,” which will be removed from the policy and moved to a new College of Education policy on admission to the College. The proposal to create a special admission policy for students seeking admission to College of Education majors is being prepared. (The deletion of the current policy dealing with Secondary Education Majors is covered in the notes section of the current policy.)

**Part 3: Issues to be addressed in a Revision of the Policy**

**Issue 1: Alignment of UK educator preparation policies with Federal Reporting Requirements**

New annual federal reporting requirements for educator preparation programs are more complicated and stringent. Reporting now requires follow up on all students in teacher education programs as well as program completers, as was formerly the case. At UK, in order to be counted, students must be admitted to teacher education. Also, the federal government is interested in whether state-mandated Praxis 2 are required as a part of each institution’s program requirements. At UK, Praxis 2 exams are not a program requirement. Rather they are a state certification requirement. Changes in the policy are intended to make the connection with this issue.
Item 2: Clinical Practice in Teacher Education

Kentucky is a member of the NCATE State Alliance for Clinical Practice. The Alliance is an organization established and promoted by the National Council for the Accreditation of Teacher Education to foster more clinically based models of educator preparation. The clinical practice framework will guide the development of the UK educator preparation program in the next decade. Language in the admissions policy should reflect the transition from simple standards-based programming, to standards-based clinical practice programming.

Item 3: Continuous Assessment and Admission Retention and Completion of Candidates in teacher education programs.

All approved and accredited teacher education programs must demonstrate that they continuously monitor and assess the progress of candidates through their programs. At UK, educator preparation programs are standards based and continually assessed. Candidates must apply for admission to teacher preparation programs, within the continuous assessment system. Because candidates must demonstrate movement towards achieving all required standards, not all candidates will be admitted to programs or be allowed to continue in good standing following required continuous assessment reviews. Revisions in the admissions policy are intended to clarify the rules and concepts underlying continuous assessment.

Item 4: Changes in statewide admissions regulation: GPA requirement

The EPSB’s revised regulation on admissions to teacher education raises the statewide standard for admission to a minimum overall GPA of 2.75 (or a GPA of 3.0 in the last 30 hours). While the EPSB regulation is very specific about the required overall GPA for admission, the regulation does not set a requirement for graduation from a degree program, nor does it specify the mechanics that institutions must use to maintain the necessary academic quality for people wishing to become successful teachers. The UK admission policy revisions utilize a general concept of a 2.75 GPA standard for movement through programs to develop the GPA rules. They also are intended to eliminate components of the UK policy that had formerly been included to satisfy EPSB rules that are no longer in existence.

Item 5: Changes in statewide admissions regulation: Basic Skills Testing Requirement

The EPSB’s revised regulation on admission to teacher education restricts the options provided to institutions in setting rules for basic skills testing. The EPSB now allows only two exams to be used for admission to teacher education purposes, e.g., PRAXIS 1 (PPST) and GRE. The use of the ACT or SAT for the purpose of demonstrating basic skills is no longer allowed for the purpose of admission to teacher education. The admission policy is being altered to implement the rules of the revised EPSB regulation.

Item 6: Clarification of Appeals Policy for the UK Educator Preparation Program

Given the rules for admission and assessment, it is not uncommon for candidates to appeal the decisions of program faculties. The revisions in the Admission, Retention, and Completion Policy do contain changes which strengthen the policy and provide for a systematic approach to appeals.
EDUCATOR PREPARATION UNIT OF THE UNIVERSITY OF KENTUCKY
ADMISSION, RETENTION AND EXIT FROM TEACHER
EDUCATION PROGRAMS (As Printed in the UK Bulletin, 2011-2012)

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Section 1: Introduction (TOC)  go to notes

A student must be admitted, retained in, and successfully exit from a state-approved teacher education program in order to receive a teaching certificate. The components of an approved teacher preparation program include: 1) an earned bachelor’s degree from a regionally accredited institution of higher education, 2) completion of approved teaching subject matter field(s), 3) successful completion of state mandated testing, 4) completion of a teacher preparation program, including student teaching, 5) and verification by program faculty that all applicable standards have been met. The College of Education Certification Program Faculties, the College of Education Director of Academic Services and Teacher Certification, and the University Registrar are charged with the responsibility to monitor a student’s progress through the teacher preparation program, and to recommend to the Kentucky Education Professional Standards Board (EPSB) that a successful candidate be awarded a state teaching license (certificate).  Go to Notes

Section 2: Continuous Assessment in Teacher Education Programs (TOC)  go to notes

A student’s progress through all teacher preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their course work and field placements, students will be assessed a minimum of three times during their program by representatives of their respective program faculty.

The three assessments will occur upon entry into the Teacher Education Program, at a midpoint in the program (no later than the semester prior to student teaching), and as students exit the program following student teaching. Assessments will include, but are not limited to: (a) appropriate scores on approved standardized tests, (b) review of grades via inspection of transcript, (c) personal and professional skills assessed during interviews with program faculty, when taking campus based courses, and during field experiences, (d) portfolio documents, and (e) continued adherence to the KY Professional Code of Ethics.

Following admission to a teacher education program, if problems have been identified at any assessment point, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student. In addition, if specific strengths are recognized during these assessments, the student will be commended.

Section 3: Standards for Admission to a Teacher Education Program (TOC)  go to notes

1. Candidates for admission must have completed at least 60 semester hours, or, if pursuing initial certification as a post-baccalaureate graduate or graduate student, must have earned a bachelor’s degree from a regionally accredited institution of higher education.
2. Candidates for admission must demonstrate academic achievement by earning a minimum overall GPA of 2.50. In addition, post-baccalaureate graduate and graduate level students must demonstrate a minimum 2.50 GPA in the teaching subject matter field(s). Students seeking admission to a Master’s Degree initial certification program must also satisfy UK Graduate School admissions standards.

3. Candidates for admission must certify their knowledge of the Kentucky Professional Code of Ethics and must sign a state mandated character and fitness review.

4. Candidates for admission must demonstrate aptitude for teaching by presenting three letters of recommendation from individuals who can attest to the candidate’s potential success in teaching.

5. Candidates must present an Admissions Portfolio. Although the contents of the portfolio will vary by program, it will include at least the following: “best piece” sample(s) of writing in the subject matter field(s); evidence of experience with students and/or community; and a written autobiography or resume.

6. Candidates for admission must demonstrate an acceptable level of skills in written communication. This will be assessed through an on-demand writing task at the time of the interview. In lieu of an on-demand task, program faculty may require that the candidate demonstrate having earned a minimum grade of B in a college-level written composition course.

7. Candidates for admission must demonstrate an acceptable level of skills in oral communication. This will be assessed by the program faculty at the time of the admissions interview. In lieu of assessing oral communication skills at the time of the interview, the program faculty may require that students have earned at least a B in a college level public speaking course.

8. Candidates for admission must present acceptable scores on one of the following standardized tests:

- **ACT** – with minimum composite score of 21.

- **SAT** – minimum composite score of 990 (combination of Verbal and Quantitative). A minimum grade of B on a college level written composition course must accompany the SAT scores. Composition courses normally used to fulfill this requirement include ENG 101, ENG 102, ENG 104, ENG 305, or an equivalent course from another institution. Advanced Placement English used to fulfill the USP writing requirement may also be used.

- **GRE** – minimum composite score of 1200 (combination of Verbal, Quantitative, Analytic). A minimum grade of B on a college level written composition course must accompany the GRE scores. Composition courses normally used to fulfill this requirement include ENG 101, ENG 102, ENG 105, ENG 305, or an equivalent course from another institution. Advanced Placement English used to fulfill the USP writing requirement may also be used. Applicants whose GRE scores reflect the new Analytic Writing test must have at least a combined score of 800 on the Verbal and Quantitative portions of the GRE, in conjunction with an Analytic Writing score of 4.
- **PRAXIS I Reading Test** – (173 paper or 320 computer), **Mathematics** (173 paper, 318 computer), and **Writing** (172 paper, 318 computer).

Rules which accompany the standardized testing requirements are as follows:

- No standardized test scores older than eight years can be used to meet this requirement.
- GRE scores may be used only by students who hold a bachelor’s degree.
- Students may retake subtests in multi-part tests.
- Students seeking entrance to a graduate degree initial certification program must meet both the graduate school rules regarding the GRE, and College of Education rules for certificate program standardized testing.

9. For those programs requiring EDP 202 as a prerequisite for admission to teacher education, students must complete EDP 202 with a grade of C or better.

**Section 4: Retention of Candidates in Teacher Education Programs**

The progress of candidates who have been admitted to a teacher education program is continuously monitored. Some of the items which are monitored are: (a) whether a student continues to earn grades of C or better in professional education classes, (b) whether a student continues to maintain 2.50 minimum GPAs overall, 2.50 in the professional education component as defined in the student’s program description, and 2.50 in all required subject areas, (c) whether a student continues to demonstrate adherence to the EPSB Professional Code of Ethics, and (d) whether adequate progress is being made in building the Working Portfolio. If problems are identified, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student. Prior to the student teaching semester, each candidate will be asked to provide evidence in the form of the Working Portfolio to demonstrate the acquisition of skills related to teaching in the chosen subject field, and to document progress in any identified problem areas. Each candidate’s portfolio will be reviewed by the appropriate program faculty, and continued progress through the program will be contingent on the results of this midpoint review. Admission to student teaching requires a successful retention review and recommendation by the program faculty that the candidate be allowed to student teach. All teacher certification candidates are encouraged to complete the required state-mandated examinations prior to beginning student teaching.

**Section 5: Exit from Teacher Certification Programs**

All candidates for completion of a teacher education program must continue to meet all standards for admission and retention at the time of exit. At exit all teacher certification candidates must present an Exit Portfolio for review by the appropriate program faculty.
The exit portfolio will be organized by Kentucky New Teacher Standards and will include a mix of items selected by the candidate and required by the particular program faculty. The program faculty must certify that a review of the Exit Portfolio, and other pertinent documents has demonstrated that the candidate has met all of the Kentucky New Teacher Standards as a prerequisite to recommending the candidate for a teaching license. Prior to exit from the teacher certification program all candidates must achieve required cut-off scores on all Kentucky state mandated teacher certification tests.

Section 6: State Mandated Testing and the Kentucky Teacher Internship (TOC) go to notes

Successful completion of the examinations required by the Kentucky Education Professional Standards Board is a precondition for the granting of a teaching license (certificate). Upon being recommended by the College of Education for a Kentucky Teaching License (Certificate), a candidate will be issued a Kentucky Letter of Eligibility for the Kentucky Teacher Internship Program. Upon employment in a Kentucky P-12 school, the candidate will receive a one-year license to practice as a fully qualified intern teacher. After successfully completing the internship year, the candidate will be eligible for a regular Kentucky Professional Teaching License (Certificate). An exception to this rule are the Kentucky Alternative Certification Programs. In these programs, the Kentucky Teacher Internship is part of the program, which allows candidates, upon completion of the program, to be recommended for a full professional educator license (certificate). Information concerning licensure in other states is available from the College of Education office of Academic Services and Teacher Certification.

Section 7: Admission and Graduation for Secondary Education Students Not Seeking Admission to a Teacher Certification Program (TOC) go to notes

1. All students pursuing a secondary education major without teacher certification must be admitted to advanced standing as described in items 2 – 4 below.

2. To be admitted to advanced standing a student must have completed at least 60 semester hours.

3. Students must demonstrate academic achievement by earning a minimum overall GPA of 2.50 at the time of applying for advanced standing. At the time of graduation, students must demonstrate not only a minimum overall GPA of 2.50, but also a minimum GPA of 2.50 in the teaching subject matter field(s).

4. All requests for admission to advanced standing must be reviewed by appropriate faculty advisors. Students not recommended for advanced standing by an appropriate advisor are ineligible to continue or graduate from College of Education programs.

Section 8: Calculation of GPAs for Admission to Initial Certification Programs (TOC) go to notes

GPA Rules
All candidates for admission to a UK initial teacher certification program must have earned an undergraduate cumulative GPA of at least 2.50.

In addition, candidates for admission to a graduate level initial certification program, i.e., secondary programs, vocational education, must have earned in their subject area fields a GPA of at least 2.50.

