## Elementary Education
### Student Handbook

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Final Thoughts for TEP Candidates
Elementary Program Faculty
Welcome to the Elementary Education Program at the University of Kentucky! Our mission is to prepare teacher candidates to educate kindergarten through fifth grade students in Kentucky and around the world. Our team of professors are experts in the fields of Literacy, Classroom Management, Social Studies Education, Science Education and Math Education. When you graduate from the Elementary Education Program at UK, you can be assured that you will be an innovative and trailblazing educator.

**LISA AMICK, Ed.D., University of Illinois**

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<th>Clinical Assistant Professor</th>
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Dr. Amick joined the University of Kentucky faculty in 2014 as a clinical assistant professor of mathematics education. Dr. Amick holds a Masters in Educational Administration and a Masters in Mathematics Education, both from Eastern Illinois University. Dr. Amick received her Doctorate in Curriculum and Instruction from the University of Illinois. Dr. Amick taught sixth grade mathematics in central Illinois for 10 years, where she worked with numerous pre-service teachers. She also taught one semester of middle level mathematics education at the University of Illinois, and earned her National Board Certification in 2010. Her research interests include teacher professional development, assessment writing and analysis, and middle school mathematics education.

**SHARON BRENNAN, Ed.D., University of Kentucky**

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<tr>
<th>Associate Professor, Director of Clinical Experiences &amp; School Partnerships</th>
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Dr. Brennan is a faculty member in the Department of Curriculum & Instruction and the Director of Clinical Experiences and School Partnerships for the College of Education at the University of Kentucky. She received her Ed.D. and M.A. degrees from the University of Kentucky and a B.S. degree from Framingham State University, Framingham, MA. Her areas of interest include: teacher performance assessment, clinical supervision, professional development, globally-minded teaching and school/university with an emphasis on collaboration with global partners.

For more than three decades, Dr. Brennan has been part of the development and monitoring team for the system used to assess Kentucky's first year teachers. She serves on several state and national committees including the Board of Directors for the Consortium of Overseas Student Teaching, the Kentucky Association of Colleges for Teacher Education, and the Kentucky Advisory Council for Internships which she chairs. Publications and conference presentations have focused primarily on ways to promote globally-minded teaching practices. For example, she served as co-editor on a book focusing on ways to build intercultural student teaching programs and is currently working with colleagues to develop an instrument designed to assess global-mindedness in teaching at state, national and international levels.

BRETT CRISWELL, Ph.D., Penn State University

Clinical Assistant Professor  
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The Canadian poet Neil Peart said, “What is a master but a master student? And if that's true, then there's a responsibility on you to keep getting better and to explore avenues of your profession.” From 15 years of teaching high-school chemistry to the completion of a doctoral degree at Pennsylvania State University to his current position in the University of Kentucky’s STEM education department (which began in 2013), Dr. Criswell has constantly explored what it means to be an effective science teacher. Working with preservice teachers at all grade levels (elementary, middle and secondary), Dr. Criswell continues to study how teachers can develop what Goodwin called professional vision -- the ability to see and articulate fundamental features of their practice -- and use that to become better educators and even teacher leaders.

LAURA DAROLIA, Ph.D., University of Missouri
### Laura Darolia, Assistant Professor

**Curriculum and Instruction**

Dr. Darolia has a B.S. in Elementary Education from Loyola University Chicago, an MA in Curriculum and Instruction from American University and a Ph.D. in Early Childhood Education from the University of Missouri. She has 10 years of elementary school teaching experience and has taught in the Bay Area, Washington, D.C., and Columbia, Missouri.

Dr. Darolia's academic interests include supporting classroom teachers implementing critical literacy practices, teaching literacy methods courses, and mentoring student teachers.

### Regina Dawson, M.Ed., University of Kentucky

**Clinical Assistant Professor**

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Ms. Dawson joined the faculty program in 2014 as a Clinical Assistant Professor and the Elementary Ed. Co-Chair. Her previous work is at the P-12 level and her previous roles include Elementary Teacher, Instructional Coach, Administrative Dean and Principal. She received her undergraduate degree from Carlow College in Pittsburgh, PA and her Master's degree from UK. Regina teaches social studies methods with a focus on integrating social studies and literature. She is also the Director of Student Engagement, Equity and Diversity.

### Jeanette Groth, Ed.D., University of Kentucky

**Lecturer**

Jeanette.groth@uky.edu

Dr. Groth is a lecturer in Curriculum and Instruction. She joined the faculty in 2009. She also holds a Masters from Georgetown College and a B.A. from Concordia University, Chicago. Dr. Groth has taught all grades from one to eight and has had ten years of teaching Middle School Social Studies at the School for the Creative and Performing Arts in Lexington. Her teaching experience has an international component doing education consultancy in Ghana, W. Africa and Cambodia. Dr. Groth has an interest in international programs at UK and works to help students become more globally aware. Her area of research is citizenship and democracy.
CINDY JONG, Ph.D., Boston College

Associate Professor, Elementary Education Co-Chair
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Dr. Jong joined the faculty in 2011 as an assistant professor in mathematics education. She holds a B.A. in Elementary Education and M.Ed. in Mathematics Education from the University of Nevada, Las Vegas. Dr. Jong taught at the elementary level in the Clark County School District for a few years prior to earning her Ph.D. in Curriculum and Instruction with an emphasis on Mathematics Education at Boston College. While at Boston College, she worked as a graduate assistant on the Teachers for a New Era Evidence Team, led by Dr. Marilyn Cochran-Smith. As a member of this interdisciplinary team, she examined the impact of teacher education on pupil learning and issues of social justice using various research designs. Prior to joining the STEM Education Department at UK, Dr. Jong worked as an assistant professor at Virginia Commonwealth University for two years. Her current research interests include preparing elementary school teachers to teach mathematics effectively, understanding teachers’ ideas of teaching mathematics for social justice, and providing support for novice teachers in mathematics.

REBECCA MCNALL KRALL, Ph.D., University of Virginia

Associate Professor
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Dr. Krall joined the faculty in the Department of STEM in fall 2003 after completing her doctoral degree in science education at the University of Virginia. She also holds a B.A. in elementary education from Virginia Tech and a M.Ed. in science education from the University of Virginia. She taught science in Virginia to grades 6 and 8 for seven years prior to pursuing her graduate degrees. Dr. Krall’s research interests include examining strategies for preparing pre-service science teachers to effectively use educational technology in science instruction; examining teachers’ content knowledge in science topics they are expected to teach; exploring how professional development programs in science improve teachers content knowledge and teaching practice; and more recently, exploring professional noticing of elementary preservice elementary teachers in science. Dr. Krall teaches courses in elementary science methods, effective uses of technology in model-based inquiry, advanced strategies for teaching elementary science, and mentors master/doctoral level graduate students.

JONI MEADE, M.A., University of Kentucky
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<thead>
<tr>
<th>Clinical &amp; Literacy Instructor</th>
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Joni Meade graduated from the University of Kentucky with a BA in Elementary Education and a MA in Literacy. She also holds an endorsement in Gifted Education. She taught in Fayette County at Garden Springs Elementary for five years then was on the opening staff for Veterans Park Elementary where she taught in upper primary. She has been an instructor within the program since 2005 and has taught EDC 329, EDC 339 and is currently the Coordinator of Elementary Student Teaching. Mrs. Meade’s passion is being out in the schools working with cooperating teachers and student teachers, while also working with the students in the classrooms.

<table>
<thead>
<tr>
<th>KRISTEN PERRY, Ph.D., Michigan State University</th>
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Dr. Perry, Associate Professor of Literacy, joined the faculty in 2007. Her research is grounded in sociocultural theories of literacy with respect to learning and development, and it focuses primarily on everyday home/community literacy practices in diverse communities, particularly among African immigrants and refugees. Dr. Perry also directs the Cultural Practices of Literacy Study (CPLS), a series of ethnographic case studies of literacy practice in socio-culturally-defined communities. She earned the Literacy Research Association’s Early Career Achievement award (2012) and their J. Michael Parker Award (2007) for contributions to adult literacy research. Other areas of scholarly interest include educational opportunities (ESL, literacy, and higher education) for adult refugees, and research ethics in qualitative research. Dr. Perry teaches graduate-level literacy courses in language and literacy development, literacy research, and literacy in ESL classrooms, as well as graduate qualitative research methods courses. She also teaches undergraduate elementary language arts methods courses and has supervised student teachers. She earned a Ph.D. in Learning, Technology & Culture (formerly Educational Psychology), with a specialization in Literacy, from Michigan State University, and a BA in English from Carleton College in Northfield, Minnesota. Her research interests emerged from her teaching experiences in multi-age elementary classrooms in Denver, Colorado, her service in the Peace Corps in Lesotho in southern Africa, and her work tutoring adult refugees.
PAM SEALES, M.S., University of Wisconsin Madison

Lecturer  
pamseales@uky.edu
Curriculum and Instruction

Pamela Seales is a faculty member in the department of Curriculum and Instruction, College of Education, University of Kentucky. As a lecturer she teaches topics in literacy and supervises student teachers. She earned her MS degree in Literacy at the University of Wisconsin Madison, earned a BS in Elementary Education from SUNY Geneseo, and is certified as an Elementary School teacher in Kentucky and New York State (permanent). Among her varied experiences with education and literacy at all levels, she taught third and fourth grade in Madison, Wisconsin, served on the Jessamine County School Board for two elected terms (8 years), and participated with the Collaborative Center for Literacy Development to improve reading across the state of Kentucky.

MARY C. SHAKE, Ed.D., SUNY Albany

Associate Professor,  
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Dr. Shake is an Associate Professor of Literacy and Elementary Education in the Department of Curriculum and Instruction. She is a former elementary teacher and taught grades K - 4 in northern New York. Dr. Shake holds a B.S. degree in Elementary Education and Home Economics from University of St. Joseph in Connecticut, and MS and PhD degrees in literacy from the University at Albany. Her areas of academic interest include classroom literacy instruction, education reform, and teacher preparation for diverse classrooms. Dr. Shake teaches undergraduate and graduate literacy education courses and elementary practicum at UK. She particularly enjoys observing practicum students and student teachers in elementary classrooms and feels these experiences positively inform her instruction in University courses.

JONATHAN THOMAS, Ed.D. University of Cincinnati

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| **Dr. Thomas** | Dr. Thomas joined the faculty in 2015 as an assistant professor in mathematics education. He holds a B.A. in Elementary Education from the University of Kentucky, an M.Ed. in Educational Leadership and an Ed.D. in Curriculum and Instruction with an emphasis on mathematics, both from the University of Cincinnati. Prior to engaging in graduate-level education, Dr. Thomas served as a mathematics intervention teacher in public, private, and charter schools in the greater Cincinnati metropolitan area. Prior to joining the STEM Education Department at UK, Dr. Thomas served as an assistant professor of mathematics education at the Northern Kentucky University as well as a faculty associate for the Kentucky Center for Mathematics (www.kymath.org). Presently, Dr. Thomas’ current research interests include investigating responsive mathematics teaching practices, nonverbal patterns of mathematical interaction, and learning trajectories. Dr. Thomas continues his relationship with the Kentucky Center for Mathematics as a faculty associate and serves as a liaison between the center and stakeholders in mathematics teacher preparation across the commonwealth. |

| **KIM WHITE, Ed.D.** | KIM WHITE, Ed.D.  University of Georgia  Clinical Assistant Professor, Elementary Education Co-Chair  kim.white@uky.edu  Curriculum and Instruction  (859) 257-7852   317 Dickey Hall  Dr. White joined the UK clinical faculty as an assistant professor in 2014. After graduating from Morehead State University in 1984, she began her elementary teaching career in Atlanta. In 1991, she began her higher education career at Ball State University in early childhood and elementary education. Dr. White recently returned to Kentucky and to higher education, after spending 18 years as an early childhood and elementary teacher in suburban Seattle. She specializes in child development, creating positive learning communities and literacy education. |
Dispositions and Expectations

The University of Kentucky Elementary Teacher Education Program (Elementary TEP) adheres to the standards set forth by the Education Professional Standards Board (EPSB) of Kentucky regarding teacher education. What follows are the standards, dispositions, and expectations set forth by ESPS and the University of Kentucky Teacher Education Program unit. All candidates in the Elementary TEP are expected to demonstrate the standards, dispositions and expectations summarized herein throughout their participation in the teacher education program.

