



Student's Guide to the MIC Program 2015-2016  
Master's with Initial Certification  
Department of Curriculum & Instruction

## TABLE OF CONTENTS

Introduction	p. 3
Section 1: First Things First	p. 5
Section 2: Academics: Field Placement, Methods, & Interdisciplinary Classes	p. 9
Section 3: Student Teaching: Placements & Certification	p. 16
Section 4: Master's Degree: Master's Exam, Coursework Verification, and Graduation	p. 19
Section 5: Other Important Information	p. 21

## INTRODUCTION

Welcome to the MIC Program, an intensive one-year program that has the reputation of preparing many of the best teachers in Kentucky! You will be obtaining *both* a Master's Degree in Education as well as a Rank II Kentucky Teacher certification. A Rank II is an advanced teaching rank (undergraduates leaving 4-year programs in KY have an initial rank III). With these advanced credentials come understandably heightened expectations for academic work in classes, fully engaged participation in all field work, and "extra effort" in learning how to teach your subject area content to meet the needs of diverse students using every available tool and resource, including technology, community and school resources, and your own valuable prior real world experiences.

This MIC guide is designed to simplify things as much as possible during the upcoming year. Although it is impossible to anticipate every question, we hope that it is relatively comprehensive and provides much of the information you may need--or at least shows you where to find it. The MIC guide is organized into five sections. The first section, imaginatively titled *First Things First*, will provide you with some important information to keep in mind during the first month of the program. During the first couple of weeks, you will need to take care of things like signing up for Blackboard/Canvas and Open Portfolio (OTIS), registering for PRAXIS exams, and making sure that you will satisfy the Masters course work requirements. This guide will provide you with information on all three of these tasks as well as provide other important reminders.

The second section is titled *Academics* and is broken into three subsections, Field Placement Component, methods, and interdisciplinary coursework. Within these sections is a description of the kind of work you will be doing this year as well as a list of faculty for each program area. The MIC faculty is a highly capable group of scholar-practitioners with expertise in content area methods and interdisciplinary fields. Teaching, learning, and curriculum are very complex endeavors indeed! The MIC faculty collaborates to prepare you to teach your subject area and to seamlessly integrate important areas such as special education, school policy, history and law, educational leadership, and adolescent/development psychology in your classroom work. In the MIC we emphasize the interplay of theory and practice. The first semester will involve graduate coursework as well as field placements in partner high schools. This section is intended to orient you to your first semester work.

In the third section, *Student Teaching: Placement and Certification*, you will find information about what preparations are necessary in order to begin student teaching as well as valuable resources intended to help you once you enter the classroom.

In the fourth section, *Master's Degree Requirements: Master's Exam, Master's Coursework Verification, and Graduation*, you will find information about the necessary steps, forms, and requirements to complete your Master's degree work during either the spring or summer semester, depending on when you will finally complete your graduate coursework for the MIC.

In the fifth and last section, ***Other Important Information***, you will find information about strategic approaches that will help you get answers to any situation-specific question that might arise for you and some *very* important information about teacher professionalism and ethics about which you must be highly aware.

All of your work this year will be framed by four themes that align with our requirements for program certification by the ***National Association of Colleges of Teacher Education (NCATE)***. ***These themes are: Research, Reflection, Leading, and Learning***. As we work through the various course readings, classwork, and collaborations with our partner schools in fall and spring, we will examine research and reflect on how to provide leadership and learning achievement for diverse students. Diversity, special needs, motivation, and teaching for student achievement are primary outcomes for graduates of our MIC Program.

Again, welcome to the MIC program—we look forward to a great year!

## SECTION 1: FIRST THINGS FIRST

### **Electronic Housekeeping:**

Taking care of some electronic housekeeping at the beginning of the semester will save you time - and possibly grief - in the months to come. We try and give some helpful hints and guidance in the sections that follow.

#### ***Email Accounts, Forwarding, and Registering for Blackboard***

You have likely received an e-mail already detailing the necessity of registering for a campus account, the document-sharing site Blackboard, and the MIC listserv. You should take care of activating your email and becoming familiar with Blackboard/Canvas immediately! The MIC faculty depends heavily on the use of email and web technology for both communications and instruction. You should note that even if you do not wish to use your student account, you must arrange to have your email forwarded.