Master’s degree initial certification programs require a cumulative GPA of 3.0 for all graduate work prior to admission to the program.

UK cumulative GPAs are figured using the rules of the UK Registrar.

Undergraduate initial certification programs require a UK cumulative GPA of 2.50 calculated after the completion of at least twelve semester credit hours.

All courses used to satisfy subject matter certification requirements are used to calculate subject matter GPAs. Verification of subject matter GPAs require the use of any applicable non-UK transcripts for information about grades, credit hours and quality points.

Master’s degree initial certification programs require an undergraduate overall GPA of 2.50, but do not require a UK cumulative GPA prior to admission.

Post bachelor’s degree initial certification programs require an undergraduate overall GPA of 2.50, but do not require a UK cumulative GPA prior to admission.

Section 9: Determination of GPAs for Admission to Initial Certification Programs

If the initial certification program requires a UK GPA, the GPA would be calculated using the rules of the UK Registrar. If the initial certification program does not require a UK GPA, the required cumulative GPA of at least 2.50 is taken directly from the transcript that shows the award of the Bachelor’s degree.

If an initial program requires review of the graduate GPA, all graduate courses taken on all transcripts are used to calculate the graduate GPA of at least 3.0.

Candidates for admission to a post-baccalaureate graduate initial certification program with less than a 2.50 cumulative GPA may establish a UK undergraduate GPA for the purposes of admission to the program. The UK GPA calculated for this purpose must include at least 12 semester hours taken from four sections of the UK University Studies categories and approved courses lists.

Subject area GPAs are calculated using all courses included on the candidate’s approved subject area course listing form.
Questions regarding the College of Education Admission/Retention/Exit policy should be directed to:
Office of Academic Services and Teacher Certification
166 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0001
(859) 257-7971
www.uky.edu/education/
SECTION 10: NOTES (TOC)

Section 10.0 General Notes (TOC)

This document is divided into two basic sections. The first refers to the actual Policy on Admission, Retention, and Exit from Teacher Education Programs which governs movement of all candidates through educator preparation programs at UK. See the sections of the Table of Contents. (TOC) A second group of text sections, following these notes, are also included in the UK Bulletin. They are not part of the admissions policy. They have been added over the years since the last revision in the policy. These sections are included in this document as an APPENDIX. The APPENDIX has six sub-sections.

Appendix Section 1: General Rules for Student Teaching
Appendix Section 2: Policy on Intensive Field Experiences
Appendix Section 3: Character and Fitness Reviews
Appendix Section 4: Appeals
Appendix Section 5: Standards and Standards Sets in Educator Preparation Programs
Appendix Section 6: Applying for Kentucky Educator Licenses

Reviewers of this proposal to revised the UK College of Education Admissions, Retention, and Completion Policy have four basic documents for their use. The first is a general statement on the revision process. The second, is this document, which is the current admission policy as contained in the UK Bulletin. This document contains explanatory notes and includes the appendix listed above. The third document is the Proposed Revision to the Admission, Retention and Completion Policy. That document is intended to be read, side-by-side, with this document and its explanatory notes and appendices. The fourth document is the EPSB regulation that underlies all educator preparation programs in Kentucky. It is included for background reference only.

As you read through these notes, you will perceive that most of these Appendix sections have been proposed to be included in the revised admissions policy. Exceptions to this is Appendix Section 2, Policy on Intensive Field Experiences. This section is not considered to be an essential part of an admission policy, and so will continue to reside in the general College of Education section of the UK Bulletin.

Section 10.1 Notes on the Introduction (TOC)

1) Section 1 the Introduction indicates that there are five components of a teacher preparation program, including completion of state mandated testing. (For Kentucky the state mandated certificate testing refers to the Praxis 2 exam series.) Given federal reporting rules, the state mandated testing in most cases is not a part of the educator preparation program. Persons may be considered to be program completers without having taken and passed the state mandated exams. For this reason, introduction item 3) successful completion of state mandated testing is being deleted.
Section 10.2 Notes on Continuous Assessment Teacher Education Programs (TOC)

1) The language that relates to “student teaching” has been changed to reflect the new emphasis on clinical practice. Student teaching will be referred to as the final clinical experience, e.g., student teaching.

2) The notion of Portfolio Documents has been changed. At one time, all programs required students to develop a portfolio. With the advent of electronic content management systems, students are now required to submit artifacts that demonstrate the attainment of standards. The revised admission policy will reflect this current language.

3) The current policy indicates that if problems have been identified at any assessment point, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student. The proposed revised document will address the idea of a “Professional Growth Plan (PGP).” There will also be additional language in the revised policy that specifies how program faculties will use the professional growth plan as part of their monitoring and guiding students through continuous assessment retention reviews.

Section 10.3 Notes on Standards for Admission to a Teacher Education Program (TOC)

1) In the revised policy document, the section “standards for admission to a Teacher Education Program” has been changed to “First Continuous Assessment Point… Admission to Teacher Education Programs (TEP).”

2) A new text set has been added to all of the continuous assessment sections that alerts the candidates to the following, “In addition to the general requirements for admission to teacher education listed below, candidates should carefully review the specific requirements of their individual programs.” The intent is for candidates to be aware that there are some variations in program requirements by program, and that they need to carefully monitor their progress through their specific programs.

3) The minimum number of hours required to apply for admission to teacher education has been changed from 60 to at least 30. This follows general trends for students to apply earlier in their academic careers.

4) The minimum overall GPA for admission to a teacher education program has been raised from 2.50 to 2.75. This is in accordance with EPSB regulation.

5) The GPA rules for admission will now take advantage of a provision in the EPSB regulation, which is that candidates who do not have an overall GPA of 2.75 can substitute a 3.0 GPA in the most recent academic terms that are inclusive of the last 30 hours of credit. UK has not taken advantage of this EPSB provision previously, but the program faculties decided to utilize this provision at this time.

6) As a general provision, the requirement that all candidates must demonstrate a minimum GPA in majors, minors, support areas, and related studies has been deleted. A new section of the admissions policy has been added which is termed
“Section 3F and Section 3F.1” Special GPA Rule requiring a 2.75 GPA in program sub areas. This new rule specifies that only programs that elect to require a 2.75 in the program sub areas will use the rule. (Programs electing to invoke this rule will be listed in the revised document, Section 3F.1.)

7) The requirement in Section 3, subsection 4, item 5 “Candidates must present an Admission Portfolio,” has been deleted. References to a uniform portfolio have been replaced by references to candidates submitting artifacts that demonstrate success with standards. The new language permits greater latitude on the part of the program faculties on the exact methods they will use to require candidates to submit artifacts for continuous assessment review.

8) Section 3, subsection 6 “Candidates for admission must demonstrate an acceptable level of skills in written communication.” has been deleted. This has been replaced by requiring all candidates to pass a basic skills test that includes a writing sample. (Praxis I (writing), or GRE (analytic writing)) This change is in accordance with the EPSB revised regulation.

9) Section 3, subsection 7 “Candidates for admission must demonstrate an acceptable level of skills in oral communication” has been deleted. This change is in accordance with the EPSB revised regulation. Also, at UK, the demonstration of communication skills is handled much differently in the new Common Core from the way it was handled in the old USP.

10) Section 3, subsection 8 “Candidates for admission must present acceptable scores on one of the following standardized tests” has been changed. The EPSB no longer permits the use of the ACT or the SAT for admission to teacher education purposes. Section 2B “Testing requirements for admission to a teacher education program (TE)) has been substituted for this part of the current policy.

11) Section 3, subsection 8, Rules which accompany the standardized testing requirements…” has been deleted. A new section 2B item 3, Recency Requirements for testing:” has been substituted. This recency requirement, which is that tests are useable for five years, has been set by the EPSB in accordance with the rules of the Educational Testing Service relating to how long it will provide candidates with copies of their ETS test scores.

12) A new section of the policy Section 2A, subsection 6 has been added to require that candidates must “demonstrate that they have reviewed and understand dispositions for teaching.” (The UK Functional Skills and Dispositions are also listed in the revised policy.)

13) A new section of the policy, Section 2A, subsection 7, has been added to require that candidates must provide documentation of the following skills: a) Critical Thinking, b) Communicating, c) Creativity, and d) Collaboration. Screening candidates for these four critical skills is now specifically required by the EPSB revised regulation.

14) The current policy (Standards for admission, item 9) specifies that. For those programs requiring EDP 202 as a prerequisite for admission to teacher education, students must complete EDP 202 with a grade of C or better. This has been
changed to reflect the following: “For those programs requiring teacher education related courses as a prerequisite for admission to TEP, candidates must complete these courses with a grade of C or better.” (Section 2A, item 8) This item was changed at the request of program faculties.

15) The current policy makes passing reference to an interview in which candidates are assessed. The revised policy strengthens the concept of the interview for admission to teacher education. (Section 2A, item 9) “Candidates must undergo a formal interview with their education program faculty in which they will have the opportunity to discuss the artifacts that demonstrate their ability to meet standards and engage in a dialog concerning their qualifications for admission to TEP. This item also strengthens the importance of the use of candidate-submitted artifacts in continuous assessment.

Section 10.4 Notes on Retention of Candidates in Teacher Education Programs

1) In the current admission policy, Section 4, Retention of Candidates in Teacher Education Programs is relatively short and compact. In the revised policy, Section 2C Second Assessment Point… Retention of Candidates in Teacher Education Programs has been expanded and now has six sub sections. This reflects the importance that program faculties attach to systematic retention reviews and guidance for candidates

2) In section 2C1, candidates are again reminded of the importance of carefully reviewing their program plans.

3) In section 2C2, the importance of utilizing any existing Professional Development Plans is emphasized.

4) In sections 2C3a-g, stress is placed on the importance of candidates continuing to demonstrate attention to and progress with the items that were first addressed at the point of admission to teacher education.

5) In section 2C3g, candidates are reminded that the program faculties place great importance on success with subject matter coursework. In fact, if the retention review identifies any subject matter coursework in which there has been substandard performance, the development or expansion of the candidate’s Professional Development Plan is required.

6) Section 2C4a-b spells out procedures if problems are noted in the continuous assessment review, and if the program faculty wishes to set conditions for the candidate’s ongoing enrollment in the program… or if the program faculty wishes to exclude the candidate from additional participation in the program.

7) Section 2C4b foreshadows the need for a systematic Appeals Policy when candidates are either given conditions for their ongoing participation in the program or are excluded from the program. Section 7 of the proposed revised policy relates to Appeals. Also note that this is an instance where the text on Appeals is being moved from the more general section of the College of Education part of the Bulletin to the policy on admissions to teacher education.
8) Section 2C5 Admission to the Final Clinical Experience, e.g., student teaching clarifies that a formal retention review and recommendation by the faculty is a pre-requisite to student teaching. The “student teaching” language also has been changed to reflect the emphasis on clinical models by terming “student teaching” the “final clinical experience, e.g., student teaching.”

9) Section 2C6 State Mandated Examinations for Teacher Certification re-emphasizes the place of the examinations that are required for teacher certification in the overall scheme of teacher preparation. Recognizing the high stakes nature of the state mandated examinations, the policy emphasizes for candidates and program faculties the importance of candidates and their advisors carefully planning the best time for each candidate to take these examinations.

Section 10.5 Notes on Exit from Teacher Education Programs (TOC)

1) Section 5, has been renamed to Section 2D: “Third Assessment Point... Completion of Teacher Certification Programs,”

2) In section 2D1, candidates are again reminded of the importance of carefully reviewing their program plans.

3) Reference to the Exit Portfolio has been deleted. Reference to “final evidence for review (typically this includes required and optional artifacts that demonstrate attainment of standards) in the format designated by the candidate’s program faculty” has been substituted. This parallels language used at the points of admission to the teacher education program and retention in the teacher education program.

4) A specific item has been inserted specifying that candidates must have completed all of the subject matter components for his/ her certification area. This seems obvious, but sometimes needs to be restated.

5) The language for the final continuous assessment review by the program has been altered a little. The new language emphasizes that the program faculty will review all pertinent evidence, and make a determination that the candidate has met all of the program’s teaching standards. In addition, it is emphasized that this determination is a prerequisite for the candidate being recommended for a teaching certificate.