KENTUCKY TEACHER PERFORMANCE STANDARDS

STANDARD 1: Learner Development  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD 2: Learning Differences  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

STANDARD 3: Learning Environments  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

STANDARD 4: Content Knowledge  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

STANDARD 5: Application of Content  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

STANDARD 6: Assessment  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

STANDARD 7: Planning for Instruction  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

STANDARD 8: Instructional Strategies  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

STANDARD 9: Professional Learning and Ethical Practice  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
STANDARD 10: **Leadership and Collaboration**  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

University of Kentucky Professional Commitments and Dispositions

The combined program faculties of the UK educator preparation unit have established five Functional Skills and Dispositions that underlie all UK Teacher Education Programs. The required skills and dispositions are as follows:

**Functional Skill and Disposition 1:** Candidates communicate appropriately and effectively.
- Communicates orally in formal presentations
- Communicates with individuals in small groups in informal settings
- Uses nonverbal communication skills
- Communicates in writing (reports, essays, letters, memos, emails)

**Functional Skill and Disposition 2:** Candidates demonstrate constructive attitudes.
- Demonstrates knowledge and command of socio-cultural variables in education
- Demonstrates constructive attitudes toward children, youth, parents, and the community
- Demonstrates awareness and acceptance of diversity in educational settings

**Functional Skill and Disposition 3:** Candidates demonstrate ability to conceptualize key subject matter ideas and relationships.
- Correctly states key subject matter ideas
- Explains key subject matter ideas
- Tailors key subject matter ideas to diverse populations
- Addresses misconceptions in key subject matter ideas
- Identifies real life examples to enhance student learning

**Functional Skill and Disposition 4:** Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
- Demonstrates acceptable educator behavior in diverse educational settings
- Demonstrates adaptability in reflecting on self in relation to diverse groups
- Plans, teaches, and assesses in a culturally responsive manner

**Functional Skill and Disposition 5:** Candidates demonstrate a commitment to professional ethics and behavior.
- Demonstrates understanding of the Kentucky School Personnel Code of Ethics
- Complies with all legal requirements required of educators in a knowledgeable and timely manner
- Demonstrates understanding of ethical issues related to the middle school certification area

**PROFESSIONALISM: EPSB PROFESSIONAL CODE OF ETHICS FOR KENTUCKY CERTIFIED SCHOOL PERSONNEL**

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and
establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board. The code of ethics set forth by the Education Professional Standards Board follow.

Follow this link to the full Code of Ethics: http://www.epsb.ky.gov/mod/page/view.php?id=55%22

Code of Ethics

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified Personnel is codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher or administrator certification.

Certified Personnel in the Commonwealth

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

To students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To the education profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

SOCIAL MEDIA ETIQUETTE RECOMMENDATIONS

Students must demonstrate professional and ethical conduct in all relationships when using social media. It is the student's' responsibility to understand how social media can positively or negatively impact various employment opportunities.

PROS:
- Encourages communication and interaction
- Allows easy networking and sharing of professional resources
- If used correctly, personal sites show online responsibility with digital resources

CONS:
- Easy access to dangerous and risky sites and images
- Allows the quick spread of unreliable or slanderous information
- You must be extremely cautious at all times with what you post on any of your personal, private or even professional accounts.

CAUTIONS:
- Your personal site is a reflection of yourself and of your school
- Consider the message you are portraying
- Avoid obscenities, rude gestures and any other unprofessional conduct
- Avoid posting pictures or information that link you with illegal activity
- Avoid posting slanderous or malicious content about anyone
- Avoid texting about school-related personnel, students, or events
- Always put your best face forward
- NEVER reveal information about the school you work with or any of the students

Dress Code Expectations

It is important that all teacher candidates have a neat, clean appearance.
You should look professional while in field placements.
- Be mindful of your hygiene by brushing your teeth, bathing, having clean hair and applying deodorant daily.
• Cover any revealing cleavage. Bend over to check!
• Wear comfortable shoes because you will be on your feet all day, but please no unprofessional footwear such as snow or rain boots. Check with your Cooperating Teacher for the school’s policy on sandals.
• Skirts or dresses should not come above the knees.
• Leggings as pants are not permitted. You may wear them only under a dress or skirt.
• Please press clothing – wrinkled clothing is not acceptable. Clothes should be free of holes.
• Wear simple jewelry.
• Men: Please be clean-shaven and of neat appearance.
• Shorts, sneakers and ball caps are not permitted.

Professionalism and Professional Relationships highlight behaviors that are expected of all University of Kentucky Elementary Education Teacher Candidates.

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<th>Professionalism</th>
<th>Some Examples of Expected Behavior</th>
<th>Some Examples of Inappropriate Behavior</th>
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<tr>
<td>Demonstrates compliance with the Kentucky EPSB Code of Ethics</td>
<td>Conducts self as a professional by complying with the Kentucky Code of Ethics, school policies, laws and regulations</td>
<td>Does not consider the consequences of what is said or written</td>
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<td>Complies with all school policies, laws and regulations at the local, state and national levels</td>
<td>Goes through proper channels to address concerns or disagreements with policy or lack thereof</td>
<td>Demonstrates dishonest behavior</td>
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<tr>
<td>Is prepared for classes, field work and all professional obligations</td>
<td>All work is completed at an acceptable level as communicated by syllabi and assessment instruments</td>
<td>Is in violation of Kentucky Code of Ethics</td>
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<tr>
<td>Maintains professional appearance</td>
<td>Dresses in a modest and appropriate manner, including appropriate footwear</td>
<td>Is in violation of school policies, laws or regulations</td>
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<td>Takes initiative by being an active, engaged participant</td>
<td>Is a consistent self-starter</td>
<td>Shows a dependence on others for direction</td>
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<td>Written correspondence (email, texts, letters, assignments) is professional</td>
<td>Uses appropriate grammar, punctuation, spelling and language rally</td>
<td>Uses slang, derogatory words and informal language in inappropriate contexts</td>
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<td>Maintains confidentiality (privacy of information)</td>
<td>Speaks with students privately</td>
<td>Gossips about peers, teachers, families and children</td>
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<td>Keeps all information about children and teachers confidential</td>
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<td>Professional Relationships</td>
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<td>Some Examples of Inappropriate Behavior</td>
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<tr>
<td>Takes initiative to promote ethical and responsible practice</td>
<td>Proactively solves problems Uses sound judgment in making decisions</td>
<td>Is not proactive in resolving conflicts</td>
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<td>Is punctual and dependable in attending all professional obligations</td>
<td>Is on time for classes, field work and all professional obligations Meets deadlines Meets all attendance expectations</td>
<td>Is late or inexcusably absent Blames others or circumstances for tardiness Does not meet deadlines</td>
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<td>Addresses issues of concern in a professional manner</td>
<td>Presents issue in an objective and respectful manner after considering the consequences</td>
<td>Behavior is irrational, subjective and influenced by personal feelings</td>
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<td>Monitors and maintains responsible use of social media</td>
<td>Appearance in all social media pictures (posted by self or others) presents a professional image Language used in social media is professional Confidentiality is maintained</td>
<td>Posts photos depicting self or others in ways that might be interpreted as immodest or provocative Posts photos of classroom children on personal sites without the expressed permission of parents, caregivers, and children Posts comments and stories about children or teachers on personal sites without the expressed permission of parents, caregivers, and children</td>
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<td>Professional Relationships</td>
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<td>Respects administrative authority</td>
<td>Accepts feedback openly and graciously Tries to verify own understanding of feedback</td>
<td>Blames others for problems or conflict Ignores, refuses or deflects feedback about work or behavior Argues inappropriately about feedback Makes no effort to verify understanding of suggestions Responds inappropriately to feedback and constructive criticism</td>
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<td>Demonstrates respect for self and others</td>
<td>Is respectful and courteous Demonstrates empathy and concern for others Consistently practices empathetic listening Demonstrates compassion for those experiencing difficulties Communicates caring and concern</td>
<td>Is disrespectful, discourteous and undiplomatic with others</td>
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<td>Establishes and maintains positive professional relationships with peers, classified staff, teachers and administrators</td>
<td>Identifies and accepts personal responsibility in problem situation Initiates communication to resolve conflicts Behaviors indicate honesty</td>
<td>Shows inappropriate or aggressive manner with others Displays inappropriate communicative behavior in situations of disagreement</td>
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<tr>
<td>Collaborates effectively with colleagues</td>
<td>Contributes substantially to shared group goals in classes and in field experience Actively listens to and respects ideas of others</td>
<td>Avoids collaborating and engaging with diverse individuals Shows a dependence on others for direction and initiative</td>
</tr>
</tbody>
</table>
Establishes caring relationships with students while maintaining appropriate boundaries

<table>
<thead>
<tr>
<th>Establishes caring relationships with students while maintaining appropriate boundaries</th>
<th>Interactions with students are respectful. Works to establish rapport with students. Creates and maintains a positive learning community in which children respect one another. Communicates a sense of responsibility to all learners.</th>
<th>Interactions with students show lack of respect. Emphasizes poor choices of students to entire class. Shows favoritism and/or disdain for certain students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates appropriate flexibility in all situations</td>
<td>Recognizes the need for adjusting its in projects or plans in order to meet the needs of students and participants.</td>
<td>Is rigid. Reluctant to change the course of a project or plan to meet the needs of students and participants.</td>
</tr>
</tbody>
</table>

Social Justice and Growth Mindset highlight dispositions that are expected of all University of Kentucky Elementary Education Teacher Candidates.

<table>
<thead>
<tr>
<th>Social Justice</th>
<th>Some Examples of Expected Behavior</th>
<th>Some Examples of Inappropriate Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes and demonstrates respect for diversity*</td>
<td>Perceives diversity as an opportunity to enrich students’ experiences, knowledge and understanding. Recognizes how one’s own privileges and biases influence one’s perspectives and behavior.</td>
<td>Perceives diversity as a problem or obstacle. Uninterested in learning about the experiences or perspectives of those who differ.</td>
</tr>
<tr>
<td>Demonstrate and encourage democratic interaction in the classroom and school</td>
<td>Responds equitably to all learners.</td>
<td>Focuses only on task and not those who need help. Presume student behavior or performance is due to lack of parental support or not wanting to learn.</td>
</tr>
<tr>
<td>Acts as an advocate</td>
<td>Takes action to address inequitable treatment of students based on immutable characteristics. Holds students, peers and colleagues accountable for insensitive remarks or discriminatory behavior towards disadvantaged groups.</td>
<td>Remains silent when a colleague makes disparaging comments or engaged in discriminatory behavior against disadvantaged groups.</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrates high instructional expectations for all students</td>
<td>Identifies factors which impact success and works to meet individual needs.</td>
<td>Does not feel responsible for the success of all learners.</td>
</tr>
<tr>
<td>Selects and uses appropriate materials</td>
<td>Selects materials interesting to students including diverse representation in teaching materials. Examines materials for references to bias and stereotype. Includes a variety of materials representing areas of diversity.</td>
<td>Lessons and materials do not include forms of diversity.</td>
</tr>
<tr>
<td>Value the backgrounds, experiences and knowledge of students and colleagues</td>
<td>Makes a genuine effort to address the diverse needs and interests of students.</td>
<td>Does not view my students’ cultural background and prior experiences as a building block for instruction.</td>
</tr>
<tr>
<td>Actively engages all students in learning</td>
<td>Stimulates students’ interests and learn about students’ prior knowledge, learning preferences, interests and needs. Shows a sensitivity to and appreciation how students learn best.</td>
<td>Responds unequally to learners. Does not show a sensitivity or appreciation to how students learn best. Is unwilling to incorporate knowledge of student characteristics to create meaningful and active learning. Makes little or no attempt to learn about students’ prior knowledge, learning preferences, interests and needs.</td>
</tr>
</tbody>
</table>

*Diversity = differences among people based on ethnicity, race, culture, socioeconomic status, gender, exceptionalities, language, religion, sexual identity and orientation, and geographical area.