#### ***Activate your Student Computing Account***

AFTER you have registered for your fall courses, you are automatically assigned a student computing account. BUT, you must ACTIVATE this important account. Here are the directions to do so.

- Your link blue account is crucial for access to the online course management system we will use (Blackboard/Canvas), use of online library services, the MIC official listserv, registration etc.
- Access activation information at <http://wiki.uky.edu/accounts/Wiki%20Pages/Activating%20Your%20Link%20Blue%20Account.aspx>

If you do not plan to use your UK email address as your PRIMARY email contact, **you** are responsible for forwarding email from the UK address to the email account of your choosing. If you need help forwarding email, see directions below or contact the Computing Help Desk at: <http://www.uky.edu/UKIT/>

#### ***Enroll in the MICSTU Listserv***

After your AD computer account has been activated, go to the following link, scroll down and click on the EDC class listserv for MICSTU:

<http://www.uky.edu/Education/TEP/coelist.html>

This listserv uses your UK official email account as the automatic contact. If you wish to use another email for this contact, you will need to contact the Help Desk to assist you with that. Just make sure the email you have for MICSTU is one you check regularly. No excuses for not getting email notices and deadlines! **Be careful about replying to a listserv email, as that message goes to the entire listserv.**

### ***Forwarding your UK email***

If you don't plan on using UK email, you can forward all of your UK emails to any email address you like, meaning you can check your UK email straight from your Yahoo or Gmail inbox, for example.

To forward email, follow the steps below:

1. First, log in to your account manager from the "linkblue" tab using your linkblue ID and password.
2. From the main menu, click on "change" by email delivery location.
3. Click "other mailbox" and enter the email address which you would like to have your mail forwarded to.

### ***Changing your address***

You can change both your permanent and current addresses through myUK. Official correspondence (e.g., account statements) go to your permanent address, but residual checks go to your current address.

1. Log in to myUK.
2. Under "Student Services," click on "myInfo."
3. To change any address, click the "Edit" button.
4. Make your changes, and then click "Save."

## **Additional Masters Coursework:**

Each MIC candidate is required to complete nine (9) graduate credit hours of elective coursework. These should be planned carefully with your methods advisor. Those of you planning on graduating in May (end of spring semester 2016) likely have already completed most, if not all, of the additional 9 additional credit hours that are required for the MIC program. For those of you who have not, you must take these nine hours of masters level course work in order to satisfy all of the credit requirements for your Master's Degree.

Although you have significant flexibility in determining your elective coursework, there are a few stipulations:

- To fulfill a state requirement, MIC students are required to take EDC 533 (Teaching Adolescent Literacy Across the Disciplines).
- MIC students who plan to student teach abroad are required to take EDC 554 (Culture, Education, and Teaching Abroad)

If you have yet to begin your electives, most likely your methods advisor will ask that you wait until the summer of 2016 to complete this work, but sometimes he/she gives special permission for this additional graduate coursework in the academic school.

Please note that the Graduate School does not allow more than 15 hours of graduate coursework to be taken in one semester. There are **no exceptions** to this rule.

### **Praxis:**

You will be required to pass the Praxis Principles of Learning and Teaching exam (PLT) test as well as the necessary Praxis Subject Assessment for your content area. The Praxis exams are administered by the Educational Testing Service (ETS). You can find additional information on the certification exams, including study guides and sample questions, on their website: [www.ets.org](http://www.ets.org) click on *PRAXIS* in the middle of the page to find information on registering, state requirements, etc. **Important: Passing the PRAXIS exams is required for you to receive your teaching certification.**

All of the Praxis tests are delivered in a computer-based form and are offered on numerous occasions at various testing locations, the paper-based tests are only given a certain number of times each year at designated testing locations. However, these testing windows can fill quickly. Be sure to check with the Kentucky Educational Professional Standards Board (EPSB) to see which tests you need and then register early. The EPSB website is <http://www.kyepsb.net>

While there is a high level of success on both PLT and content area PRAXIS exams in the MIC, you should guard against the possibility of failure. In other words, don't wait until the last available test date to take all of your exams. If you do not pass any of them this will delay or possibly eliminate you from seeking employment upon completion of the MIC program.