Section 10.6 Notes on State Mandated Testing and the Kentucky Teacher Internship (TOC)

1) Section 6 State Mandated Testing and the Kentucky Teacher Internship is being deleted from the policy on admissions and moved to the general section of the bulletin. The rationale, is that this item is primarily informational for the students. The information contained in it is owned by the Kentucky EPSB and will need changing whenever the EPSB makes a change. Making a change should not require a full review and policy change. Editing the section needs to be a matter of simple editing and coordination with the Registrar.
Section 10.7 Notes on Admission and Graduation for Secondary Education Students Not Seeking Admission to a Teacher Certification Program (TOC)

1) Section 7 relating to admission and graduation standards for secondary education students is being deleted from the proposed revised policy on admission to teacher education. The secondary education majors are not teacher education programs, and so will not be included in this policy.

2) The College of Education is preparing a general policy on admission to College of Education undergraduate programs, which will also include the rules for admission to upper division status. The secondary education non certification majors will be covered by this general policy.

Section 10.8 Notes on Calculation of GPAs for Admission to Initial Certification Programs (TOC)

6) The GPA rules in the current admission policy are deleted. A new Section 3: GPA Rules for Teacher Preparation Programs is inserted in the proposed revised admission policy. The new policy section 3 is closely modeled on the GPA rules included in the EPSB revised regulation on admissions to TEP.

7) The current GPA standard of 2.50 has been changed by the EPSB. The new standard, which goes into effect in the Fall of 2012, will be 2.75.

8) In the past, UK did not take advantage of the EPSB rule that a GPA on the last 30-60 hours of coursework with a 3.0 GPA could be substituted for the 2.75 overall GPA rule. In the new, revised admission policy, UK will begin admitting students who do not meet the overall GPA of 2.75 requirement, but who do have a minimum GPA of 3.0 in the final semesters that include the last 30 hours of coursework.

9) The GPA rule requiring that candidates demonstrate a minimum GPA in all sub areas (majors, minors, support areas, related studies, and professional education course sequences) has been deleted as a general rule. The increase in the overall GPA requirement is judged adequate for admissions purposes. However, it should be noted that each program will require evidence that candidates meet required standards. These standards include standards of mastery of subject matter. Each program will review each candidate’s subject matter preparation at all three points in the continuous assessment process.

10) Some program faculties will wish to specify specific rules for GPA requirements in the sub areas. In the proposed revised policy a new Section 3F Special GPA Rule requiring a 2.75 GPA in program sub areas has been added to the proposed revised policy. It requires that candidates demonstrate a minimum 2.75 GPA in majors, minors, support areas, and the professional education course sequence at all three continuous assessment points.

11) To accompany the Special GPA Rule requiring a 2.75 GPA in program sub areas section of the proposed revised policy, another section 3F.1 Programs that use the special GPA rule has been written. This sub-section will list the programs that have chosen to invoke the special GPA rule. Currently, the only program faculty
that has made this choice, is the Science Technology Engineering and Mathematics (STEM) program faculty.

12) A Section 3C Rules for using the “final semesters that include the last 30 hours of credit” option has been written to clarify how the use of the last 30 hours of credit with a minimum GPA of 3.0 will function. The rationale that the EPSB used to include this option in the EPSB admission regulation, was that they felt that students often have a slow start in college, and that they should have some way whereby they could be admitted to teacher education, even with a bad first year or year and a half. The last 30 hours with a minimum GPA of 3.0 can be used by both undergraduates and graduate students, but credits from the two careers cannot be mixed. Potentially, a candidate could use the last 30 hour rule through all three continuous assessment points. However, in most instances, candidates will be able to “work their way out” of the last 30 hour rule by establishing an overall GPA of at least 2.75.

13) The rule of “no grade less than C in professional education courses” is included in the current admission policy and continues to be included in the proposed revised policy.

Section 10.9 Notes on Determination of GPAs for Admission to Initial Certification Programs. (TOC)

1) Section 9 Determination of GPAs for Admission to Initial Certification Programs has been deleted from the proposed revised policy. All of the components of Section 9 are not included in the new Section 3C of the proposed revised policy.

2) It should be noted that in Section 9 of the current policy, there was the following provision “Candidates for admission to a post-baccalaureate graduate initial certification program with less than a 2.50 cumulative GPA may establish a UK undergraduate GPA for the purposes of admission to the program. The UK GPA calculated for this purpose must include at least 12 semester hours taken from four sections of the UK University Studies categories and approved courses lists.” This provision is no longer allowable, given the new revised EPSB admissions regulation, and so it has been eliminated from the proposed revised policy.
APPENDIX go to general notes

The Following Rules and Procedures are Included in the UK Bulletin, although they are not part of the Policy on Admission, Retention and Exit from Teacher Education Programs.

Appendix Section 1: General Rules for Student Teaching go to general notes

A student may enroll in student teaching in one of the educator preparation programs provided he or she has:

1. been admitted to and retained in the appropriate teacher education program;
2. maintained a grade-point standing of at least 2.50 in (a) subject matter area(s) as defined by the program, (b) professional education, (c) related studies, and (d) overall; 3. completed all professional education courses except student teaching;
3. completed a minimum of 75 percent of the required subject matter courses;
4. applied and been accepted for student teaching two semesters prior to the one in which student teaching is to be done;
5. completed the required national and state criminal background check with no criminal background identified;
6. been accepted by the school system and supervising teacher where he or she plans to do student teaching;
7. scheduled no more than 3 hours of college work to be carried during student teaching with no classes scheduled to interfere with the student teaching assignment; and,
8. presented evidence of having had a specified physical examination.
9. P-12 certification programs require student teaching in more than one grade level.

Appendix Section 2: Policy on Intensive Field Experiences go to general notes

The University of Kentucky College of Education is committed to preparing candidates for the teaching profession who are effective, reflective decision makers. To that end, and in order to meet state certification regulations and national accreditation requirements, teacher candidates complete an array of carefully planned field experiences. These experiences are systematically integrated into the teacher education program curriculum. In order to ensure high quality experiences, the College has established a network of clinical sites where candidates complete field placements. These sites are part of the university’s extended campus known as the university clinical/field network. Sites are selected at the program level (i.e., by the program faculty that governs the curriculum for the particular certification area). Selection decisions are made using specific criteria that are directly linked to program goals, accreditation standards, and certification
requirements. All teacher candidates are expected to complete their intensive field experiences (referred to as practicum and student teaching) in these approved clinical sites.

Appendix Section 3: Character and Fitness Reviews  go to general notes

All students seeking admission to, retention in, or completion of a UK educator preparation program, must complete a state mandated character and fitness review. In addition, students with records of misconduct beyond simple traffic violations must provide complete documentation of this misconduct utilizing written procedures available in the office of Academic Services and Teacher Certification. Records of misconduct will be available for use by program faculties in making decisions about admission, retention and completion of the program. Students must also complete any state-mandated background checks, which may include a national check of FBI records. By Kentucky statute, persons with records of serious legal misconduct are ineligible for student teaching, state teaching licensure, or employment in the public schools. Students are responsible for completing all required background check procedures in a timely manner so that decisions about their movement through the program may be made.

Appendix Section 4: Appeals  go to general notes

Candidates who are denied admission to an educator certification program, not retained in the program, or denied completion of the program, may appeal the decision of the program faculty. The first appeal is for the program faculty to reconsider its initial decision. Candidates must request a reconsideration within 30 days of the date on the letter of denial. The request for reconsideration must be presented to the program faculty chair, who will call a meeting of the program faculty to review the original decision. The program faculty chair will notify the Director of Academic Services and Teacher Certification of the faculty’s decision, and the Director will notify the candidate in writing. If the program faculty does not alter its initial decision, the candidate may appeal to the College of Education standing committee on Undergraduate Admissions and Standards or the College of Education standing committee on Graduate Admissions and Standards. Candidates wishing to appeal to one of these admissions and standards committees must present their request for committee review to either the Associate Dean for Academic and Student Services or the Associate Dean for Research and Graduate Studies. The Associate Dean will assemble the necessary materials, call the committee together to hear the appeal, and inform the candidate of the committee’s decision. The Associate Dean will also notify the Director of Academic Services and Teacher Certification so that student records may be updated. For purposes of admission, retention or completion of educator certification programs, the decision of the admissions and standards committee is final.
Appendix Section 5: Standards and Standards Sets in Educator Preparation Programs  
go to general notes

All College of Education programs are standards-based, requiring candidates to meet these standards before completing an educator preparation program. Candidates are assessed on these standards at the three continuous assessment points: admission to the program, prior to final practicum experiences, and at program completion.

There are three core sets of standards required for completion of all College of Education educator preparation programs. They are: Interdisciplinary Early Childhood Education Standards (IECE), New Teacher Standards (IECE), or Administrator Standards (ISLLC) (whichever is appropriate for the candidate’s program.) For brevity, only the IECE and NTS standards sets are included in this section. Candidates should see their program faculty chairpersons concerning the standards that are applicable to their particular program.
SEC 5A. Interdisciplinary Early Childhood Education Birth to Primary Standards (IECE)

1. Designs/plans instruction
2. Creates/maintains environments
3. Implements instruction
4. Assesses and communicates learning results
5. Reflects/evaluates professional practices
6. Collaborates with colleagues/families/others
7. Engages in professional development
8. Supports families
9. Demonstrates implementation of technology

Sec 5B. Beginning (New) Teacher Standards (NTS)

1. Designs/plans instruction
2. Creates/maintains learning climates
3. Implements/manages instruction
4. Assesses and communicates learning results
5. Reflects/evaluates teaching/learning
6. Collaborates with colleagues/parents/others
7. Engages in professional development
8. Knowledge of content
9. Demonstrates implementation of technology

Sec 5C. College of Education Skills and Dispositions

1. Communicates appropriately and effectively
2. Demonstrates constructive attitudes
3. Demonstrates ability to conceptualize key subject matter ideas and relationships
4. Interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings
5. Demonstrates a commitment to professional ethics and behavior

Sec 5D. College of Education Technology Standards
1. Integrates media and technology into instruction
2. Utilizes multiple technology applications to support student learning
3. Selects appropriate technology to enhance instruction
4. Integrates student use of technology into instruction
5. Addresses special learning needs through technology
6. Promotes ethical and legal use of technology disciplines
Appendix Section 6: Applying for Kentucky Educator Licenses  

The University of Kentucky offers programs for most initial and advanced professional educator licenses (certificates) issued by the Kentucky Education Professional Standards Board (EPSB). EPSB license requirements are subject to change by the EPSB at any time. UK candidates for Kentucky professional educator licenses must submit all required application materials to

Academic Services and Teacher Certification,
166 Taylor Education Building,
Lexington, KY 40506-0001.

Recommendations to the EPSB that an educator license be issued are based upon a final audit of all program completion requirements.
ADMISSION, RETENTION AND COMPLETION POLICIES FOR TEACHER PREPARATION PROGRAMS AT THE UNIVERSITY OF KENTUCKY

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SECTION 1: OVERVIEW (T.O.D.)

A student must be admitted, retained in, and successfully complete a state-approved teacher education program in order to receive a teaching certificate. The components of an approved teacher preparation program include:
1) an earned bachelor’s degree from a regionally accredited institution of higher education,
2) completion of approved teaching subject matter field(s), e.g., approved majors, major equivalencies, minors, or support areas, as specified by the candidate’s chosen program faculty,
3) completion of a teacher preparation program, including the final clinical experience, e.g., student teaching,
4) and verification by program faculty that all applicable standards in all required standards sets have been met.

The College of Education Certification Program Faculties, the College of Education Director of Academic Services and Teacher Certification, and the University Registrar are charged with the responsibility to monitor a student’s progress through the teacher preparation program and to recommend to the Kentucky Education Professional Standards Board (EPSB) that a successful candidate be awarded a state teaching license (certificate).

SECTION 2: CONTINUOUS ASSESSMENT (T.O.D.)

1. A candidate’s progress through all teacher preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their course work and clinical experience placements, candidates will be assessed a minimum of three times during their program by representatives of their respective program faculty.