<table>
<thead>
<tr>
<th>Growth Mindset</th>
<th>Some Examples of Expected Behavior</th>
<th>Some Examples of Inappropriate Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a passion and enthusiasm for teaching</td>
<td>Behavior is consistent with satisfaction with your chosen profession. Communication is consistent with a teacher satisfied with chosen profession.</td>
<td>Appears to lack enthusiasm for teaching. Uses negative language about teaching and learning.</td>
</tr>
<tr>
<td><strong>Seeks and accepts help when needed</strong></td>
<td><strong>Willingly acts on suggestions</strong>&lt;br&gt;Shows enthusiasm toward improving&lt;br&gt;Incorporates a variety of resources to improve learning</td>
<td><strong>Displays little or no desire for improvement</strong>&lt;br&gt;Does not take advantage of resources to solve problems or make improvements</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Respects the views and perspectives of others</strong></td>
<td><strong>Demonstrates a willingness to continuously examine one’s own assumptions, and beliefs practices to improve</strong>&lt;br&gt;Actively learns about other cultures and values&lt;br&gt;Is receptive to, accepts, and values other cultures and ideals</td>
<td><strong>Is not open to learning about new ideas or perspectives that come from the experiences of those around me.</strong></td>
</tr>
<tr>
<td><strong>Regularly engages in reflection and analysis of one’s own motives, responses and actions</strong></td>
<td><strong>Takes initiative to reflect on progress</strong>&lt;br&gt;Reflection includes both strengths and challenges&lt;br&gt;Takes ownership of behavior&lt;br&gt;Actively seeks strategies for professional growth</td>
<td><strong>Strategies for professional growth are superficial or inappropriate</strong>&lt;br&gt;Identifies strengths but reluctant to reflect on challenges&lt;br&gt;Reflections are focused on circumstances or others instead of oneself&lt;br&gt;Reluctant to consider strategies for professional growth, even after considerable prompting and direction</td>
</tr>
</tbody>
</table>
You must make a C or better in all content courses: HIS sequences; BIO, MA 201/202; PHY 160; EES 160; and all courses within the program including LIS 510.
In order to earn certification to be a teacher in Kentucky you must complete an accredited teacher education program (TEP). There are Teacher Education Programs for a variety of degrees, including Elementary Education, Special Education, Middle Level Education, Health Promotion and Physical Education, and more many other areas. Once admitted to the Elementary TEP, you will be eligible to enroll in teacher preparation courses restricted only to those in TEP programs! The guidelines that follow summarize key application requirements throughout the Elementary Teacher Education Program. For more information on the Elementary (P-5) TEP, see http://www.uky.edu/registrar/Major-Sheets/MSCurrent/edu/eee.pdf

I. PRE-APPLICATION RECOMMENDATIONS

Prior to applying to the Elementary program, program faculty recommends applicants gain experience with children and diverse student populations. See examples in Getting Started below. Faculty also recommends applicants complete coursework that will develop their knowledge needed for teaching content in the elementary grades and experiences working with elementary level children. Courses recommended prior to applying are as follows:

→ English
  ◆ CIS 111 or WRD 111

→ History
  ◆ HIS 108 and 109
  or
  ◆ HIS 104 and 105

→ Mathematics
  ◆ MA 201
  ◆ MA 202

→ Science
  ◆ PHY 160
  ◆ EES 160
  ◆ BIO 103

GETTING STARTED

Before you apply for admission to the Elementary TEP program, you must meet the following requirements:

→ 2.75 overall GPA OR a 3.0 GPA for the last 30 hours.
  ◆ The average GPA of students admitted to the TEP is 3.0.

→ You must have earned at least 45 - 60 undergraduate credit hours before admission to the TEP. ◆
  Have you completed at least 30 credit hours already, and are you taking at least 15 credit hours this semester? You can apply!

→ You must accumulate 30 hours of community service prior to admission.
  ◆ Suggestions include locations that offer opportunities for working with elementary level children, and diverse populations. Possible opportunities might include:
    ● Tutoring
    ● Camp Counselor
● Religious class instructor
● Big Brothers/Big Sisters
● Habitat for Humanity
● Volunteering in schools
● YMCA after school counselor

• You must have experience working with elementary-age children. Experiences in an elementary school should be documented and discussed at your interview.

REQUIRED TESTS
The Educational Testing Service (ETS) developed the Core Academic Skills to measure future teacher candidates’ basic knowledge of major disciplinary content, with specific focus on reading, writing, and mathematics. This test is mandatory for application into any teacher education program in Kentucky.

PRAXIS Core
Prior to applying to the University of Kentucky Teacher Education Program, undergraduate students must take and meet the qualifying score on the Core Academic Skills for Teachers in Reading, Writing, and Mathematics. This is a state mandated requirement for admission into Kentucky Teacher Education Programs. The steps that follow summarize how to register for the tests.

➔ Go to https://www.ets.org/praxis/ky/requirements ◆ Find the testing requirements for Kentucky.
  • Look for Core Academic Skills for Educators for Reading, Writing, and Mathematics ◆ Register for the required tests.
  ◆ You can choose to take all three exams at the same time, or different times.
  ◆ Have test scores sent to
  ◆ After taking each test, view and download your score reports.
  • Make sure to keep plenty of copies for yourself!!

➔ When registering, select to send scores to the following:
  ◆ University of Kentucky Office of Academic Services and Teacher Certification
  ◆ Educational Professional Standards Board of Kentucky

*Score reports must be turned into UK before a candidate is eligible to apply to the TEP.

ADMISSION PROCESS
Find out when the next admission deadline occurs. Applications are accepted twice a year soon after the beginning of spring and fall semesters. Check the College of Education website or stop by the Office of Academic Services and Teacher Certification in room 166 Taylor Education Building for specific details on testing dates. As a reminder, applicants that apply in the spring semester should be ready to begin TEP-restricted coursework in the fall. Similarly, fall applicants should be reading to begin TEP-restricted coursework in the following spring semester.

1. Obtain a TEP Application Packet
Visit Taylor Education Building, Room 166, the Office of Academic Services and Teacher Certification, to pick up an application packet.
◆ This is a GREAT resource during the entire application process.
→ Go online to UK’s College of Education website.
◆ You will find the packet under “Degree Programs” in the Academics tab.

Click on B.A. Elementary Education.
→ Application Packet
→ Application Checklist

2. **Complete Application Packet** Fill out the following pages:
1. Application and Basic Information Forms (pg 1-4)
   a. Select Elementary P-5
2. Character Fitness Review (pg 5)
   a. If you answer yes, you must submit additional documentation
      i. See TEB 166 immediately
3. Code of Ethics (pg 6) **KEEP THIS FORM FOR YOUR DOCUMENTATION**
4. Three (3) Recommendations (pg 7-9)
   a. You MUST have one from a college instructor with whom you’ve had a class (professor, TA, or GA).
   b. Two additional sources
   c. Sources fill out and return the form provided to you.
5. KY Teacher Standards Self-Assessment (pg 10-11)
   a. It is OKAY if you rate yourself low, you have not yet been exposed to some of the content.
   b. Low ratings do not increase or decrease your chance of admission.
6. Proof of passing Praxis Core/GRE (located on the checklist)
   a. When registering for the test, arrange for scores to be sent to the Office of Academic Services and Teacher Certification at UK.
   b. Score reports must be turned in BEFORE a candidate is eligible to apply.
7. Transcripts from all higher education institutions (located on the checklist)
   a. Print an unofficial UK transcript at myUK (see pg 53 for myUK resources)
   b. You must turn in an official (or photocopy of the official) transcript from any other higher education schools listed on your UK transcript.
   c. NO high school transcript required.
8. Check or money order for $30.00
   a. Payable to the “University of Kentucky”

**Portfolio (see below for more information)**

3. **Complete an Application Portfolio**
Find the complete elementary education portfolio checklist in 166 TEB or online at the College of Education website.

1. Autobiography
2. List of Experiences with elementary aged kids
3. List of community service activities
4. Paper written for and graded in a course already completed

**Elementary Education Teacher Education Program Online Portfolio Directions**

1. Submit all TEP applications materials to TEB 166 during the acceptance window. (Scan or take clear photos of your letters of recommendation before you turn in the packet.)
2. After the window closes, you will be added to a Canvas non-credit course called “Elementary TEP applications”. Accept membership.
3. Once in the course, you will need to upload the following documents:
   a. Electronic copy of your transcript
   b. Short paper which includes a brief autobiography and why you want to be a teacher
      i. Tell a little about yourself, your background, experiences and rationale for choosing this career.
      ii. No more than 2 typed pages double-spaced.
   c. A document describing your community service activities which total or exceed 30 hours
      i. You must have at least 30 clock hours of community service. ii. Include a brief statement describing how these have informed your perspective on what teachers need to know in meeting diverse needs in today’s classroom.
      iii. No more than 3 typed pages.
   d. A summary of your experiences with elementary-age children
      i. Include a brief narrative of what you have learned. ii. Include any experiences with children from different cultures/backgrounds than your own.
      iii. No more than 3 typed pages.
   e. Upload scanned copies or pictures of your three letters of recommendation
   f. Graded paper from a previous course which shows your best work
      i. Choose something that is a sample of your skills in writing.
      ii. This should demonstrate your content knowledge.
      iii. You are encouraged to use something outside of the College of Education.
      iv. Include the GRADED version in your portfolio.

4. When all of these items are uploaded into Canvas, you will be sent an email containing a doodle poll link to sign up for your TEP interview.

**4. Turn in Application by the Deadline**

Turn both completed items to Taylor Education Building Room 166.
◆ Office hours: 8am - 4pm; Monday to Friday
◆ Phone: (859)257-4112 or (859)257-7971
Email: teb166@uky.edu

- Someone there will double check to make sure everything is included.
- Incomplete applications WILL NOT be accepted.
- You will receive an information page outlining next steps including the interview.

5. Interview

- Once the deadline to turn in portfolios passes, you will be contacted via email to sign up for an interview.
- Interviews will be 30 minutes long and will be conducted by two members of the program faculty.
  - You may be asked questions about your portfolio or application.
  - Be prepared, do not stress, take a deep breath!
- You must arrive 30 minutes BEFORE your scheduled interview time to respond to a writing prompt.
  - You will be given a choice between two prompt options.
  - Prompts will inquire about a specific content area: Math, Science, Social Studies, or Language Arts
- At the interview, you will be given a date and location to pick up your letter from the program.
  - This letter will notify you of your admission status.
  - You will either be accepted or denied admission.

** Elementary Education Program Faculty meet to discuss all applicants. The decision to accept or deny does not rest on the interview team but the entire faculty.

ADMISSION DENIED

You can apply again. Take advantage of the extra time you now have before reapplying next semester. Use this time to strengthen your application and portfolio. Be sure you contact the program co-chairs to make an appointment to discuss the application decision. They will provide you with specific recommendations to help improve your potential for acceptance.

Program Faculty Co-Chairs’ Contact Information:

Cindy Jong  
Cindy.jong@uky.edu

Kim White  
kim.white@uky.edu

In addition, program faculty also recommends the following activities to help improve your knowledge and experiences working with children.