2. The candidate assessments will occur upon entry into the Teacher Education Program, at a midpoint in the program (no later than the semester prior to the final clinical experience, e.g., student teaching), and as students exit the program following the final clinical experience, e.g., student teaching. Assessments will include, but are not limited to: (a) appropriate scores on approved standardized tests, (b) review of grades via inspection of transcript, (c) personal and professional skills assessed during interviews with program faculty, throughout coursework, and during clinical experiences, (d) artifacts submitted by the candidate that demonstrate their ability to attain of standards, (e) continued adherence to the KY Professional Code of Ethics, and (f) documentation of the following skills: critical thinking, communication, creativity, and collaboration.

3. Professional Growth Plan (PGP) Following admission to a teacher education program, if problems have been identified at any assessment point, program faculty will prepare a professional growth plan for the candidate which addresses the problems, identifies the scheme to implement the professional growth plan, and provides feedback and direction to the candidate.

Section 2A: First Continuous Assessment Point… Admission to Teacher Education Programs (TEP) (T.O.D.)

1. A candidate’s progress through all teacher preparation programs is continuously monitored, assessed, and reviewed. The first continuous assessment point is admission to a teacher education program (TEP). In addition to the general requirements for admission to teacher education listed below, candidates should carefully review the specific requirements of their individual programs.
2. Candidates for admission to TEP must have completed at least 30 semester hours, or, if pursuing initial certification as a certificate-only student or a graduate student, must have earned a bachelor’s degree from a regionally accredited institution of higher education.

3. Candidates for admission to TEP must demonstrate academic achievement by earning a minimum overall GPA of 2.75, or a GPA of at least 3.0 in the final semesters which include the last 30 hours of coursework. Candidates seeking admission to a graduate-level initial teacher preparation program must also satisfy UK Graduate School admission standards. The UK Graduate School requires an overall UG GPA of 2.75 as a minimum for unconditional admission to graduate programs. And, if the candidate has completed any graduate coursework, a minimum graduate GPA of 3.0 is required. Candidates intending to use the “GPA of at least 3.0 on the final 30 hours option” should consult with their program’s Director of Graduate Studies for additional information. The UG GPA is taken directly from the transcript showing award of the undergraduate degree.

4. Candidates for admission to TEP must certify their knowledge of the Kentucky Professional Code of Ethics and must sign a state mandated character and fitness review.

5. Candidates for admission to TEP must demonstrate aptitude for teaching by presenting three letters of recommendation from individuals who can attest to the candidate’s potential success in teaching.

6. Candidates for admission to TEP must demonstrate that they have reviewed and understand dispositions for teaching. At UK, these dispositions are encoded in the UK Functional Skills and Dispositions Standards Set. The UK Functional Skills and Dispositions are listed below:
   a. The candidate communicates appropriately and effectively
   b. The candidate demonstrates constructive attitudes
   c. The candidate demonstrates ability to conceptualize key subject matter ideas and relationships
   d. The candidate interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
   e. The candidate demonstrates a commitment to professional ethics and behavior.

7. Candidates must present artifacts that demonstrate their ability to meet standards. In addition to items specified by the candidate’s program faculty, the candidate must provide documentation of the following skills:
   a. Critical Thinking,
   b. Communication,
   c. Creativity, and
   d. Collaboration.

8. For those programs requiring teacher education related courses as a prerequisite for admission to TEP, candidates must complete these courses with a grade of C or better.

9. Candidates must undergo a formal interview with their education program faculty in which they will have the opportunity to discuss the artifacts that demonstrate their ability to meet standards and engage in a dialog concerning their qualifications for admission to TEP.
Section 2B: Testing requirements for admission to a teacher preparation program (TEP). (TOD)

1. All candidates for admission to a teacher education program at UK must demonstrate successful completion of the following pre-professional skills assessments of basic knowledge administered by the Educational Testing Service with the corresponding minimum scores:
   a. Pre-Professional Skills Test: Mathematics (test code 0730) with a cut score of 174; or Computerized Pre-Professional Skills Test: Mathematics (test code 5730) with a cut score of 174;
   b. Pre-Professional Skills Test: Reading (test code 0710) with a cut score of 176; or Computerized Pre-Professional Skills Test: Reading (test code 5710) with a cut score of 176; and
   c. Pre-Professional Skills Test: Writing (test code 0720) with a cut score of 174; or Computerized Pre-Professional Skills Test: Writing (test code 5720) with a cut score of 174.

2. Candidates for admission to a graduate level initial teacher education program (TEP) may demonstrate basic skills in the following manner.
   a. Completion of the pre-professional skills assessment as listed in section 1) a-c; or
   b. Successful completion of the Graduate Record Exam (GRE) with the following corresponding scores:
      i) Required minimum GRE scores for tests taken prior to August 1, 2011
         (1) Verbal with a minimum score of 450
         (2) Quantitative with a minimum score of 490
         (3) Analytical Writing with a minimum score of 4.0
      ii) Required minimum GRE scores for tests taken on or after August 1, 2011
         (1) Verbal with a minimum score of 150
         (2) Quantitative with a minimum score of 143
         (3) Analytical Writing with a minimum score of 4.0

3. Recency Requirements for testing: Candidates must present scores that are no older than five years. This corresponds to the rule of the Educational Testing Service that scores older than five years cannot be supplied to a candidate.

Section 2C: Second Assessment Point… Retention of Candidates in Teacher Education Programs (T.O.D.)

1. The progress of candidates who have been admitted to a teacher education program is continuously monitored. A retention review may be conducted at any time by the program faculty, but is required no later than the semester prior to the final clinical experience, e.g., student teaching. In addition to the general requirements for the retention review listed below, candidates should continue to carefully review the specific requirements of their individual programs.

2. If at the time of admission to the teacher education program, a professional growth plan was prepared for the candidate, progress on implementing the professional growth plan will be reviewed, and the plan will be updated as necessary.

3. Some of the items which are monitored in the retention review are:
a. Whether a candidate continues to earn grades of C or better in professional education classes;

b. Whether a candidate continues to maintain a 2.75 minimum GPA overall, or a minimum 3.0 GPA in the final semesters, including the last 30 hours;

c. Whether a candidate has demonstrated improved competence with the skills of communication, critical thinking, creativity, and collaboration;

d. Whether a candidate has demonstrated improved competence with the College of Education Functional Skills and Dispositions;

e. Whether a candidate continues to demonstrate adherence to the EPSB Professional Code of Ethics;

f. Whether adequate progress is being made toward meeting all required standards sets; and

g. Whether adequate progress is being made toward completing subject matter coursework requirements for the candidate’s chosen certification program. If a review of the candidate’s subject matter coursework identifies any problem areas, a professional growth plan will be developed to address the problems. Or, if the candidate already has a professional growth plan, it will be amended to include attention to subject matter coursework problems. (See SECTION 2 item 3)

4. Continued progress through the teacher education program will be contingent on the results of the midpoint retention review. Following a retention review, candidates may be continued in good standing in the program, cautioned about identified problems which have been included in the professional growth plan, placed on probation in the program, or dropped from the program.

a. If a candidate is placed on probation in the Teacher Education Program following a retention review, the time and conditions of the next review will be identified and communicated to the candidate by the Director of Academic Services and Teacher Certification.

b. If a candidate is dropped from the Teacher Education Program following a retention review, the Director of Academic Services and Teacher Certification will notify the candidate of this action. Candidates who have been dropped from a Teacher Education Program following a retention review may take no further professional coursework in the program. (See SECTION 7 “Appeals” for additional information.)

5. Admission to the Final Clinical Experience, e.g., Student Teaching. Admission to the final clinical experience, e.g., student teaching requires a successful retention review and recommendation by the program faculty that the candidate be allowed to student teach.

6. State Mandated Examinations for Teacher Certification. The Kentucky Education Professional Standards Board (EPSB) requires that all applicants for a state teaching license (certificate) present passing scores on the appropriate required PRAXIS 2 examinations. Although taking and passing the Kentucky mandated PRAXIS 2 examinations is not a requirement for completion of a Teacher Education Program at UK, teacher certification candidates are encouraged to complete the required state-mandated examinations prior to beginning student teaching so that the process of applying for and receiving a state teaching license can proceed in a timely manner. Candidates are encouraged to consult with their program faculties for advice on taking the required PRAXIS 2 examinations.
Section 2D: Third Assessment Point… Completion of Teacher Certification Programs (T.O.D.)

1. The progress of candidates who have been admitted to a teacher education program is continuously monitored. Each program faculty will conduct a Completion Review of all candidates, typically at the end of the final clinical experience, e.g., student teaching.

2. All candidates for completion of a teacher education program must continue to meet all standards for admission and retention at the time of program completion, including GPA requirements.

3. Candidates must have completed the subject matter requirements for his/her chosen certification program.

4. Candidates must have successfully completed all professional education requirements for his or her program, including successful performance in the final clinical experience, e.g., student teaching.

5. At program completion, all teacher certification candidates must present final evidence for review (typically this includes required and optional artifacts that demonstrate attainment of standards) in the format designated by the candidate’s program faculty.

6. The program faculty must certify that a review of the final evidence and other pertinent documents has demonstrated that the candidate has met all of the required teaching standards as a prerequisite to recommending the candidate for a teaching license.

SECTION 3: GPA RULES FOR TEACHER PREPARATION PROGRAMS (T.O.D.)

Section 3A: GPA rules for admission to an undergraduate initial teacher education program

Admission to an undergraduate initial certification educator preparation program shall require the following: A cumulative grade point average of 2.75 on a 4.0 scale or a grade point average of at least 3.00 on a 4.0 scale in the final semesters that include the last thirty (30) hours of credit completed. These will be taken directly from the most recent original transcripts supplied by the candidate.

Section 3B: GPA rules for admission to a graduate level initial teacher education program

Admission to a graduate level initial teacher education program shall require the following: A bachelor’s degree or advanced degree awarded by a regionally accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale.

OR a grade point average of at least 3.00 on a 4.0 scale in the final semesters that include the last thirty (30) hours of either undergraduate or graduate credit completed. This information will be taken directly from the most recent original transcript(s) supplied by the candidate. Candidates intending to use this “3.0 minimum GPA in the final semesters that include the last 30 hours of coursework” option should consult with their program faculty chair and the departmental Director of Graduate Studies concerning the use of this option for gaining admission to the UK Graduate School.

Section 3C: Rules for using of the “final semesters that include the last 30 hours of credit” option.

If the candidate uses the “final semesters that include the last 30 hours of credit” option, the following procedure shall be used to calculate the last 30 hour GPA. The completed quality hours and quality points for each of the final terms that include the last 30 hours of credit shall be identified. The last 30 hours GPA shall be calculated using the statistics from the entire terms.
encompassing the last 30 hours. This means that in some instances, the number of hours used to calculate the last 30 hours GPA will be greater than 30.

Section 3D: GPA rules for retention and completion

Candidates must maintain a minimum overall GPA of at least 2.75 for retention in the program. Candidates who used the “final semesters that include the last 30 hours of credit” rule for admission to the program may continue to calculate whether a 3.0 minimum GPA is being maintained at the time of the retention review (normally the two semesters prior to student teaching). Candidates who do not meet this requirement may not student teach.

Candidates must maintain a minimum overall GPA of at least 2.75 for completion of a teacher preparation program. Candidates who used the “final semesters that include the last 30 hours of credit” rule for admission to the program may continue to calculate whether a 3.0 minimum GPA is being maintained at the time of the final completion review. Candidates who do not meet this requirement will not be considered to have completed the program, and may not be recommended for a teaching license (certificate).

Section 3E: The rule of “no grade less than C in professional education courses.”

Candidates may have no grade less than C in any course defined in the program as being a part of the professional education component. Any professional education grades less than C must be retaken prior to the final clinical experience, e.g., student teaching.

Section 3F: Special GPA Rule requiring a 2.75 GPA in program sub areas

Some programs require that candidates earn and maintain a 2.75 GPA in the majors, minors, support areas, and professional education course sequences as specified in the program curriculum description as approved by the UK Senate. The application of this rule means that candidates must demonstrate these 2.75 GPAs at the time of admission, retention, and completion of the program.