- Complete more community service hours, particularly working with students from diverse populations
  - Increase your experience with children of different backgrounds than your own.
- Continue to work hard to maintain a strong GPA
- Make an appointment with the Career Center to practice interview skills
UK COLLEGE OF EDUCATION POLICY ON APPEALS (Adopted, Fall, 2009)

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.).

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.

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. 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 conditions for appeal applies. Written requests should be presented to the program faculty chairs, 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 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 Subcommittee must present their request for subcommittee 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 Subcommittee that hears the case. The Associate Dean will 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 Appeals Sub-committee of the Program Faculty Chairs Committee is final. 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.
ADMISSION ACCEPTED
After all UK Core and Program Related Studies courses are completed you begin coursework in the 3-semester elementary education clinical program including a semester each of pre-professional, professional and student teaching. You must make a C or better in all content-related courses such as EES 160, PHY 160, MA 201, MA 202, LIS 510, EDP 202, EPE 301, KHP 382 as well as all program courses. 
See the curriculum contract on page 26 for more information.

Pre-professional block (pre-practicum)
One (1) Semester
➔ Take (at least) the following courses (15 hours)◆ Either:
  EDP 303 (Exceptional Learners)
  OR
  EDC 547 (Collaboration and Inclusion)
  ◆ EDC 317 (Instructional Media)
  ◆ LIS 510 (Children’s Lit and Related Materials)
  ◆ EDC 323 (Classroom Management)
  ◆ EDC 329 (Teaching Reading & Language Arts)
➔ You will have experiences in observing, participating, assisting and teaching in an elementary classroom
➔ EDC 323 and 329 collaborate on the field experience aspect and must be taken during the same semester.
  ◆ The program will make placements with a cooperating teacher (CT) in an elementary classroom.
  ◆ Be sure to reserve Friday mornings for your field experiences.
  ◆ Assignments for EDC 323 and 329 will be connected to your field experiences.
➔ You will begin a portfolio based on KY Teacher Standards.
  ◆ 3 entries and artifacts (lesson plans, in-class activities, reflections, etc.)
➔ Apply for student teaching TWO semesters beforehand
➔ For candidates interested in student teaching overseas, be sure to schedule EDC 554 before your student teaching semester.

Apply for Student Teaching
Apply two semesters before you plan on student teaching. For example, if you want to student teach during Spring 2020, you would need to apply during Spring 2019. Normally, this is completed during the prepracticum semester.

➔ Application for the College of Education
  ● TB test
  ● Physical
**Both can be completed through University Health Services for students (see page 61 for University Health Services)
➔ FCPS Application
  ◆ Complete an online application
Located at [http://www.fcps.net/administration/departments/human-resources/apply](http://www.fcps.net/administration/departments/human-resources/apply)

Student teachers should select ‘student teaching’ in their application for the purpose of accessing your individual FBI national criminal records check as needed.

Once cleared by the university to student teach, student teachers should bring the following information to the FCPS HR department (location below) for the conduction of fingerprints

- FBI national criminal records check
- U.S. driver’s license; state-issued ID; U.S. passport; U.S. military ID
- Social Security card (no copies)
- Check or money order (no cash, debit or credit) for $40 made payable to FCPS

After fingerprints, HR will provide a student teacher badge.

**Contact Information:** 128 Walton Ave. Monday - Friday 8 a.m. - 5 p.m.

Questions about fingerprints should be directed to (859) 381-4190

Questions about student teachers within Fayette County should be directed to 381-2417

**Professional Block (Practicum)**

*One (1) Semester ➔*

Take the following courses (15 hours)

- EDC 322 (Practicum)
- EDC 326 (Teaching Social Studies)
- SEM 328 (Teaching Science)
- SEM 337 (Teaching Math)
- EDC 339 (Designing a Reading/Language Arts Program)

*ALL courses must be taken during the same semester

**No more than one (1) additional course may be taken during the practicum semester and the course MUST begin after 4 p.m.

➔ You will have class at the beginning and end of the semester, then five weeks of field experience in the middle.

- The program will make placements with a cooperating teacher (CT) in an elementary classroom.
- For five (5) full weeks, you will be attending your placement all day Monday-Friday.
- Your university supervisor (US) will observe you teaching TWICE during your placement.
- Your cooperating teacher (CT) will also make formal observations and provide feedback during your placement.
- You will have the opportunity to evaluate your CT
- You will have other assignments/lessons/observations to be turned in from all courses during the placement.

➔ You must complete a portfolio based on the KY Teacher Standards.

- Include 9 artifacts for standards 1-9

➔ Apply for your degree/graduation one semester beforehand.

- November 30th for May graduation
◆ June 30th for December graduation

February 28th for August graduation ➔ Take and pass the Praxis II exams.

◆ This must be done before certification, but not necessarily graduation

Student Teaching
One (1) Semester ➔

Take the following courses (12 hours)

◆ EDC 433 (Student Teaching)
  ● This course will be pass/fail (no grades)

**No more than one (1) additional course may be taken during the student teaching semester and the course MUST begin after 4 p.m.

◆ Attend your field placement all day Monday-Friday for the entire semester.
◆ You will have TWO 8-week placements throughout the semester and will switch at midterm.
◆ The program will make placements with a cooperating teacher (CT) in an elementary classroom.
◆ Your university supervisor will observe you teach twice during each of your placements (4 times total).
◆ Your cooperating teacher (CT) will also make two formal observations in addition to informal observations and will provide feedback.
◆ You will have the opportunity to evaluate your CT, your University supervisor and the TEP.
◆ You will have other assignments/lessons/observations to be turned in online during this time.

➔ You must complete a portfolio based on the KY Teacher Standards.
  ◆ Include 10 total artifacts based on all ten standards.
  ◆ Complete an exit interview based on your final portfolio.

➔ Apply for Kentucky teacher certification through UK.
  ◆ You will need to fill out a few forms and complete some information.
  ◆ You will be provided much more information about this during your time in the program.

You can view more information at [http://education.uky.edu/AcadServ/](http://education.uky.edu/AcadServ/)

Field Placements

You will be placed in elementary schools with cooperating teachers by program faculty. Faculty members want you to have a wide variety of experiences, so the following considerations will be made when making placements.

➔ General Considerations
  ◆ variety of school settings
  ◆ diversity in schools
◆ SES levels
◆ school performance ➔

Special Considerations
◆ transportation (within walking distance to campus or home, or on a bus line)

PROGRAM DOCUMENTS AND PROCEDURES
On the next few pages you will find an expanded curriculum contract. It would be helpful for you to print out pages 23-31 and take with you each time you meet with your advisor.

EXPANDED CURRICULUM CONTRACT

Student Full Name: ___________________________ Link Blue ID: ___________________________
Student ID #: ___________________________ Cell (local) Phone: ___________________________
Local
UK Email: ___________________________ Other Email: ___________________________
Admission Date to TEP: ___________________________ Advisor: ___________________________
Address: ___________________________

Program Admission Criteria: In helping you complete your TEP application, refer to the following guidelines for Elementary TEP application requirements.

1. Application to TEP and Basic Background
2. Character and Fitness Review
3. Kentucky Teacher Standards self-assessment worksheet
4. Three letters of recommendation (at least one from a university instructor)
5. Proof of passing Praxis CASE scores (see EPSB website for most current cut off score information - http://www.lrc.state.ky.us/kar/016/005/020.htm )
6. Transcripts from all institutions of higher education attended (must have 2.75 average GPA for application)
7. Autobiography
8. Community service (30 hours required before admission)
9. Experiences with elementary level children – informal and/or formal school settings)
10. *Must earn minimum of 45 credit hours before applying to program.
ACT _______  (or)  SAT _______

Praxis I (Reading, Math, Writing required):

Prior to September 1, 2014:  Reading (176)  _____ Math (174)  _____ Writing (174)_______
After September 1, 2014:  Reading (156 )  _____ Math ( 150)  _____ Writing (162 )_______
After September 1, 2014, report Praxis science and social studies scores:  Science _______
Social Studies _______

Checklist for Program Application Requirements

_____ Apply for admission to the TEP upon completing at least 45  credit hours
_____ Submit completed application packet to the Office of Academic Services and Teacher Certification, 166 Taylor Education Building
_____ 2.75 minimum overall GPA  OR  ______  3.0 minimum GPA for the last two semesters
_____ Complete a Kentucky Teacher Standards Self-Assessment

Acknowledgement Signatures:  The signatures below verify that the candidate has been advised concerning the admission and coursework requirements for the Elementary Education Teacher Education Program and understands the requirements and procedures specified above.

Candidate signature:  ___________________________________________________________  Date:  ________________

Advisor signature:  ______________________________________________________________  Date:  ________________

Checklist for Program Application Requirements (Continued)

Elementary TEP Application Portfolio

_____Establish a portfolio account on UK OTIS open electronic portfolio system ____

Create an admission portfolio in OTIS which contains:

_____ resume
_____ short paper describing why you want to become a teacher
_____ summary of at least 30 hours of community service experiences
_____ summary of your experiences with children
_____ Complete the Character and Fitness Review Form
_____ Read and sign the Professional Code of Ethics of the Education Professional Standards Board
_____ Demonstrate basic skills through submission of Praxis I test passing scores for reading, math and writing
_____ Schedule and complete an admission interview with a team of Elementary Education program faculty
# Program Progression

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date/Semester</th>
<th>Other</th>
<th>Advisor Signature, Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Admitted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry Level Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Pass</td>
<td>☐ Fail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Pass</td>
<td>☐ Fail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Pass</td>
<td>☐ Fail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed Curriculum Contract and Certification packet submitted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Pass</td>
<td>☐ Fail</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Name:** ___________________________  
**Student ID Number:** ______________________

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**UK College of Education Curriculum Contract Sheet: B. A., Elementary Education**

**ELED**

**Leads to Kentucky Teacher Certification: Elementary Education K-5**

## University Core Requirements (30 credit hours)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Semester</th>
<th>Credit Hrs.</th>
<th>Grade</th>
<th>Course No.</th>
<th>Semester</th>
<th>Credit Hrs.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Intellectual Inquiry (12 credit hours)</td>
<td>III. Quantitative Reasoning (6 credit hours)</td>
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<tr>
<td>Inquiry – Arts and Creativity (3 credit hours)</td>
<td>Quantitative Foundations</td>
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<tr>
<td>Inquiry – Humanities (3 credit hours)</td>
<td>Statistical Inferential Reasoning</td>
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<tr>
<td>Inquiry Social Studies (3 credit hours)</td>
<td>IV. Citizenship</td>
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<tr>
<td>Course</td>
<td>Semester</td>
<td>Credit Hours</td>
<td>Grade</td>
<td>Course</td>
<td>Semester</td>
<td>Credit Hours</td>
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<tr>
<td>Creative Arts (6 credit hours)</td>
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<td></td>
<td>Science and Mathematics (16 credit hours)</td>
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<tr>
<td>A-E 200</td>
<td></td>
<td>3</td>
<td></td>
<td>MA 201</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>MUS 266</td>
<td></td>
<td>3</td>
<td></td>
<td>MA 202</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Health and Physical Education</strong> (4 credit hours)</td>
<td></td>
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<td></td>
<td><strong>PHY 160</strong></td>
<td></td>
<td>3</td>
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<tr>
<td>KHP 380</td>
<td>2</td>
<td>EES 160</td>
<td>3</td>
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<tr>
<td>KHP 382</td>
<td>2</td>
<td>BIO 103</td>
<td>3</td>
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</tr>
</tbody>
</table>

**History/Social Studies (6 credit hours)** *(HIS 104 and 105 OR HIS 108 and 109)*

<table>
<thead>
<tr>
<th>HIS 104</th>
<th>3</th>
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<tbody>
<tr>
<td>HIS 105</td>
<td>3</td>
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</table>

**State/Regional Studies** *(Select one of the following: HIS 580, PS 456G, APP 200, APP 300, GEO 322, HIS 240)*

<table>
<thead>
<tr>
<th>BIO 111</th>
<th>1</th>
<th></th>
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**OR**

<table>
<thead>
<tr>
<th>HIS 108</th>
<th>3</th>
<th>LIS 510</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>HIS 109</td>
<td>3</td>
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</tbody>
</table>

**Literacy/Mathematics Electives:** *(Select two courses from: MA 310, MA 2412, WRD 205, ENG 207, LIN 211, ENG 230, ENG 260, ENG 280, ENG 290)*

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**Free Elective (3 credits)** *(Select with assistance of advisor)*

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</table>

**Education for Diverse Student Populations**

<table>
<thead>
<tr>
<th>EDP 202</th>
<th>3</th>
<th>EPE 301</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 203/EDS 375</td>
<td>3</td>
<td>EDC 317</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elementary TEP Required Coursework (49 credit hours)**

<table>
<thead>
<tr>
<th>I. Pre-Professional Block (12 credit hours)</th>
<th>II. Professional Block</th>
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</thead>
<tbody>
<tr>
<td>Course</td>
<td>Semester</td>
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<tr>
<td>-------</td>
<td>----------</td>
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<tr>
<td>EDC 317</td>
<td>1</td>
</tr>
<tr>
<td>EDC 322</td>
<td>3</td>
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<tr>
<td>EDC 323</td>
<td>3</td>
</tr>
<tr>
<td>(Enroll w/ EDC 329)</td>
<td></td>
</tr>
<tr>
<td>EDC 326</td>
<td>3</td>
</tr>
</tbody>
</table>
**III. Student Teaching Semester (12 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Credit Hrs.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 433</td>
<td>12</td>
<td></td>
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</table>

**Advising Notes**

1. Applicants are recommended to have completed at least one Program Related Studies course in each of the following areas prior to applying to the Elementary TEP: History, Science, Mathematics, and Literacy.

2. Program Related Studies are to be completed *before* beginning the Professional Block.

3. Students are expected to maintain a 2.75 average as they matriculate through the Elementary TEP. All University Core and Program Related Studies courses must be completed with at least a letter grade of "C" in order to continue through the program.

4. EDC 323 and EDC 329 share a field experience and must be taken together. LIS 510 may also be taken with EDC 329.

5. Special education classes should be taken from the same department: EDP 203 and 303, OR EDS 375 and EDS 547.

**Acknowledgement Signatures:** The signatures below verify the student has successfully completed coursework requirements for the Elementary Teacher Education Program.

Candidate signature: ___________________________ Date: __________________

Advisor signature: ___________________________ Date: __________________

**Continuous Assessment**

In order to remain an active candidate in the Elementary Teacher Education Program candidates must maintain their curriculum contract and complete periodic reviews at the entry, midpoint, and upon exiting the program.

**Entry Level Assessment (Completed near the conclusion of the Pre-practicum Semester)**
GPA of Candidate _____________

_____ Maintain 2.75 overall GPA or above on coursework

_____ Satisfactory completion of University Core Requirements, Program Related Studies, and Pre-professional Block coursework.

_____ Continued adherence to EPSB and Elementary Teacher Education Program Professional Code of Ethics.

_____ Satisfactory demonstration of appropriate Elementary TEP dispositions ______

Satisfactory completion of School Board Meeting requirement.

_____ Satisfactory completion of child abuse seminar requirements.

_____ Satisfactory completion of the entry portfolio, including progress towards meeting Kentucky Teaching Standards 2 and 3 as demonstrated in the OTIS open portfolio

_____ Satisfactory progress in meeting the field experience assignment requirements in the Elementary Teacher Education Program

_____ Satisfactory review of field experience data entry

Acknowledgement Signatures: The signatures below verify the student has met with an Elementary Education advisor and has demonstrated successful completion of Entry Level Assessment requirements.

Candidate signature: _____________________________ Date________________________

Advisor signature: ______________________________ Date________________________

Comments:

Midpoint Assessment Criteria (To Be Completed at the end of Professional Block)
GPA of Candidate _____________

_____ Maintain 2.75 overall GPA or above on coursework

_____ Satisfactorily completed all coursework requirements for University Core Requirements, Program Related Studies, Pre-professional Block, and Professional Block coursework.

_____ Continued adherence to EPSB and Elementary Teacher Education Program Professional Code of Ethics.

_____ Satisfactory demonstration of appropriate Elementary TEP dispositions

_____ Satisfactory completion of the midterm portfolio, including progress towards demonstrating all required standards as demonstrated in the OTIS open portfolio

_____ Satisfactory progress in meeting the field experience assignment requirements in the Elementary Teacher Education Program

_____ Satisfactory review of field experience data entry

_____ 200 hours of field experience

_____ Documented attendance at one public school board meeting

_____ Documented attendance at one School-Based Decision-Making team meeting

_____ Documented observation hours in both a middle school and a high school

_____ Satisfactory review of field experience data entry on OTIS

_____ Satisfactory completion of a midpoint portfolio containing one artifact for Kentucky Teacher Standards 1-10 and a separate entry for personal Philosophy of Education.

Acknowledgement Signatures: The signatures below verify that the candidate has met with an Elementary Education advisor and has demonstrated successful completion of the midterm review and demonstrates progress towards a satisfactory completion of the program.

Candidate signature: ________________________________ Date: __________________

Advisor signature: ________________________________ Date: __________________

Comments:
Exit Assessment Criteria (To Be Completed at the end of Student Teaching)

GPA of Candidate _____________
____ Maintain 2.75 overall GPA or above on coursework
____ Satisfactory completion of all coursework requirements the Elementary Teacher Education Program.
____ Adherence to EPSB and Elementary Teacher Education Program Professional Code of Ethics.
____ Satisfactory demonstration of appropriate Elementary TEP dispositions ______

Satisfactory completion of the entry and midpoint portfolios.
____ Updated Professional Growth Plan entered into OTIS Open Portfolio
____ Satisfactory review of field experience data entry on OTIS
____ Satisfactory completion of student teaching requirements

____ Observation Report
____ Centers
____ Ethnographic Interview
____ Student Work Display
____ Video Critiques
____ Initial PGP
____ Solo Reflection
____ Six KTIP Lesson Plans w. Reflections
____ Swap Report
____ Solo Week Outlines
____ Portfolio Entries (marked as Exit)

____ Reports recorded:
  ● Four Midterm Evaluations (two by you and two by the CT)
  ● Two Final Evaluations (one by each CT)
____ Eight Formal Observations (four by University Supervisor, two by each CT)
____ Successful completion of student teaching performance assessment

Acknowledgement Signatures: The signatures below verify the student has met with an Elementary Education advisor and has demonstrated successful completion of the Exit Assessment Review.

Candidate signature: _______________________________ Date: ________________

Advisor signature: _______________________________ Date: ________________

Comments:
Important Information and Deadlines

Application Deadlines

- Complete Praxis I tests at least six weeks prior to application deadline.
- Apply to the Elementary TEP after completing a minimum of 45 credit hours of coursework and 30 hours of community service hours.
- See Curriculum Contract on page for recommended courses to complete before applying to the Elementary TEP program.
- Application deadlines for the fall and spring semesters are available from the Office of Clinical Practices and School Partnerships, 104 Taylor Education Building.

Program Deadlines

- Apply for student teaching one year before you plan to complete the student teaching semester. Deadlines for applications are April and October for the spring and fall semesters, respectively. The Student Teaching Application is available from http://education.uky.edu/OFE/content/studentteachingapplication or visit the Office of Clinical Practices and School Partnerships, 104 Taylor Education Building, for more information.
- Candidates interested in student teaching overseas through the COST program must enroll in EDC 554 at least one semester before the student teaching experience. It is wise to plan ahead for this course because of the tight schedule for other program requirements. EDC 554 is NOT offered during summer semesters.
- Complete Praxis II and Principles of Learning and Teaching (PLT) near the end or after completing Professional Block. Test results are required for certification.

Selecting Appropriate Praxis Exams

Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website for current test requirements and current cut scores. You may also contact the Division of Professional Learning and Assessment at 502-556-5778 or toll free at 888-598-7667. To receive a UK recommendation that you are eligible for a state educator certificate, you must have taken the Kentucky EPSB required examinations and met the Kentucky EPSB cut score requirements.

Requirements for Certification Application
File an application for a Kentucky Teaching Certificate in the Office of Academic Services and Teacher Certification, 166 Taylor Education Building.

Apply with the district in which student teaching occurred for copies of the Kentucky state and federal background check results that were required for student teaching. These copies must be sent directly to the EPSB, 100 Airport Road, 3rd Floor, Frankfort, KY 40601.

Provide evidence of having achieved passing scores on Praxis II exams required by the Kentucky EPSB. Actual scores must have been sent directly to EPSB by the Educational Testing Service.

Demonstrate the award of the degree with a final UK transcript showing degree award

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**OPEN PORTFOLIO (OTIS)**

OTIS is an online portfolio management system that allows students and instructors to submit, view and grade assignments. This will be used to log any field experience hours as well as to submit any assignments during pre-practicum, practicum and student teaching.

**Basic Information Logging**

*On:*

➔ Go to [https://otis.coe.uky.edu](https://otis.coe.uky.edu)
  ◆ Click on “UK College of Education”

➔ If you do not have an account, click “Get an Account”
  ◆ You will have to register; use the word “whiskers” as the registration code

➔ If you have an account, use your username and password to log on

**Troubleshooting:**

➔ Email Dr. Gerry Swan - gswan@uky.edu

**Forms/Evaluations: Report Writer**

You will be expected to log all pre-practicum, practicum and student teaching experiences. You will also log one SBDM meeting and one Board of Education meeting in your field experience journal.

  ◆ Used for pre-practicum AND practicum placement hours
    ● Record your hours at your field placement, PD or meeting site
      ○ Pre-practicum requires 50 hours
        ◆ 30 in EDC 323
        ◆ 20 in EDC 329
      ○ Practicum requires 200 total hours
    ● Include the number of hours you spent on each of the listed categories
      ○ Board Meeting (pre-practicum semester) = Category 5
SBDM (practicum semester) = Category 5
Professional Development = Category 6

- Comment on any insights you gained and the courses/grades/subjects taught

Weekly Student Teaching Report
- Used to record days in student teaching placement
  - Record the number of days you were at your placement site
  - Check any types of co-teaching implemented
  - Comment on your experiences and responsibilities
  - Only to be used during student teaching semester
  - 70 full days required on record

Student Teaching Evaluations - (Mid or Final)
- Used during student teaching for mid-placement and final evaluations
  - Complete a mid and final self-evaluation in both placements (4 total)
  - Cooperating teachers will also fill out a mid and final evaluation which you will be able to view (see manage portfolio)

Portfolio Items: Create and Manage Artifacts
Some of the assignments and artifacts during pre-practicum, practicum and student teaching will be uploaded here. This can be anything from lesson plans to video reflections. For more information on specific assignments to upload, see below Artifact Submissions by Course.

Create/Manage Artifacts
- Upload assignments by attaching artifacts
- Select matching KY Teacher standards to appropriate items
  - When the attached standard turns to a color, your artifact has been scored. View the color score key to see your score.
- Upload final portfolio items here
  - 6 standards during pre-practicum (Entry)
  - 9 standards during practicum (Midpoint)
  - 10 standards during student teaching (Exit)

**Select entry, midpoint or exit on the right side of the list of completed artifacts AFTER you have submitted your portfolio artifact. Then, hit update above the dates of the entries.

Artifact Submissions by Course
During the pre-professional, professional and student teaching semesters, you will be required to submit artifacts in each of your classes into your Open Portfolio (OTIS).