Sec 3F.1 Programs that the use of this special GPA rule are as follows:

1. All STEM education initial preparation programs, e.g., Mathematics Education, Science Education (all areas) and Computer Science Education.

SECTION 4: STANDARDS AND STANDARDS SETS IN EDUCATOR PREPARATION PROGRAMS (T.O.D.)

Section 4A: All College of Education programs are standards-based

All College of Education programs are standards-based requiring candidates to meet these standards before completing an educator preparation program. Candidates are assessed on these standards at the three continuous assessment points: admission to the program, prior to final practicum experiences, and at program completion.

Section 4B: There are three required core standards sets

There are three core standards sets required for completion of all College of Education educator preparation programs. They are:

- Interdisciplinary Early Childhood Education Standards (IECE), or Kentucky Teacher Standards (whichever is appropriate for the candidate’s program.)
- College of Education Functional Skills and Dispositions
College of Education Technology Standards

Section 4C: Discipline (subject) Specific Standards also required

In addition to these three core standards sets, each candidate must demonstrate mastery of the subject specific standards set(s) associated with their individual program.

SECTION 5: POLICIES ON CLINICAL EXPERIENCES, INCLUDING THE FINAL CLINICAL EXPERIENCE, e.g., STUDENT TEACHING  (T.O.D.)

Section 5A: General Policy on Intensive Clinical Experiences

The University of Kentucky College of Education is committed to preparing candidates for the teaching profession who are effective, reflective leaders and decision makers. To that end, and in order to meet state certification regulations and national accreditation requirements, teacher candidates complete an array of carefully planned clinical experiences. These experiences are systematically integrated into the teacher education program curriculum. In order to ensure high quality experiences, the College has established a network of clinical sites where candidates complete clinical placements. These sites are part of the university’s extended campus known as the university clinical/field network. Sites are selected at the program level (i.e., by the program faculty that governs the curriculum for the particular certification area). Selection decisions are made using specific criteria that are directly linked to program goals, accreditation standards, and certification requirements. All teacher candidates are expected to complete their intensive clinical experiences, e.g., practicum and student teaching in these approved clinical sites.

Section 5B: General Rules for the final clinical experience, e.g., Student Teaching

A student may enroll in student teaching in one of the educator preparation programs provided he or she has:

1. been admitted to and retained in a teacher education program;
2. maintained a grade-point standing of at least 2.75 overall or a minimum 3.0 GPA in the final terms that include the last 30 hours of coursework;
3. completed all professional education courses except the final clinical experience, e.g., student teaching;
4. completed a minimum of 75 percent of the required subject matter courses;
5. applied and been accepted for the final clinical experience, e.g., student teaching two semesters prior to the one in which student teaching is to be done;
6. completed the required national and state criminal background check with no criminal background identified;
7. been accepted by the school system and supervising teacher where he or she plans to do the final clinical experience, e.g., student teaching;
8. scheduled no more than 3 hours of college work to be carried during the final clinical experience, e.g., student teaching with no classes scheduled to interfere with the student teaching assignment; and
9. presented evidence of having had a specified physical examination.

P-12 certification programs require student teaching in more than one grade level.
SECTION 6: CODE OF ETHICS AND CHARACTER AND FITNESS REVIEWS (T.O.D.)

All students seeking admission to, retention in, or completion of a UK educator preparation program must complete a state mandated character and fitness review. In addition, students with records of misconduct beyond simple traffic violations must provide complete documentation of this misconduct, utilizing written procedures available in the office of Academic Services and Teacher Certification. Records of misconduct will be available for use by program faculties in making decisions about admission, retention, and completion of the program. Students must also complete any state-mandated background checks, which may include a national check of FBI records. By Kentucky statute, persons with records of serious legal misconduct are ineligible for student teaching, state teaching licensure, or employment in the public schools. Students are responsible for completing all required background check procedures in a timely manner so that decisions about their movement through the program may be made.

SECTION 7: APPEALS (T.O.D.)

1. The progress of all candidates for educator preparation is continuously reviewed and assessed at least three times: at the points of admission, retention, and completion of program. Candidates who are denied admission to an educator certification program, not retained in the program, or denied completion of the program may appeal the decision of the program faculty. There are two grounds on which a candidate may appeal an unfavorable continuous assessment review: 1) a candidate may appeal if s/he has clear evidence that his/her rights to equal opportunity or due process were violated during the review process (i.e., evidence of discrimination on the basis of race, gender, sexual orientation, age, etc.) or 2) a candidate may appeal if there is new and substantial evidence pertaining to his/her review that was not available for Program Faculty consideration at the time the candidate applied and/or was reviewed (test scores were late or missing; transcripts were inaccurate, etc.). These are the only two grounds on which an appeal may be filed.

2. Any candidate considering an appeal of a program faculty decision at any of the required Continuous Assessment Review points is encouraged to first meet with the program faculty chair to discuss the program faculty’s decision and to review grounds for the appeal.

3. If an appeal is to be made, candidates must request reconsideration of the program faculty’s decision within 15 business days of the date on the letter notifying the candidate of an unfavorable continuous assessment review. The request for reconsideration must clearly state the grounds on which the appeal is made and demonstrate that one of the two conditions for appeal applies. Written requests should be presented to the program faculty chair, who will call a meeting of the program faculty to review the original decision. The program faculty chair will notify the Director of Academic Services and Teacher Certification of the faculty’s decision, and the Director will notify the candidate in writing.

4. If the program faculty does not alter its initial decision, the candidate may use the same procedures and appeal to the Appeals Sub-committee of the Program Faculty Chairs Committee. Candidates wishing to appeal to the Program Faculty Chairs Appeals Sub-committee must present their request for sub-committee review to the Associate Dean for Academic and Student Services. The Associate Dean will assemble the necessary materials, call the sub-committee together to hear the appeal, and inform the candidate of the committee’s decision. The program faculty chairperson for the applicant’s program may not serve as a member of the Appeals Sub-committee that hears the case. The Associate Dean will notify the Director of Academic Services and Teacher Certification of the decision of the appeals sub-committee so that student
records may be updated. For purposes of admission, retention, or completion of educator certification programs, the decision of the Appeals Sub-committee of the Program Faculty Chairs Committee is final.

5. This policy addresses all faculty continuous assessment reviews of a candidate’s progress through an educator preparation program, including admission to the program, retention reviews of progress through the program, and the final review for completion of the program.

(TOD)
EDUCATION PROFESSIONAL STANDARDS BOARD STAFF NOTE

16 KAR 5:020. Standards for admission to educator preparation

Applicable Statute or Regulation:
KRS 161.028, 161.030

Background:
The Committee to Review Admissions and Clinical Experiences (CRACE) was established by the Education Professional Standards Board (EPSB) in January of 2010 to explore current best practices in two areas: (1) the selection of high quality candidates for the teaching profession and (2) the provision of high quality clinical experiences for both traditional candidates and those seeking initial certification through an alternative route. CRACE’s work resulted in the following actions:

• The EPSB accepted the CRACE report at its regular meeting on August 2, 2010.
• The EPSB submitted the CRACE recommendations to the Governor’s Transforming Education in Kentucky (TEK) Task Force during the board’s regular meeting on September 20, 2010.
• The EPSB’s recommendations were adopted into the final draft of the Governor’s TEK Task Force and published in February 2011.

The next step is to amend regulations in order to transform the CRACE recommendations into relevant regulatory language. The present action item amends 16 KAR 5:020, which provides standards for the admission of teacher candidates to an EPSB-approved teacher preparation program.

The amendments to 16 KAR 5:020 provide a comprehensive rewrite of the regulation and primarily address the following changes:

1. Raises the minimum grade point average (GPA) for admission to an initial certification teacher preparation program from a cumulative GPA of 2.50 to 2.75 while allowing applicants to substitute a 3.0 GPA on the last thirty hours of credit completed

2. Requires that all candidates demonstrate essential knowledge in the areas of mathematics, reading, and writing prior to admission to a teacher preparation program. Undergraduate applicants to initial certification teacher preparation programs would meet this requirement by achieving the required scores on the Praxis I: Pre-Professional Skills Test (PPST).

Applicants to initial certification teacher preparation programs at the graduate level who already hold a bachelor’s or advanced degree would meet this requirement by presenting either the minimum PPST scores or the bachelor’s degree in combination with the required scores on the Graduate Record Exam (GRE). The GRE has been validated for graduate school admission. This alternative provides program flexibility to comply with institutional testing requirements.
3. Requires that all candidates demonstrate capacity in **critical thinking, communication, creativity, and collaboration** prior to admission to a teacher preparation program and awareness of professional dispositions expected of professional educators.

4. Stipulates that all teacher preparation programs submit an annual report and the particular information the report will provide.

5. Provides a date of September 1, 2012, for all amendments to this regulation to become effective.

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EDUCATION PROFESSIONAL STANDARDS BOARD
(Amendment)
16 KAR 5:020. Standards for admission to educator preparation.
RELATES TO: KRS 161.020, 161.028, 161.030
STATUTORY AUTHORITY: KRS 161.028, 161.030
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028

(1) **(b)** requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.028 **(c)** requires the Education Professional Standards Board to conduct an annual review of diversity in teacher preparation programs. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. This administrative regulation establishes the standards for admission to an educator preparation program.

Section 1. Selection and Admission to Educator Preparation Programs.

(1) In addition to appropriate National Council for Accreditation of Teacher Education standards incorporated by reference in [under] 16 KAR 5:010, each educator preparation institution shall develop minimum standards for admission to its initial certification educator preparation programs, including university-based alternative programs established pursuant to KRS 161.048(7) in accordance with this section.

(2) Beginning September 1, 2012, admission to an undergraduate initial certification educator preparation program shall require the following:
   (a) 1. A cumulative grade point average of 2.75 on a 4.0 scale; or
      A grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit completed; and
   (b) Successful completion of the following pre-professional skills assessments of basic knowledge administered by the Educational Testing Service with the corresponding minimum score:
      1. a."Pre-Professional Skills Test: Mathematics" (0730) -174; or
         b. "Computerized Pre-Professional Skills Test: Mathematics" (5730) - 174;
2. a. “Pre-Professional Skills Test: Reading” (0710) – 176; or
   b. “Computerized Pre-Professional Skills Test: Reading” (5710) – 176; and
3. a. “Pre-Professional Skills Test: Writing” (0720) – 174; or

(3) Beginning September 1, 2012, admission to a graduate level initial certification educator
preparation program, including an educator preparation program established pursuant to KRS
161.048(7), shall require the following:
   (a) 1. A bachelor’s degree or advanced degree awarded by a regionally accredited college or
       university with a cumulative grade point average of 2.75 on a 4.0 scale; or
       2. A grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit
       completed, including undergraduate and graduate coursework; and
   (b) 1. Successful completion of the pre-professional skills assessments in subsection (2)(b) of
       this section; or
       2. Successful completion of the Graduate Record Exam (GRE) with the following
          corresponding scores:
          a. Verbal with a minimum score of 450;
          b. Quantitative with a minimum score of 490; and
          c. Analytical Writing with minimum score of 4.0.

(4) Beginning September 1, 2012, each accredited educator preparation institution shall have a
formal application procedure for admission to an initial teacher preparation program, which shall
include the following:
   (a) Documentation that the applicant demonstrates the following:
       1. Critical thinking;
       2. Communication;
       3. Creativity; and
       4. Collaboration;
   (b) Evidence that the applicant has reviewed:
       1. The Professional Code of Ethics for Kentucky School Certified Personnel established in
          16 KAR 1:020; and
       2. The character and fitness questionnaire contained in Section III of the TC-1 incorporated
          by reference in 16 KAR 2:010; and
   (c) A method to allow the applicant to demonstrate that the applicant understands
       professional dispositions expected of professional educators.

(5) Undergraduate students shall not enroll in any educator preparation program courses
restricted to admitted candidates.