Pre-professional submissions
- EDC 323 -- Classroom Management & Discipline Plan
- EDC 329 -- Student Assessment Project
- One lesson plan and reflection from each course
- EDC 329 Unit
- Child abuse professional development artifact
- Cooperating Teacher Final Evaluation
Professional block

- EDC 322 -- Evaluation of teaching performance and growth
  Classroom Management & Discipline Plan (revised)
- EDC 326 -- The Journey Box
- SEM 328 -- Science Mini Unit
- SEM 337 -- Mathematics Assessment Project
- EDC 339 -- Instructional Unit Plan

Portfolio Items: My UK Portfolio

Left-hand Side

- View observations from your cooperating teacher and university supervisor
- View midterm and final evaluations from your cooperating teacher
- View your weekly student teaching reports
- View your field experience journals
- Check to see if your journals/reports have been verified

*Just click +/- to view your options of what you can see*

Program Entry/Mid/Exit Artifacts (located in the middle)

- View each semester’s portfolio artifacts and scores
- Check which requirements have been submitted and which are still needed
- View a score key at the top

Administrative Tools

- Change your profile information
- Publish your portfolio

- Upload a photo (optional)
- Change your password
- Log out

PETITION

A student may petition a variety of things, including taking an overload of courses, or more than 18 credit hours. The form to be filed for petition can be found on UK’s College of Education website by searching “petition”.

STUDENT ALERTS

The Student Alert Referral System is an early intervention tool that allows faculty and designated university personnel to submit information regarding academic and behavioral issues (such as missing classes, scoring poorly on tests or quizzes, engaging in disruptive or otherwise troubling behavior) that usually present obstacles to student success.

Types of Alerts

Academic via the Student Alert System in myUK

Faculty can submit academic alerts for any of the following reasons:
Missed Classes; Missed Field Placements; Habitually Late; Homework Not Submitted; Homework Quality Poor; Poor Performance on Test or Quizzes; At Risk of Failing Course; Planning to Leave UK
Once an academic alert is submitted, an email is instantaneously sent to the student and their academic advisor. The student is instructed to contact his advisor and/or his instructor to resolve the academic issue in question. The academic advisor contacts the student promptly to discuss the issue.

**Behavioral** via Community of Concern

*Faculty can submit behavioral alerts for any of the following reasons:*
- Act Which Threatens Safety (to self or others);
- Damage to Property;
- Death or Serious Illness of a Family Member or Friend;
- Disruptive Behavior;
- Harassment;
- Health Risk;
- Medical Attention;
- Mental Health

Once a behavioral alert is submitted, an email is instantaneously sent to the **Community of Concern** team, which determines whether immediate action or continued monitoring of the situation is required.

*For more information, visit [http://www.uky.edu/UGE/alert.html](http://www.uky.edu/UGE/alert.html)*

**GRADING SCALE used in Elementary TEP Program**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>86 - 92 %</td>
<td>B</td>
</tr>
<tr>
<td>79 – 85%</td>
<td>C</td>
</tr>
<tr>
<td>72 – 78 %</td>
<td>D</td>
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<tr>
<td>71 % or below</td>
<td>E</td>
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**OMBUDSMAN**

At the University of Kentucky, the Office of Academic Ombud Services is responsible for assisting students and instructors work through and resolve academic related problems and conflicts. The major arenas of activity for UK’s Academic Ombud include both Student Academic Rights and Academic Offenses. The primary focus of Academic Ombud Services is the process by which decisions are made, and the primary task of the Ombud is to ensure fair policies, processes, and procedures that are equitably implemented. Thus, the Academic Ombud is a neutral party working as an advocate for fairness and equity.

⇒ Services provided by the ombudsman include but are not limited to:

- Grade disputes
- Admission/registration problems
- Disciplinary matters
- Perceived favoritism
- Fear of retaliation
- Charges of and sanctions resulting from plagiarism or other academic offenses
- Disability accommodation issues
- Cross-cultural misunderstandings & personality conflicts
CANDIDATE RETENTION REVIEW

Academic Services and Teacher Certification: Education Preparation Program, University of Kentucky (ver1.3, Fall, 2012) 166 Taylor Education Building; Lexington, KY 40506-001; Phone (859) 257-7971

Candidate Name:  Candidate LINKBLUE ID:

TEP Program Committee:

This committee has conducted a retention review for the candidate. The status has been set for the candidate:

_____ Candidate continue in good standing  _____ Candidate Warned

_____ Candidate Placed on Probation  _____ Candidate Suspended from Program

_____ Candidate Excluded from Program

Note: Reasons for Warning, Probation, Suspension or Exclusions should be checked, and the time/date of the next retention review must be specified. A standalone memo to student can be included.
Reasons for Probation, Warning, Suspension or Exclusion Status: (Check all that apply)

_____ Problem with Functional Skills or Disposition
_____ Problem with Technology Standards
_____ Problems with Kentucky Teacher Standards
_____ Problem with Program-related Standards
_____ Problems with Subject coursework or subject standards
_____ Problems with field experiences, practicum, or student teaching
_____ Issues associated with the Candidate Professional Growth Plan (if one was developed)
_____ Other

Date/time for Next Retention Review if Candidate Status is NOT Continued in Good Standing:

Memo to Student (This memo will appear on the letter sent to the student from TEB 166. The memo will by typed exactly as it is stated. If needed, an optional letter may be attached to the report to the student. Also, please attach a copy of the Professional Growth Plan as Reviewed and/or Amended, if appropriate)

Program Faculty Chair Signature  Date

Notes: (Notes are intended to provide an opportunity for process documentation. Because withdrawal is used when a student does not meet requirements to apply for admission, the program faculty chair should use this space to inform TEB 166 as to the reasons for withdrawal.)

APPLICATION FOR TEACHER CERTIFICATION:
PROCESS AND FORMS
TESTING
Praxis II
Undergraduate students need to take and meet the qualifying score on the following test(s) before applying for teacher certification within the state of Kentucky. However, passing the Praxis II is NOT required to graduate from the program. Program faculty recommend taking Praxis II no earlier than the end of the practicum semester and before the end of the student teaching semester.

Registering for Praxis II

➔ Go to ets.org/praxis
◆ Only sign up for a test if it has been listed on this site as an allowable test for YOUR area of Kentucky certification.
◆ Find more information on required tests
◆ You can choose to take all subtests together or at separate times
◆ After taking the test, view and download your score reports
◆ See ets.org for test score requirements
  • Make sure to keep plenty of copies for yourself!!
→ When registering, select to send scores to the following:
◆ University of Kentucky Office of Academic Services and Teacher Certification
◆ Educational Professional Standards Board of Kentucky
  • If you take the test in Kentucky, your scores will automatically be sent to EPSB • If you take the test in another state, you must select to send your scores to KY EPSB
→ You must pass both tests before certification with the following scores:
◆ Elementary Education: Multiple Subjects
  • see ets.org for updated test score requirements
◆ Principles of Learning and Teaching: Grades K-6
  • See www.ets.org to find updated test score requirements
→ For more information, visit http://education.uky.edu/acadserv/
  • It is strongly recommended that you review the document “Top 10 Questions Asked by PRAXIS candidates” located on the College of Education website

TEACHER CERTIFICATION APPLICATION PROCESS
Before you are hired and paid as a teacher, you must hold the required certification for that position. School districts are concerned that candidates have credentials but there is a window of time during which paperwork can be finalized. When you apply for a Kentucky teaching certificate, you must meet the requirements in effect at that time that you apply. Therefore, it is important to apply for your certificate as soon as you finish the program.

Follow this checklist to complete certification:
1. Create an account with Kentucky’s EPSB for use as a candidate and teacher.
   ◆ Use your full legal name. This should be the same one you used to register for PRAXIS exams.
2. Apply for your degree via myUK (see page 53 for myUK resources)
   ◆ Check the registrar’s academic calendar for the deadline to apply. 3.
Take and pass Praxis II exams (see Praxis testing for more information)
4. Submit the completed certification packet to TEB 166.
   ◆ This is found on the Academic Services and Certification page located through the College of Education’s main page (http://education.uky.edu/acadserv/)
   ◆ Click on “Certification Applications” and select the link for the packet.
      • You will need to print it out and complete it as the instructions indicate.
      • There is a checklist that will direct you to other materials (like transcripts and Praxis II scores) that will need to be part of your completed application packet.
      • See Certification Packet Checklist below for more information
5. Once your degree has posted to your transcripts, TEB 166 will submit your completed application to EPSB and they will issue you a statement of eligibility.
   ◆ This statement of eligibility will allow you to be hired as a certified teacher.
   ◆ You will need to complete the Kentucky Teacher Internship Program (KTIP) before becoming fully certified.
      ● This is done during your first year in a full-time teaching position. Your school of employment will complete this process.

Certification Packet Checklist
1. Check that you have applied for your degree within the college.
   ◆ With a B.A. in Elementary Education, you do not need to submit a curriculum contract
2. Transcript Request Form
   ◆ Return this transcript request in to TEB 166 with your certification packet so that they can submit it to the Registrar with no fee.
3. All Other Transcripts
   ◆ Frankfort requires transcripts from ALL schools attended, including community college.
   ◆ If you believe TEB 166 has a copy of other transcripts from your TEP application, please call and check BEFORE bringing in your application.
4. State and Federal Background checks
   ◆ Request copies from the school district in which you completed student teaching. ◆
      Submit these directly to the EPSB, NOT with the packet to TEB 166.
5. CA-1 Application for a KY Teaching Certificate
   ◆ Instructions are listed on each section. Please read carefully!
6. EPSB Fee
   ◆ This is NOT REQUIRED for your first certificate. ◆
      If not your first, pay online at www.kyepsb.net.
7. Character and Fitness Review
   ◆ You must report anything stronger than a speeding ticket that will appear on your record.
   ◆ This does not disqualify you from certification but the issue will need to be documented and reported to EPSB for review and approval.
   ◆ If you answer yes to any questions, you will need to complete a separate packet to be approved by TEB 166 before you can turn in this packet.
      ● Please see TEB 166 immediately or the Academic Services website for more information.
   ◆ If it is the same incident that was reported when applying for the TEP program, TEB 166 should still have all the necessary paperwork. ● Contact the office to be sure!
8. $30.00 CHECK OR MONEY ORDER only
   ◆ Checks can be made out to “University of Kentucky”
   ◆ Please have checks written or order prepared before coming in!
   ◆ This will give information about next steps.
Do not turn this into TEB 166 with your application.

*Any additional questions about checklist, contact TEB 166 at (859) 257-7971 (press 1) or come in.

**Notifying Potential Employees**

- By request, TEB 166 can write official letters to schools verifying a candidate has completed the program.
- Letters will only be written directly to potential employers
- Letters will only be supplied when the candidate has completed and turned in the certification application.

**Out of State Certification**

- Consult the 50 states certification requirements page. Found on the Academic Services webpage.
  - Check the links provided to Boards of Education for various states.
  - TEB 166 cannot answer specific questions about other state certification requirements. You will need to contact that state’s Board of Education.
- It is HIGHLY recommended that you complete the process to be certified in Kentucky, then transfer this certification to your preferred state.
  - When filling out this transfer paperwork, you will find a form with a similar title of “Program Preparation Verification”.
  - This form will need to be sent to Christopher Reese in TEB 166 to be filled out.

**Contact Information:** Academic Services and Teacher Certification
166 Taylor Education Building (859)257-7971
teb166@uky.edu http://education.uky.edu/AcadServ/

**Resource Guide**

**College of Education Resources**

These resources contain a large amount of information on the certification process. This includes helpful information starting at the entry into the teacher education program and continuing all the way through to graduation, certification and employment.

**ACADEMIC SERVICES AND TEACHER CERTIFICATION**

This website, located within the College of Education webpage, includes a variety of helpful information. This site has been prepared specifically for education students. Resources Include:

- Course Scheduling Tool
  - View future courses to plan your schedule
- Academic Advising
  - Click this link to schedule advising appointments through CEPI (see below)
Teacher Education Program Information
◆ Link to the application and checklist
◆ Link to the admission information and criteria

Praxis Information
◆ Link to “Top 10 PRAXIS questions

Certification Information
◆ PowerPoint detailing the certification process

A page of Topics and Links related to Teacher Certification and Employment
◆ Link to “50 States’ Certification Requirements”

Scholarships and Financial Aid
◆ http://education.uky.edu/AcadServ/

ADVISING & CEPIS
Your academic advisor is the best place to start making the most of your experience at the UK College of Education. You must schedule an advising appointment each semester in preparation for priority registration. Besides helping you prepare for priority registration, our faculty and professional staff advisors are happy to meet with you to answer questions and help map out the pathway to your chosen field. The online appointment scheduler, CEPIS, is available only for active UK students, majoring in Education (including Kinesiology).

Login to CEPIS at https://coesis.coe.uky.edu/cepis/login.jsp
◆ Use myUK ID and password
◆ Works with Safari, Chrome and Firefox browsers

If you have any problems scheduling an appointment, please contact our main office at (859) 257-7971 for help.
◆ Also call this number if you need to speak with a College of Education advisor but are not a current UK student AND an Education major.

Advisors:
◆ Prior to admission into TEP
◆ Ryana Conway (students with last names A-G) ryanaconway@uky.edu
◆ Lauren Joseph (students with last names H-O) lauren.joseph@uky.edu
◆ Jason Horger (students with last names P-Z) jrhorg00@uky.edu

CONSORTIUM FOR OVERSEAS STUDENT TEACHING (COST Program)
The University of Kentucky is an active member of the COST program, an association that places teacher candidates in schools in foreign countries to fulfill student teaching requirements. If you are adventurous, academically able, independent and ambitious, student teaching overseas offers an opportunity to broaden your outlook on the world and expand future professional possibilities. Through this experience, you will gain greater sensitivity to other cultures, a more informed perspective on the United States’ role in the world, greater appreciation of your heritage, and increased self-confidence from having successfully dealt with new and
challenging situations -- qualities much needed among today’s teachers. ➔ You must apply to be in this program at least two semesters before student teaching.

➔ Enroll and complete EDC 554 before your student teaching semester. ◆ EDC 554: Culture, Education, and Teaching Abroad ◆ This is a prerequisite course for program participation.

➔ For more information:
  ◆ Contact julie.cleary@uky.edu
  ◆ Go online at https://education.uky.edu/ocp/student-teaching/student-teaching-overseas/

EDLIFE COMMUNITY AND HOUSING
The EDLife Living Learning Community (LLC) will be a dynamic residential experience that will offer specialized programming for Education majors, interactions with College of Education Faculty and Staff, and a supportive community that focuses on student success. This collaboration between the College of Education and the Office of Residence Life will assist in preparing future professionals for a variety of roles in educational settings and community agencies while providing leadership in the improvement of the education, health, and well-being of citizens in the Commonwealth, the nation, and the world. ➔ Community of undergraduate students interested in pursuing a teaching degree ◆ P-12

➔ Courses required
  ◆ UK 101: Academic Orientation (one credit, fall semester), which will be taught by an education faculty member
  ◆ EDU 300: Specialized Course (three credit, spring semester).
    ● depending on major

➔ All students who participate in the EDLife LLC will reside in Jewell Hall located in the north campus neighborhood.

➔ For more information:
  ◆ Go online at http://www.uky.edu/housing/undergraduate/llp/edlife-community

EDUCATION PROFESSIONAL STANDARDS BOARD (EPSB)
The EPSB is responsible for issuing certificates to all qualified Kentucky teachers and administrators.

➔ Create an account as soon as possible http://www.epsb.ky.gov/ ◆ Use your full name!
  ◆ This should be the same name used when registering for PRAXIS exams.

➔ Apply for Emergency Substitute Certification
  ◆ You can work in schools as a substitute teacher once you have earned at least 64 semester hours or college credit with at least a 2.45 GPA ➔ Check Certification Status
    ◆ Once you have submitted your certification application and your degree has been posted to your transcript, you will be able to see the status of your application.

KENTUCKY EDUCATION ASSOCIATION (KEA)
The KEA Student Program is Kentucky's only professional association open to all college students preparing to enter the teaching profession. The KEA Student Program helps them complete their portfolios; document their mastery of Kentucky's standards for new teachers; write their resumes and learn valuable interviewing skills; prepare for the PRAXIS exams; and network with teachers and administrators in the school districts where they will apply for teaching positions. You are also provided liability insurance which will cover legal fees if you
encounter issues during your field experiences. Please consider joining this organization to receive this benefit. 
➔ For more information:
   ◆ Go online at http://education.uky.edu/Community/student-life/kea-sp

SCHOLARSHIPS

The College of Education offers scholarships for entering freshmen, enrolled undergraduate and graduate students, as well as students in the COST overseas student teaching program. All applicants must be enrolled in the College of Education at the time their application is submitted. The College of Education has both needs-based and non-needs-based scholarships. Students may apply for both.

➔ For a list of all education scholarships, visit https://2b.education.uky.edu/adeanugadvss/list-ofscholarships-fellowships-and-assistantships/
➔ Additional opportunities can be viewed at https://2b.education.uky.edu/adeanugadvss/additionalfinancial-opportunities/
➔ For more information, visit https://2b.education.uky.edu/adeanugadvss/scholarships-and-financial-aid/

STEM PLUS
(Preparing Leaders for Urban/Rural Schools)

STEM Plus is a recently initiated undergraduate certification program housed with the College of Education and the new STEM Education Department. It represents a unique trans-disciplinary approach to teacher education and is the first STEM Education major in the United States!!

➔ Earn a double major in STEM Education and content major (i.e., mathematics, physics, chemistry, earth science, physical science, computer science) with secondary teaching certification (grades 8-12) in one or more state-certifiable STEM subjects in just 4 years (120 credit hours)!!!
➔ Program responds to needs of urban and rural schools
➔ Committed producing STEM teachers who will function as ethical professionals, lifelong learners, and leaders in their schools and communities
➔ Formal and informal clinical field experiences from year 1!
➔ For more information
   ◆ Contact the STEM Education advisor at bob.singleton@uky.edu
   ◆ Go online at https://2b.education.uky.edu/stem/new/undergraduate-programs/

Library Resources

EDUCATION LIBRARY

The Education Library serves the College of Education. Their collection contains Education serials and monographs as well as a juvenile collection and a textbook collection.

➔ Private study rooms for groups to check out
➔ Numerous workspaces for spreading out
➔ A bank of computers and printing available
➔ Bring your Student ID
➔ Education Academic Liaison
Sarah Vaughn
Email: sarah.vaughn@uky.edu
Phone: (859)257-7977

Contact Information: 205 Dickey Hall  251 Scott Street  (859) 257-7977
http://libraries.uky.edu/lib.php?lib_id=6 or http://libguides.uky.edu/educ

WILLIAM T. YOUNG LIBRARY
W.T. Young maintains a humanities, social sciences and life sciences collection.

➔ Audio Visual Services
➔ The Hub for study space and IT help
➔ Computer and printer access
➔ The Writing Center (see below)

Contact Information: 500 S. Limestone Street  (859) 218-1881
Email: lib.circdesk@email.uky.edu http://libraries.uky.edu/lib.php?lib_id=14

THE WRITING CENTER (Located at William T. Young)
The writing center offers free and friendly help to all UK students, faculty, and staff. They assist with the process of composing and communicating in writing, speaking, and multimedia projects across the curriculum.

➔ Schedule an appointment for help with writing, speaking and/or multimedia projects
  ◆ uky.mywconline.com
  ◆ Face-to-face appointments
  ◆ online consultations
  ◆ e-Tutoring appointments

Contact Information: The Hub @ William T. Young Library Basement B108B (859)257-1368 http://wrdd.as.uky.edu/writing-center

ONLINE LIBRARY RESOURCES
The University of Kentucky Library system has a multitude of available digital resources. Visit http://libraries.uky.edu/ to have all-access.

➔ Search for resources based on keyword, title or author
  ◆ Books
  ◆ E-books
  ◆ Articles
  ◆ E-Journals
  ◆ Databases

➔ View all library locations and location specific resources.
  ◆ http://libraries.uky.edu/CampusLibraries

➔ View all library services
  ◆ http://libraries.uky.edu/Services

➔ Find your Academic Liaison
  ◆ Available to provide assistance for your specific subject or program ◆
  http://libraries.uky.edu/Liaisons
Link Blue & Online Resources

The University of Kentucky Information Technology created the term "link blue" to define a directory account (user id and password) which can be used when connecting to many campus-wide systems, including myUK, Blackboard and APEX Degree Planner.

*To access these resources, go to www.uky.edu. Click “Link Blue” at the top. You will then see a variety of resources listed down the left side. You will need your UK username and password for access.

ACCOUNT MANAGER

Use your username and password to log on and change a variety of settings

➔ Change your password before it expires
➔ Update your email preferences
  ◆ Change your University email address
  ◆ Forward your University email to another email address
  ◆ Create a University Microsoft Office or Gmail account
➔ https://ukam.uky.edu/manager/Account/Login.aspx

SOFTWARE DOWNLOADS

Use your Link Blue username and password to gain access to free and reduced rates on some of the most up to date software downloads.

➔ Download Microsoft Office for FREE (Word, Powerpoint, Excel and more) ➔ Other resources include Adobe products, Turning Point and many, many more!
➔ Virtual Den
  ◆ Provides access to general student lab software on any UK student's personal devices (desktop, laptop, tablet). This allows anywhere, anytime access to software like Microsoft Office. ➔ https://download.uky.edu/

STUDENT COMPUTER LABS

Student Computing Services (SCS) maintains 11 computer labs that are spread out across the campus of University of Kentucky. A variety of other individual colleges also maintain their own computer labs. ➔ Some SCS locations include:
  ◆ The Hub at William T. Library, Basement
  ◆ CARES located at 129 McVey Hall
  ◆ Student Center, CSI, Room 106
  ◆ Lucille Little Fine Arts Building
myUK Account Resources

The myUK Portal includes several convenient front-end features and functions for faculty, staff, and students. Each of the following tabs allows you to see, change and edit a variety of information.

*To access these resources, go to [www.uky.edu](http://www.uky.edu). Click “Link Blue” at the top. You will then see a variety of resources listed down the left side. Within these resources, click myUK. You will need your UK username and password for access. The following are tabs within the “Student Services” link at the top.

- **myPage**
  - Use this page as an index
  - Helpful links and directions **myInfo**
  - View your profile and edit personal information
  - View your class schedule and check for any stops or holds
  - Make appointments with your academic advisor
  - Make appointments with the Student Health Clinic
  - Apply for housing or check the status of your application
  - Search for a roommate **myRecords**
  - View the academic calendar
  - View your unofficial transcript or order an official copy
  - Apply to graduate
  - Obtain enrollment/degree verification **Admissions**
  - Register for orientation
  - Apply to the Graduate School
  - Search the course catalog
  - See how previous course credits will transfer to UK **Plan and register for Courses**
  - Search the course catalog
  - Register for courses during open registration windows
  - Drop courses
  - View your course schedule
  - Link to the bookstore to buy books for your courses **Financials**
  - View financial information and payment services
  - Pay tuition and other fees
  - Find information on financial aid and services
  - Maintain your Plus Account, Flex Dollars and Meal Plan

**Degree Planner (APEX)**

- Produce an audit based on your primary program
◆ View your completed, in progress and unfulfilled credits/courses
◆ View possible courses that can fulfill program requirements◆ Plan ahead and graduate sooner!