(6) The educator preparation program shall maintain electronic records that document that all
students admitted after September 1, 2012, meet the requirements subsection (2) of this section.
Section 2 [4]. Annual Report. (1) Each educator preparation unit shall submit an electronic report annually to the Education Professional Standards Board[,] that includes the following program data on each candidate [candidates] admitted to educator preparation programs:

(a) The candidate's Education Professional Standards Board Person Identifier;
(b) The candidate's Student School Identification number;
(c) The candidate's Social Security number;
(d) The candidate's full name;
(e) The candidate's birth date;
(f) The candidate’s reported ethnicity;
(g) The candidate’s reported gender;
(h) The candidate's email address;
(i) The candidate's present home mailing address;
(j) The candidate's permanent home mailing address;
(k) The candidate's phone number;
(l) The candidate's admission date;
(m) The candidate's total number of credit hours prior to admission to the institution's educator preparation program;
(n) The candidate’s total number of credit hours in educator preparation courses completed prior to admission to the institution’s educator preparation program;
(o) The candidate's grade point average at admission;
(p) The candidate’s current program enrollment status;
(q) The candidate’s program completion date;
(r) The candidate’s grade point average at program completion;
(s) The candidate’s academic major at program completion; and
(t) The candidate’s academic minor or minors at program completion, if applicable.

(2) The report shall be submitted in the following manner:

(a) The institution shall electronically submit all data identified in subsection (1) to the Education Professional Standards Board; and

(b) By September 15 of each year, each institution shall provide written confirmation by electronic mail to the Director of the Division of Educator Preparation that all required information has been entered.

(3) The preparation program shall exit any candidate who has not been enrolled in at least one (1) course required for program completion within the last eighteen (18) months.

(4) Failure to submit the annual report in accordance with this section may result in action against the program’s accreditation status pursuant to 16 KAR 5:010 Section 21.
The College of Education prepares students for professional careers in the field of education and human services. In addition to producing excellent teachers, College of Education graduates have gone on to excel in numerous other professional fields.

Ninety-eight percent of the college faculty have attained the highest degrees possible in their fields. The College provides students with access to state-of-the-art technology. Each building is equipped with computer laboratories and new “smart” classrooms to keep students and faculty in pace with the latest technological advances in education.

Whether a student’s interest is teaching, administration, school or counseling psychology, coaching, or special education, a degree from the UK College of Education means that he/she will be prepared for a rewarding career and a lifetime of influence on the lives of others.

Educator Preparation at UK

The educator preparation unit of the University of Kentucky includes programs in the colleges of Agriculture, Communications and Information Studies, Education, Fine Arts, Health Sciences, and Social Work that prepare professionals for careers in public education. The dean of the College of Education is the chief educator preparation officer for the UK educator preparation unit.

The theme of the educator preparation unit is Research and Reflection for Learning and Leading. The vision of the unit is to become one of the nation’s 20 best public professional education units with emphasis on research, reflection, learning and leading.

The mission for the UK educator preparation unit is as follows: the Educator Preparation Unit at the University of Kentucky endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The unit fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff. As part of a research-extensive university, the unit prepares professionals for a variety of roles in educational settings and community agencies and provides leadership in the improvement of the education, health, and well being of citizens in the Commonwealth, the nation, and the world.

Accreditation

The Professional Education Unit for the University of Kentucky is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and all professional educator programs are approved by the Kentucky Education Professional Standards Board (EPSB).

Relationship with the Kentucky EPSB

All University of Kentucky educator preparation programs, initial or advanced, have been approved by the Kentucky Education Professional Standards Board (EPSB), in accordance with Kentucky statutes and regulations. In addition to overseeing all educator preparation programs approved for operation in Kentucky, the EPSB also issues, renews and revokes all Kentucky educator licenses (certificates). Kentucky educator certification regulations are always in a state of change. For the most up-to-date information about educator certification, refer to the EPSB Web site at: www.kyepsb.net/.

Financial Aid/Scholarships

The College of Education awards scholarships to both undergraduate and graduate students. Information and application forms are available in 166 Taylor Education Building. The deadline for scholarship applications is February 15. Graduate students should also contact the Director of Graduate Studies in their department for information about any targeted scholarship funds. Kentucky residents who are enrolled in a teacher certification program may also apply for funds from the Kentucky Higher Education Assistance Authority Teacher Scholarship program (KHEAA). Students applying for funds through the KHEAA teacher scholarship program must include a completed FAFSA need analysis data form with their applications. Funds are awarded first to students fully admitted to a teacher education program, in order of the greatest financial need. The College of Education also administers the Kentucky Minority Educator Recruitment and Retention scholarship program (MERR) for the Kentucky Department of Education. Minority students applying for MERR funds must be Kentucky residents. Both KHEAA and MERR teacher scholarships are forgivable on a semester by semester basis when the candidate teaches in Kentucky public schools. Award recipients who do not teach in Kentucky public schools must pay back the awards, with interest. KHEAA and MERR forms are available in 166 Taylor Education Building.

Undergraduate Programs in Education

The University of Kentucky grants the following degrees in the College of Education:

- Bachelor of Arts in Education
- Bachelor of Science in Education

Students pursuing one of the following majors earn a Bachelor of Arts in Education degree: early childhood education, middle school education, secondary education, or special education (learning and behavior disorders). Students selecting the major in secondary education may specialize in one of the following: English, mathematics, science (biology, chemistry, earth science, physical science or physics), or social studies.

Students pursuing health promotion, kinesiology (teacher certification or exercise science), special education (interdisciplinary early childhood education and moderate and severe disabilities) earn the Bachelor of Science in Education degree.

Persons holding a bachelor’s degree from a regionally accredited institution, with a minimum overall GPA of at least 2.50 may pursue initial educator preparation at the undergraduate level by following any of the certification programs described in this Bulletin. If these persons also wish to earn a UK bachelor’s degree, all UK degree requirements must be met. All educator preparation students at the University of Kentucky are expected to meet the requirements for “Admission, Retention and Exit from Teacher Education Programs” as described on pages 187-188 of this Bulletin.

Graduate Programs in Education

Graduate Degrees and Certificates

The University of Kentucky offers the following graduate degrees for education:

- Master of Arts in Education
- Master of Science (Kinesiology and Health Promotion)
- Master of Science in Education
- Master of Science in Family Studies (Early Childhood Education)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)
- Interdisciplinary Doctor of Philosophy (Ph.D. in Education Sciences)
- Rank II (32 hour) and Rank I (30 hour) Programs in Professional Education
Graduate Programs Leading to Advanced Educator Licensure

The University of Kentucky offers graduate programs leading to advanced educator licensure in Reading and Writing, Computer Science in Instructional Systems Design, English as a Second Language, Library Science, Communication Disorders, School Psychology, and School Leadership.

UK Graduate Certificates

The University of Kentucky offers graduate certificates in Middle and Secondary Reading and in Distance Education. (Candidates must hold a valid teaching certificate to enter the Graduate Certificate Program in Middle and Secondary Reading.)

Graduate Programs Leading to Initial Educator Licensure

The following graduate level initial educator certification programs are available at the University of Kentucky: 1) stand-alone certification program in special education/learning and behavior disorders, grades P-12; 2) master of science program leading to certification in moderate/severe disabilities, grades P-12; 3) master of arts in education with initial certification in secondary education, grades 8-12, English, mathematics, science (biology, chemistry, earth science, physical science or physics), social studies; 4) master of arts in education with initial certification in secondary education, grades 8-12, English, mathematics, science in communication disorders with initial certification, grades P-12; and 7) certification program in school psychology, grades P-12.

For more information about programs, please visit the College of Education Web site at: www.uky.edu/education/.

Graduate Alternative Certification Programs Leading to Initial Educator Licensure

Graduate Alternative Certification Programs leading to initial educator licensure are offered in the areas of Moderate and Severe Disabilities P-12, Middle School Education 5-8, and Secondary Education 8-12. Students who wish to enroll in a Graduate Alternative Certification Program must be employed in one of the participating school districts, and must meet the College of Education Admission, Retention and Completion standards, and the standards of the UK Graduate School. Graduate Alternative Certification Programs are three-year programs, including the Kentucky Teacher Internship Program. Additional alternative certification programs are under development and may become available at any time. Contact the Office of the Associate Dean for Academic and Student Services for more information.

Special Facilities and Services

The Education Library provides a wide range of education materials, over 400 journals, and 100,000 books, plus children's literature and Kentucky state-approved textbook collections. In addition, major education databases are available through the library’s Web site at: www.uky.edu/Libraries/educ/.

The College’s newly-formed Kentucky P20 Innovation Lab: A Partnership for Next Generation Learning gives students the chance to be part of transforming education to energize and empower today's students, who were born into a digital age. The Innovation Lab charges college students to play an active role in creating pathways that will lead to a love of learning for generations to come.

The Center for Educator Preparation Information Systems provides database and information system support for the College of Education. In addition, persons associated with the center engage in projects to make information systems technology more accessible to educator preparation programs nationally and in the Commonwealth.

The Instructional Technology Center provides media services to students, faculty, and programs of the College of Education. Services include computer classrooms, computer hardware and software support, presentation technology, circulation of nonprint teaching materials and audiovisual equipment, materials preparation laboratory, graphic, photographic, and recorded media; and facilities for working with films and electronic media. The staff is available to assist with a wide range of technology-related activities.

The Literacy Clinic provides diagnostic and instructional services. Reading and language arts materials, children’s literature, professional texts and journals, and other reference materials are available. Tutors are recommended, based on availability.

The Office of Diversity and Equity, 128 Taylor Education Building, (859) 257-1229, serves to “reach” minority students currently enrolled in the College, to become aware of their concerns, to provide needed support, and to encourage participation in activities and programs of particular interest to education majors. The office also works with local and adjacent school districts to implement Future Educators of America clubs, collaborates with Bluegrass Community and Technical College in identifying students who are interested in teaching, participates in campus-wide minority recruitment and retention activities, and builds community awareness of the need for minority teachers through participation in various projects.

The Institute on Education Reform coordinates the efforts of the College of Education to implement the Kentucky Education Reform Act (KERA). The Institute has three major goals: to stimulate research related to the implementation and effectiveness of KERA initiatives; serve as a clearinghouse for information related to education reform in Kentucky; to provide staff development for teachers and administrators; and to redesign College of Education professional preparation programs to prepare graduates for the restructured schools of Kentucky.

The University of Kentucky Council on Economic Education works with classroom teachers to identify graduate courses, in-service programming, and seminars to help teachers integrate economic concepts into the school curriculum.

The Office of Educational Research and Development provides technical support to faculty and staff involved in research and proposal development, particularly as these enhance the College’s participation in the Kentucky Education Reform Act (KERA), assists in follow-up studies of graduates, and assists with internal studies and evaluations of programs.

The Policy Analysis Center for Kentucky Education (PACKE) conducts research on policy issues related to education and evaluates implemented policies and programs.

The Office of Higher Education Research and Development conducts research on questions on higher education that are important to Kentucky. Research results are shared with the Council on Postsecondary Education and other institutions in Kentucky.

The Biodynamics Laboratory is a multidisciplinary facility housed in the Center for Bio-medical Engineering, Faculty and students from Kinesiology and Health Promotion, Biomedical Engineering, Sports Medicine, Athletic Training, Minimally Invasive Surgery, and other related fields use high-speed videography, electromyography, and force measures to understand human movement.

The Pediatrics Exercise Physiology (PEP) Laboratory is one of only a handful of facilities in the world designed specifically to serve the needs of pediatrics patients.

The UK Body Composition Core Laboratory (BCCL) is a human-based laboratory facility specifically designed to provide state-of-the-art body composition analysis for research and clinical investigations.

The Collaborative Center for Literacy Development (CCLD), 120 Quinton Court, Suite 200, was established by the Kentucky General Assembly in 1998 to make available training in literacy for educators and to promote literacy development. The Center focuses on six requirements laid out in Senate Bill 186, to: provide professional development and coaching for classroom teachers to implement reliable research-based reading models; establish a demonstration and training site for early literacy at each of Kentucky’s public universities; collaborate with public and private post-secondary institutions to provide quality pre-service and professional development in early reading instruction; assist
The CCLD works to improve achievement for districts located in areas with low reading skills. It identifies models of reading instruction supported by research and develops and implements clear programs. The CCLD aims to improve achievement for students pre-school through adulthood.

The School Psychology Clinic, 641 Maxwell Court, (859) 257-1381, provides diagnostic assessment, intervention, and consultative services to assist children, adolescents, college students, and adult learners with psychological and educational concerns. The clinic is also organized to provide supervised training for graduate students in school psychology at the University of Kentucky. Referrals and requests for services are accepted from parents, teachers, counselors, and others, as well as from school systems, community agencies, and organizations.

The Counseling Psychology Services Clinic, 251 Dickey Hall, (859) 257-4159, is operated by the Department of Educational, School, and Counseling Psychology. The CPS Clinic provides individual, couples, family, parent-child, and group counseling. Diverse populations are welcomed; personal, career, and interpersonal issues can be addressed. The CPS Clinic serves as a training facility for advanced-level masters and doctoral students who are supervised by licensed psychologists. Fees for the CPS Clinic operate on a sliding scale to allow the greatest number of individuals in Lexington and the surrounding counties to be served.

The Center for Traumatic Stress Research, 251 Dickey Hall, (859) 257-9338, is a multiservice psychological trauma center dedicated to providing specialized counseling services to trauma survivors. The Center offers short-term psychotherapy to individuals of all ages, critical incident stress debriefings, and assessment and evaluation of posttraumatic symptomatology for litigation and/or disability claims. The Center also serves as a training clinic for graduate students in Counseling Psychology.

General Information

Students who wish to be recommended for any state education license (certification) must meet the requirements of the Kentucky Education Professional Standards Board and the University of Kentucky Senate.

Students desiring to be recommended for initial certificates in a major must be admitted to the Teacher Education Program associated with that major. The number of students admitted to any UK teacher education program each year depends upon the availability of resources for maintaining quality instruction.

Admission to a teacher education program is highly selective and may be competitive. Meeting minimum requirements for application does not guarantee admission.

Students will be recommended for degrees only upon completion of approved degree programs. Students who have not been admitted to a teacher education program will not be permitted to enroll in courses requiring Teacher Education Program admittance.

ADMISSION, RETENTION AND EXIT FROM TEACHER EDUCATION PROGRAMS

A student must be admitted, retained in, and successfully exit from a state-approved teacher education program in order to receive a teaching certificate. The components of an approved teacher preparation program include: 1) an earned bachelor's degree from a regionally accredited institution of higher education, 2) completion of approved teaching subject matter field(s), 3) successful completion of state mandated testing, 4) completion of a teacher preparation program, including student teaching, 5) and verification by program faculty that all applicable standards have been met.

The College of Education Certification Program Faculty, the College of Education Director of Academic Services and Teacher Certification, and the University Registrar are charged with the responsibility to monitor a student's progress through the teacher preparation program and to recommend to the Kentucky Education Professional Standards Board (EPSB) that a successful candidate be awarded a state teaching license (certificate).

Continuous Assessment in Teacher Education Programs

A student’s progress through all teacher preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their course work and field placements, students will be assessed a minimum of three times during their program by representatives of their respective program faculty.

The three assessments will occur upon entry into the Teacher Education Program, at a midpoint in the program (no later than the semester prior to student teaching), and as students exit the program following student teaching. Assessments will include, but are not limited to: (a) appropriate scores on approved standardized tests, (b) review of grades via inspection of transcript, (c) personal and professional skills assessed during interviews with program faculty when taking campus based courses, and during field experiences, (d) portfolio documents, and (e) continued adherence to the Kentucky Professional Code of Ethics.

Following admission to a Teacher Education Program, if problems have been identified at any assessment point, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student. In addition, if specific strengths are recognized during these assessments, the student will be commended.

Standards for Admission to a Teacher Education Program

1. Candidates for admission must have completed at least 60 semester hours, or, if pursuing initial certification as a post-baccalaureate graduate or graduate student, must have earned a bachelor's degree from a regionally accredited institution of higher education. Early Elementary Education majors may apply to the Teacher Education Program after completing 45 hours.

2. Candidates for admission must demonstrate academic achievement by earning a minimum overall GPA of 2.50. In addition, post-baccalaureate graduate and graduate level students must demonstrate a minimum 2.50 GPA in the teaching subject matter field(s). Students seeking admission to a Master's Degree initial certification program must also satisfy UK Graduate School admissions standards.

3. Candidates for admission must certify their knowledge of the Kentucky Professional Code of Ethics and must sign a state mandated character and fitness review.

4. Candidates for admission must demonstrate aptitude for teaching by presenting three letters of recommendation from individuals who can attest to the candidate's potential success in teaching.

5. Candidates must present an Admissions Portfolio. Although the contents of the portfolio will vary by program, it will include at least the following: "best piece" sample(s) of writing in the subject matter field(s); evidence of experience with students and/or community; and a written autobiography or resume.

6. Candidates for admission must demonstrate an acceptable level of skills in written communication. This will be assessed through an on-demand writing task at the time of the interview. In lieu of an on-demand task, program faculty may require that the candidate demonstrate having earned a minimum grade of B in a college-level written composition course.

7. Candidates for admission must demonstrate an acceptable level of skills in oral communication. This will be assessed by the program faculty at the time of the admissions interview. In lieu of assessing oral communication skills at the time of the interview, the program faculty may require that students have earned at least a B in a college level public speaking course.

8. Candidates for admission must present acceptable scores on one of the following standardized tests:
   • ACT— with minimum composite score of 21.

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- SAT – minimum composite score of 1500 required for tests taken after March 2005. Prior to March 2005, 990 (combination of Verbal and Quantitative). A minimum grade of B on a college level written composition course must accompany the SAT scores. Composition courses normally used to fulfill this requirement include ENG 101, ENG 102, ENG 104, ENG 105, ENG 305, or an equivalent course from another institution. Advanced Placement English used to fulfill the UK Core writing requirement may also be used.

- GRE – Applicants whose GRE scores reflect the new Analytic Writing test must have at least a combined score of 800 on the Verbal and Quantitative portions of the GRE, in conjunction with an Analytic Writing score of 4. For prior version of GRE, minimum composite score of 1200 (combination of Verbal, Quantitative, Analytic). A minimum grade of B on a college level written composition course must accompany the GRE scores. Composition courses normally used to fulfill this requirement include ENG 101, ENG 102, ENG 104, ENG 105, ENG 305, or an equivalent course from another institution. Advanced Placement English used to fulfill the UK Core writing requirement may also be used.

- PRAXIS I Reading Test – (173 paper or 320 computer), Mathematics (173 paper, 318 computer), and Writing (172 paper, 318 computer).

Rules which accompany the standardized testing requirements are as follows:

- No standardized test scores older than eight years can be used to meet this requirement.
- GRE scores may be used only by students who hold a bachelor's degree.
- Students may retake subtests in multi-part tests.
- Students seeking entrance to a graduate degree initial certification program must meet both the graduate school rules regarding the GRE, and College of Education rules for certificate program standardized testing.

9. For those programs requiring EDP 202 as a prerequisite for admission to teacher education, students must complete EDP 202 with a grade of C or better.

Retention of Candidates in Teacher Education Programs

The progress of candidates who have been admitted to a teacher education program is continuously monitored. Some of the items which are monitored are: (a) whether a student continues to earn grades of C or better in professional education classes, (b) whether a student continues to maintain 2.50 minimum GPAs overall, 2.50 in the professional education component as defined in the student’s program description, and 2.50 in all required subject areas, (c) whether a student continues to demonstrate adherence to the EPSB Professional Code of Ethics, and (d) whether adequate progress is being made in building the Working Portfolio.

If problems are identified, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student.

- Prior to the student teaching seminar, each candidate will be asked to provide evidence in the form of the Working Portfolio to demonstrate the acquisition of skills related to teaching in the chosen subject field, and to document progress in any identified problem areas. Each candidate’s portfolio will be reviewed by the appropriate program faculty, and continued progress through the program will be contingent on the results of this midpoint review.

- Admission to student teaching requires a successful retention review and recommendation by the program faculty that the candidate be allowed to student teach.

All teacher certification candidates are encouraged to complete the required state-mandated examinations prior to beginning student teaching.

Exit from Teacher Certification Programs

All candidates for completion of a teacher education program must continue to meet all standards for admission and retention at the time of exit.

At exit all teacher certification candidates must present an Exit Portfolio for review by the appropriate program faculty. The exit portfolio will be organized by Kentucky New Teacher Standards and will include a mix of items selected by the candidate and required by the particular program faculty.

The program faculty must certify that a review of the Exit Portfolio, and other pertinent documents has demonstrated that the candidate has met all of the Kentucky New Teacher Standards as a prerequisite to recommending the candidate for a teaching license.

Prior to exit from the teacher certification program all candidates must achieve required cut-off scores on all Kentucky state mandated teacher certification tests.

State Mandated Testing and the Kentucky Teacher Internship

Successful completion of the examinations required by the Kentucky Education Professional Standards Board is a precondition for the granting of a teaching license (certificate).

Upon being recommended by the College of Education for a Kentucky Teaching License (Certificate), a candidate will be issued a Kentucky Letter of Eligibility for the Kentucky Teacher Internship Program. Upon employment in a Kentucky P-12 school, the candidate will receive a one-year license to practice as a fully qualified intern teacher. After successfully completing the internship year, the candidate will be eligible for a regular Kentucky Professional Teaching License (Certificate). An exception to this rule is the Kentucky Alternative Certification Programs. In those programs, the Kentucky Teacher Internship is part of the program, which allows candidates, upon completion of the program, to be recommended for a full professional educator license (certificate).

Information concerning licensure in other states is available from the College of Education office of Academic Services and Teacher Certification.

Admission and Graduation for Secondary Education Students Not Seeking Admission to a Teacher Certification Program

1. All students pursuing a secondary education major without teacher certification must be admitted to advanced standing as described in items 2 - 4 below.

2. To be admitted to advanced standing, a student must have completed at least 60 semester hours.

3. Students must demonstrate academic achievement by earning a minimum overall GPA of 2.50 at the time of applying for advanced standing. At the time of graduation, students must demonstrate not only a minimum overall GPA of 2.50, but also a minimum GPA of 2.50 in the teaching subject matter field(s).

4. All requests for admission to advanced standing must be reviewed by appropriate faculty advisors. Students not recommended for advanced standing by an appropriate advisor are ineligible to continue in or graduate from College of Education programs.

Calculation of GPAs for Admission to Initial Certification Programs

GPA Rules

All candidates for admission to a UK initial teacher certification program must have earned an undergraduate cumulative GPA of at least 2.50.

In addition, candidates for admission to a graduate level initial certification program, i.e., secondary programs, career and technical education, must have earned in their subject area fields a GPA of at least 2.50.

Master’s degree initial certification programs require a cumulative GPA of 3.0 for all graduate work prior to admission to the program.

UK cumulative GPAs are figured using the rules of the UK Registrar.
Undergraduate initial certification programs require a UK cumulative GPA of 2.50 calculated after the completion of at least twelve semester credit hours.

All courses used to satisfy subject matter certification requirements are used to calculate subject matter GPAs. Verification of subject matter GPAs requires the use of any applicable non-UK transcripts for information about grades, credit hours and quality points.

Master’s degree initial certification programs require an undergraduate degree with an overall GPA of 2.50, but do not require a UK cumulative GPA prior to admission.

Post bachelor’s degree initial certification programs require an undergraduate degree with an overall GPA of 2.50, but do not require a UK cumulative GPA prior to admission.

**Determination of GPAs for Admission to Initial Certification Programs**

If the initial certification program requires a UK GPA, the GPA would be calculated using the rules of the UK Registrar.

If the initial certification program does not require a UK GPA, the required cumulative GPA of at least 2.50 is taken directly from the transcript that shows the award of the Bachelor’s degree.

If an initial program requires review of the graduate GPA, all graduate courses taken on all transcripts are used to calculate the graduate GPA of at least 3.0.

Candidates for admission to a post-baccalaureate graduate initial certification program with less than a 2.50 cumulative GPA may establish a UK undergraduate GPA for the purposes of admission to the program.

Subject area GPAs are calculated using all courses included on the candidate’s approved subject area course listing form.