➔ Produce a “What if” scenario audit
◆ Few course requirements for other programs
◆ See your completed and unfulfilled requirements if deciding to switch to that particular program

UK Alert
➔ Link to your UK Alert Account Page
◆ Add a phone or email by which to receive alerts◆ Choose to receive alerts by text, email or both

Parking and Transportation Resources

Parking Permits
How do I obtain a parking pass?
➔ Visit Parking and Transportation on Campus
◆ Their services are located in the Press Avenue Garage (PS #6), at the corner of Press and Virginia Avenue
◆ 721 Press Avenue, Lexington, KY 40506-0571 Phone: (859) 257-5757
◆ Bring change! You’ll need to park at the meters on the side of the building ➔

Check online!
◆ [http://www.uky.edu/pts/parking-permits_student-permits](http://www.uky.edu/pts/parking-permits_student-permits)

Where can I park when I visit campus?
➔ To visit a campus resident, your student host must provide you with a guest parking permit that allows temporary parking in the spaces marked for residence halls.
◆ Parking permits are available at PTS.
➔ Pay for short term parking
◆ Pay parking meters, Parking Structure #5 on South Limestone and Parking Structure #7 on Sports Center Drive
◆ Visitors parking in Parking Structures #5 or #7 have the option of paying the hourly fee with cash or credit card

➔ Most employee lots and student commuter lots are accessible and available on weekends.
◆ Permits are not required after 3:30 p.m. Friday until 5:00 a.m. Monday

**Go to [http://www.uky.edu/CampusGuide/help.html](http://www.uky.edu/CampusGuide/help.html) to view an interactive map of UK’s campus. You can also view additional information about specific buildings, parking structures and locations.

How do I pay a citation?
➔ Go to [http://www.uky.edu/pts/online-services_pay-a-citation](http://www.uky.edu/pts/online-services_pay-a-citation) and click “Pay a Citation”
◆ Search by license plate number or citation number located on your ticket
◆ You will need: Visa, MasterCard, AMEX or Discover Card number and expiration date

Visit Parking and Transportation on Campus (see *How do I obtain a parking pass?* above) *Buses, Shuttles, Cabs and More*

**CATS SHUTTLE**

The Campus Area Transit System (CATS) fleet consists of eighteen buses that support four routes serving the campus core during the fall and spring semesters as well as the UK HealthCare Route, which operates yearround. This service is FREE on UK’s Campus

→ Find all routes at [http://www.uky.edu/pts/buses-and-shuttles-campus-shuttles](http://www.uky.edu/pts/buses-and-shuttles-campus-shuttles)
→ Track shuttles in real-time with Cat Tracker
  ◆ Download the transloc app
→ Late Night Services
  ◆ Yellow Night Route
    ● Runs from 6:00 p.m. to midnight, Monday through Friday
  ◆ On-Demand
    ● Starting at midnight Monday through Friday and 7:00 p.m. on Sunday
    ● Call (859) 221-RIDE to arrange for a ride anywhere on campus
→ Holiday Shopping Shuttle
  ◆ Free transportation to Fayette Mall on certain days in December
→ Airport Shuttle
  ◆ Free on-campus pick up at the start of Thanksgiving, winter and spring breaks
→ Ride Home Express
  ◆ Round trip tickets available for shuttles following four different routes and hitting 15 cities. Shuttles run for Thanksgiving, winter and spring breaks.

*Contact Information: Parking & Transportation Services  721 Press Avenue  Telephone: (859) 257-5757  [http://www.uky.edu/pts/](http://www.uky.edu/pts/)*

**LEXTRAN**

Lextran (The Transit Authority of Lexington) is Lexington's public transportation system. Lextran operates a fleet of 73 buses, including a University of Kentucky campus shuttle service. Our mainline bus service runs from 5:30 a.m. until 12:30 a.m. University of Kentucky students, faculty and staff may ride any Lextran bus route free of charge simply by showing their valid Wildcard ID, as part of the new BluPass program. This includes all routes free and unlimited rides! Find all routes at [http://www.lextran.com/route-maps/](http://www.lextran.com/route-maps/)

SAFECATS

SAFECATS (Safe and Free Escort for Campus Area Travelling Students) is a safety escort service available to UK students and their guests. The University Police Department contracts with the Flying Wildcats Booster Club, a student organization comprised of Air Force ROTC cadets to operate the SAFECATS program.

➔ Call to request an escort by foot or golf cart
➔ Sunday - Thursday from 8:30pm to 1:30am
➔ Call 10-20 minutes in advance of the time you need an escort

Contact information: uksafecats@uky.edu (859) 257-SAFE (7233) http://www.uky.edu/Police/escort.html

SGA CATS CAB

A FREE cab service for UK students. We will pick you up anywhere inside New Circle Road and take you anywhere inside New Circle Road for FREE.

➔ Reserve a cab
  ◆ Call 252-CATS (2287)
  ◆ Download the mobile app
  ◆ Visit the website
➔ Thursday, Friday, and Saturday nights from 10pm – 3am
➔ For each UK student in your party there can be one non-UK student
➔ Your destination must be a residence
➔ If you want to go outside of New Circle Road, discounted rates apply: $2.00 Entry Fee + $0.20 per 1/10 mile

Contact information: Student Government 120 Student Center Phone: 859.257.3191 http://uksga.org/cats-cab

Tutoring Resources

CENTER FOR ACADEMIC RESOURCES AND ENHANCEMENT SERVICES

CARES will provide a comprehensive academic support system as well as enrichment services to aid in increasing the retention and graduation rates of underrepresented students. Programs and activities assist students in achieving academic excellence and adjusting to student life at the University of Kentucky.

➔ Academic Planning
  ◆ Anything from choosing your major to searching for jobs
➔ Free Weekly Tutoring
  ◆ One hour a week in one-on-one or group study sessions ◆
  Sign up online
➔ Computer Lab

Contact Information: 104 McVey Hall Phone: (859) 323-6347 http://www.uky.edu/Diversity/CARES/index.html
MATHSKELLER

The Math Resource Center is a computing and mathematics learning center of the Mathematics Department and the Mathematical Sciences Computing Facility at the University of Kentucky.

➔ Math help from Faculty, Graduate Students and Undergraduate Assistants who teach 100 level Math courses
➔ Study areas, computers and printers
➔ Free printing for any math related materials
➔ No appointment necessary

Contact Information:  Whitehall Classroom Building 63 (near the loading dock)
                     Email: mrc@ms.uky.edu  http://www.mathskeller.org/

THE STUDY

Academic Enhancement, better known as The Study, provides programming and services to impact student success at the University of Kentucky. Academic Enhancement is a one-stop shop for all students' academic needs.

➔ Free Peer Tutoring for 100 and 200 level courses
➔ Placement Testing to determine the most appropriate level courses
➔ Participate in Math or Reading workshops to enhance your abilities
➔ Individual Academic Consultation Appointments

Contact Information:  306 Complex Commons Building  Phone: (859)257.1356  Email: thestudy@uky.edu  http://www.uky.edu/AE/

Other Resources

CAMPUSS MAP

Go to http://www.uky.edu/CampusGuide/help.html to view an interactive map of UK’s campus. You can also view additional information about specific buildings and locations.

COUNSELING CENTER

The University of Kentucky Counseling Center: Consultation and Psychological Services (UKCC), provides confidential psychological counseling to currently enrolled UK students and consultation services to currently enrolled UK students, UK faculty and staff, and caregivers.

➔ The following counseling services are offered to meet student needs:
  ◆ Individual
  ◆ Couple
  ◆ Groups and Workshops
  ◆ Major/Career Counseling
◆ Outreach Programming

➔ Take a personality or career assessment
➔ Learn about suicide prevention and other training programs  

Contact Information: 201 Frazee Hall (859) 257-8701

http://www.uky.edu/StudentAffairs/Counseling/index.html

DISABILITY RESOURCE CENTER

The goal of the Disability Resource Center is to provide equal access to students who are eligible. We advocate for reasonable accommodations, removal of barriers, and acceptance of different learning methods. In partnership with students, faculty, and staff, our purpose is to achieve an accessible educational environment where students with disabilities have an equal opportunity to fully participate in all aspects of the university community.

➔ Contact the Disability Resource Center early to request specific assistance
  ◆ Required medical or psychological documentation will be reviewed
  ◆ Reasonable accommodations can be provided from the beginning of class work in order to achieve the greatest benefit to the student.

Contact Information: Alumni Gym, Room 2  (859) 257-2754

http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html

FINANCIAL AID

The goal of student financial aid is to provide aid to students who would be unable to attend the University without such assistance. We strive to provide a student-oriented approach in the administration of financial aid programs by being responsive to the needs of students, their families, and other constituents.

➔ To apply for financial aid, visit their website for a link and additional information
  ◆ You will be required to fill out a FAFSA form and provide the necessary paperwork
➔ Go online to search for other scholarships and financial opportunities

Contact Information: 128 Funkhouser Building  (859) 257-3172  http://www.uky.edu/financialaid/

JAMES W. STUCKERT CAREER CENTER

This resource is intended to provide assistance with exploring careers, identifying career paths, connecting with employers and building a strong resume or interview.

➔ Services include:
  ◆ Career and Major Exploration
  ◆ Aid in finding a job or internship
  ◆ Polishing resumes, cover letters and more ◆
  Providing interview etiquette and practice ◆
  Many, many more!
Drop-in hours are available, or you may schedule an appointment
Visit http://www.uky.edu/careercenter/ for more information
Contact Information: 408 Rose St. (859)257-2746 ukcareercenter@uky.edu

REGISTRAR

The registrar’s office provides a variety of different services to students, staff, alumni and the public sector. Some of the main services include:

◆ Request a transcript online or at the office
  ● This can be sent to schools or employers, or kept for personal use
◆ Academic Calendar
  ● Look at important dates for the school year
◆ Schedule of Classes
◆ GPA calculator
◆ Inquire about tuition and fees

For more information, go online or visit the office
Contact Information: 100 W.D. Funkhouser Building (859) 257-7157 http://www.uky.edu/registrar/

TRANSFER EQUIVALENCIES

Thinking of transferring to University of Kentucky? Or, thinking of taking a few courses at a different institution? Find out how your courses at your current or previous school will transfer to UK. https://myuk.uky.edu/zApps/SLCM_TES/

UNIVERSITY HEALTH SERVICES

UHS is your source for student health care, and provides immunizations, screenings and urgent treatment for students. Our physicians are board-certified in family practice, internal medicine, women's health, psychiatry, and occupational medicine. Students who have used UHS may fill prescriptions at the Student Health Pharmacy

All full-time UK students may see these clinicians without charge.

Part-time UK students can use UHS two ways: ◆ Voluntarily paying the health fee ◆ Or be seen on a fee-for-service basis ➔ To schedule an appointment:

◆ Call at 859-323-2778
◆ Log on to your myUK page and look under the myInfo tab for the Student Health link. Here you can make an appointment online.

Visit the student pharmacy on the first floor to fill your prescriptions
Contact Information: 830 S. Limestone Lexington KY 40536 859-323-5823 http://ukhealthcare.uky.edu/uhs/student-health/

Final Thoughts, Tips and Tricks

➔ DO NOT stress
  ◆ This is a lot of information but there is PLENTY of guidance along the way
If you have questions or need guidance, get online or go to the Taylor Ed building to find someone to help you ➔ Ask questions

Email, call, visit, do whatever it takes if you need help or have questions ➔

**DO NOT procrastinate**

Log your field experiences WEEKLY. Don’t fall behind! ➔

**Make connections**

You have the opportunity to have 3 semesters of “job interviews”.

Make connections that will last and will be helpful when you need a job!

(This can include professors, university supervisors, principals, team teachers, and other school faculty)

**Think about your future students**

It is your professional responsibility to continue to learn all you can in order to be a teacher who reaches the next generation of learners.