Questions regarding the College of Education Admission/Retention/Exit policy should be directed to:

**Office of Academic Services and Teacher Certification**

166 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0001
(859) 257-7971
www.uky.edu/education/

**General Rules for Student Teaching**

A student may enroll in student teaching in one of the educator preparation programs provided he or she has:

1. been admitted to and retained in the appropriate teacher education program;
2. maintained a grade-point standing of at least 2.50 in (a) subject matter area(s) as defined by the program, (b) professional education, (c) related studies, and (d) overall;
3. completed all professional education courses except student teaching;
4. completed a minimum of 75 percent of the required subject matter courses;
5. applied and been accepted for student teaching two semesters prior to the one in which student teaching is to be done;
6. completed the required national and state criminal background check with no criminal background identified;
7. been accepted by the school system and supervising teacher where he or she plans to do student teaching;
8. scheduled no more than 3 hours of college work to be carried during student teaching with no classes scheduled to interfere with the student teaching assignment; and,
9. presented evidence of having had a specified physical examination.
10. P-12 certification programs require student teaching in more than one grade level.

**Policy on Intensive Field Experiences**

The University of Kentucky College of Education is committed to preparing candidates for the teaching profession who are effective, reflective decision-makers. To that end, and in order to meet state certification regulations and national accreditation requirements, teacher candidates complete an array of carefully planned field experiences. These experiences are systematically integrated into the teacher education program curriculum.

In order to ensure high-quality experiences, the College has established a network of clinical sites where candidates complete field placements. These sites are part of the university’s extended campus known as the university clinical/field network. Sites are selected at the program level (i.e., by the program faculty that governs the curriculum for the particular certification area). Selection decisions are made using specific criteria that are directly linked to program goals, accreditation standards, and certification requirements.

All teacher candidates are expected to complete their intensive field experiences (referred to as practicum and student teaching) in these approved clinical sites.

**Character and Fitness Reviews**

All students seeking admission to, retention in, or completion of a UK educator preparation program, must complete a state mandated character and fitness review. In addition, students with records of misconduct beyond simple traffic violations must provide complete documentation of this misconduct utilizing written procedures available in the office of Academic Services and Teacher Certification. Records of misconduct will be available for use by program faculties in making decisions about admission, retention and completion of the program. Students must also complete any state-mandated background checks, which may include a national check of FBI records. By Kentucky statute, persons with records of serious legal misconduct are ineligible for student teaching, state teaching licensure, or employment in the public schools. Students are responsible for completing all required background check procedures in a timely manner so that decisions about their movement through the program may be made.

**Appeals**

Candidates who are denied admission to an educator certification program, not retained in the program, or denied completion of the program, may appeal the decision of the program faculty.

The first appeal is for the program faculty to reconsider its initial decision. Candidates must request a reconsideration within 30 days of the date on the letter of denial. The request for reconsideration must be presented to the program faculty chair, who will call a meeting of the program faculty to review the original decision. The program faculty chair will notify the Director of Academic Services and Teacher Certification of the faculty’s decision, and the Director will notify the candidate in writing.

If the program faculty does not alter its initial decision, the candidate may appeal to the College of Education standing committee on Undergraduate Admissions and Standards or the College of Education standing committee on Graduate Admissions and Standards. Candidates wishing to appeal to one of these admissions and standards committees must present their request for committee review to either the Associate Dean for Academic and Student Services or the Associate Dean for Research and Graduate Studies. The Associate Dean will assemble the necessary materials, call the committee together to hear the appeal, and inform the candidate of the committee’s decision. The Associate Dean will also notify the Director of Academic Services and Teacher Certification so that student records may be updated. For purposes of admission, retention or completion of educator certification programs, the decision of the admissions and standards committee is final.

**Standards and Standards Sets in Educator Preparation Programs**

All College of Education programs are standards-based, requiring candidates to meet these standards before completing an educator preparation program. Candidates are assessed on these standards at the three continuous assessment points: admission to the program, prior to final practicum experiences, and at program completion.

There are three core sets of standards required for completion of all College of Education educator preparation programs. They are: Interdisciplinary Early Childhood Education Standards
College of Education

(IECE), New Teacher Standards (IECE), or Administrator Standards (ISLLC) (whichever is appropriate for the candidate's program). For brevity, only the IECE and NTS standards sets are included in this section. Candidates should see their program faculty chairpersons concerning the standards that are applicable to their particular program.

Interdisciplinary Early Childhood Education Birth to Primary Standards (IECE)

1. Designs/plans instruction
2. Creates/maintains learning climates
3. Implements instruction
4. Assesses and communicates learning results
5. Reflects/evaluates professional practices
6. Collaborates with colleagues/families/other
7. Engages in professional development
8. Supports families
9. Demonstrates implementation of technology

Beginning (New) Teacher Standards (NTS)

1. Designs/plans instruction
2. Creates/maintains learning climates
3. Implements manages instruction
4. Assesses and communicates learning results
5. Reflects/evaluates teaching/learning
6. Collaborates with colleagues/parents/others
7. Engages in professional development
8. Knowledge of content
9. Demonstrates implementation of technology

College of Education Skills and Dispositions

1. Communicates appropriately and effectively
2. Demonstrates constructiveness attitudes
3. Demonstrates ability to conceptualize key subject matter ideas and relationships
4.-interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings
5. Demonstrates a commitment to professional ethics and behavior

College of Education Technology Standards

1. Integrates media and technology into instruction
2. Utilizes multiple technology applications to support student learning
3. Selects appropriate technology to enhance instruction

Educational, School, and Counseling Psychology

The Department of Educational, School, and Counseling Psychology offers coursework leading to professional and standard certification and licensure in the Commonwealth of Kentucky, by the Education Professional Standards Board and the Kentucky Board of Examiners, respectively. The UK counseling and school psychology doctoral programs are fully accredited by the American Psychological Association (APA), and the doctoral and specialist degree programs in school psychology are approved by the National Association of School Psychologists (NASP) and the National Council for the Accreditation of Teacher Education (NCATE).

Educational Leadership Studies

The Department of Educational Leadership Studies seeks to improve the quality of American education through improved training and competence of administrators. The department is particularly mindful of its obligation to supply the needs of Kentucky for high quality administrators in public schools and educational agencies. Advanced programs are offered to meet certification requirements for elementary, middle, and secondary principals, supervisors of instruction, and superintendents of schools.

Educational Policy Studies and Evaluation

The Department of Educational Policy Studies and Evaluation provides a unique opportunity for students who wish to develop the knowledge, judgment, and research skill required to address educational issues with flexibility and imagination. Students are offered the resources of historical, sociological, philosophical, and comparative analysis; knowledge of current educational issues; expertise in evaluation research; and the opportunity to learn skills necessary to evaluate the significance of studies that bear on policy. The department offers advanced degrees only.

Kinesiology and Health Promotion

The Department of Kinesiology and Health Promotion offers undergraduate courses and degree programs in kinesiology (physical education) and health promotion. Students are encouraged to take one 1-credit physical education class each semester during the first two years of college.

The Physical Education University Service program offers beginning instruction in both individual and team activities. Individual skill instruction is available in weight training, conditioning and fitness, golf, racquet sports, gymnastics, swimming, scuba diving, aerobic running and swimming, and dancing. Instruction in such team activities as basketball, soccer, volleyball, and softball is also available. In addition, intermediate
and advanced courses in many of the activities are offered.

The kinesiology program is designed for students interested in teaching as well those interested in the application of knowledge and skills in kinesiology and health promotion in commercial settings. Students desiring teacher certification will complete one or more of the programs in kinesiology and health promotion described in this Bulletin. The department also offers a non-teacher certification kinesiology program in exercise science.

The purpose of health promotion is to promote quality of life for all people. This area of study is interdisciplinary, extending into biology, psychology, sociology, and medicine. Health promotion generally focuses on the whole individual, including social and emotional dimensions, not just the physical. The primary focus of course work in health promotion is on teacher certification. Opportunities for health educators exist in community agencies, adult fitness programs, and health education programs in industry and business. The department offers a minor in health promotion that does not lead to teacher certification.

Special Education and Rehabilitation Counseling

The Department of Special Education and Rehabilitation Counseling offers three different programs of study at the undergraduate level: (1) interdisciplinary early childhood education; (2) learning and behavior disorders; and (3) moderate/severe disabilities.

The department offers graduate level programs leading to initial educator certification in learning and behavior disorders, moderate/severe disabilities, and interdisciplinary early childhood education. Students may also pursue the masters degree in rehabilitation counseling, and graduate advanced preparation in a variety of special education topics.

DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION

B.A. in Education with a major in EARLY ELEMENTARY EDUCATION

Requirements for Program

The Early Elementary Education Program is aligned with the New Teacher Standards of the Kentucky Education Professional Standards Board, and the national standards for elementary education approved by the National Council for the Accreditation of Teacher Education. The model for the early elementary education program presumes a collaborative relationship between school and university personnel focused on ensuring a high level of individual attention to the mentoring and socialization of teacher candidates. The faculty recognizes that this is a labor-intensive process, requiring sustained time and effort by all parties. Work in early elementary education must be guided by two principles: first, a commitment to continuous improvement based on reflection, evaluation, and on-going research; second, a commitment to peer collaboration as a source of professional growth for teacher candidates as well as school and university faculty.

To receive the B.A. degree in Early Elementary Education, students must: (1) complete the UK Core requirements; (2) complete the program related studies courses; and (3) complete the professional education component.

Continuous Assessment

1. Admission to the program is based on a selective admission process that generally occurs after students have completed 60 hours of university course work. All students are expected to meet the standards and rules for Admission, Retention, and Exit from the Teacher Education Program as set forth in the section "Admission, Retention, and Exit from Teacher Education Programs" on pages 187-188.

2. Assessment at the Point of Entry to the Early Elementary Education Program. At the point of entry students must present an admission portfolio which includes the following: a) a "best piece" sample of writing which demonstrates ability to research a topic in some depth; b) evidence of multicultural/cross-cultural experience with written reflection on the experience; c) evidence of having completed 30 hours of community service with early elementary age children, including a written reflection on the experience; d) evidence of having completed 20 clock hours of field experience in an elementary school, supervised by a qualified person; and, e) a written autobiography. Also at the time of entry, students will be required to complete an on-demand writing task.

3. On-Going Assessment: Assessment During the Professional Introduction Semester. Assessment of progress in the Professional Introduction semester includes assessment strategies specific to individual courses, but also includes an overall "Professional Introduction Portfolio." This portfolio is intended to be an extension of the admissions portfolio, adding the following exhibits: a) philosophy of education statement (this will be modified as candidates move through the program); b) "best piece" samples from course work that show evidence of content knowledge, pedagogical content knowledge, and effective practice (given the students' level of experience); and c) evidence of competence in instructional applications of technology and systems of information management.

4. Assessment of Progress in the Professional Block. This includes assessment strategies specific to individual methods courses that confirm content as well as pedagogical knowledge. It also includes some additional assessments. At the beginning of the semester, students' Professional Introduction Portfolios are reviewed and placement needs are discussed. Once the semester begins, students are observed throughout the semester by their supervisor and are assessed using an observation form which directly reflects the New Teacher Standards. Students also submit videotapes of themselves teaching and an analysis of these as well as other lessons they have taught. The supervisors provide feedback on these lessons as well. The faculty also reviews students' Professional Development Plans. Each student develops a Professional Development Plan (PDP) in cooperation with UK faculty and school-based faculty. The PDP includes observations on the student's strengths and areas that need further work. This document serves as a planning tool for student teaching. Students also continue the development of their teaching portfolio, adding information that demonstrates competence on tasks related to the New Teacher Standards for each Professional Block course.

5. Assessment During the Student Teaching Semester. Students are assessed in a variety of ways during this semester. Student assignments include: observations reports, developing a thematic unit, critiquing their own teaching using videotapes, completing two solo weeks, and further developing their teaching portfolios.

Statement on Student Teaching

Students in the early elementary education program complete 16 weeks of student teaching, concentrating on the ages in grades P-5. (See the section on "Student Teaching" on page 189 for additional information on student teaching.)

UK Core Requirements

See the UK Core section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list ......................... 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list ......................... 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list ......................... 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list ......................... 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I .................. 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II .................. 3

VII. Quantitative Foundations

MA 111 Introduction to Contemporary Mathematics .................. 3