### **Classrooms, Libraries and Parking:**

What follows is a brief introduction to your surroundings at the University of Kentucky campus. If you are reading this guide, you have likely found Dickey Hall. However, we have included some links to detailed campus maps for your convenience.

#### ***Classrooms***

Most classes will be held on campus at Dickey Hall (DH) or Taylor Education Building (TEB). Although TEB is on Upper Street and DH is on Scott Street, the buildings are connected by a breezeway and the parking options should be identical. To locate directions to any building on campus visit the link: <http://www.uky.edu/CampusGuide/>

#### ***Libraries***

The education library is located on the second floor of Dickey Hall in room 205. For information about all campus libraries, including maps, visit the link below:

<http://www.uky.edu/Libraries/>

***Parking***

If you have not already secured a UK campus parking pass for the semester, you will find information on where and how to obtain a pass on the following website:

<http://www.uky.edu/Parking/>

When visiting the partnering schools, be prepared to beat the traffic – buses, teachers, parents, and students – by getting a parking pass that will allow you to park in a teacher spot. Typically, these can be obtained at the law enforcement or security office at your school. If you can swing by the school before the first day of your field placement, it will save you a bit of a wait; on the first day every other student teacher will have the exact same idea about parking passes.

## **SECTION 2: ACADEMICS: Field Placement Component, Methods & Interdisciplinary classes**

The Master of Arts in Secondary Education with Initial Certification (MIC) at the University of Kentucky (UK) is a unique and intensive program of 31 credit hours leading to both a master's degree and initial teacher certification in Kentucky. The format of the program requires that candidates participate in challenging graduate coursework and extensive field preparation that promotes an understanding and synthesis of theory and practice. MIC candidates learn to appreciate, generate, and adapt *research* in a *reflective* manner to promote student *learning* and to enhance their abilities as teacher *leaders*. To this end, students take a myriad of graduate coursework aimed at preparing them for careers as teacher leaders.

### **The Field Placement Component**

Field placement is a component of EDU 645 and SEM 770. Our purpose in this course is to give you both a sound theoretical foundation and in-depth experience to enable you to become a professional educator who utilizes research and reflection in order to learn and lead in the classroom. In essence, the purpose of the course is to encourage you, the beginning teacher, to become a “student of teaching”. You will explore your beliefs about the purposes of education, your role in the school community, and models of teaching that best facilitate learning among diverse student populations. Underlying the entire semester will be an exploration of your notions of what public education should look like and the impact of personal experiences on your role as a teacher. This is an opportunity to challenge you to begin thinking about the impact of theory, content, pedagogy, and personal experience on your behaviors and attitudes as a teacher. Each topic we discuss will fall under one of the following categories:

- Foundations and philosophy of education in a democratic society,
- Teacher ethics and professionalism (behaviors, growth & development),
- Learning theory and adolescent development,
- General classroom practices (planning, classroom management, instructional strategies/design, & assessment).

The field placement component includes an extensive field experience in public school settings during the fall semester of the program. MIC teacher candidates are placed in participating high schools that serve as partners for secondary teacher education with the UK Department of Curriculum and Instruction. In these placement classrooms, MIC teacher candidates work with highly qualified teachers as they observe classroom teaching and practice working with whole classes, small cooperative learning groups, individual students, and the management of classroom routines. Each candidate spends approximately 20 hours per week working in public school classrooms for the majority of the fall semester. For the last two weeks of the semester, candidates begin their student teaching; at this time, candidates leave their fall placement and move to a new school in

order to ensure that they experience diverse school and classroom contexts within the greater Lexington area. Please note that the two weeks spent at your student teaching placement during the fall semester do NOT count toward the state mandated 70 days of student teaching. This is strictly an opportunity to orient yourself to your student teaching placement before it officially begins.

## **Books**

For each course, your instructor will provide you with a list of required books, readings, resources, etc. Journal article readings will be provided as online documents (pdf) or websites on the Blackboard/Canvas course management system or similar site. Books will be available at Kennedy Bookstore and the UK Bookstore, but you should call first to make sure they are in stock. You may also wish to order these books online. Instructors for all courses will provide information about their texts/reading requirements to you.

## Masters with Initial Certification Faculty and Staff



### **Curriculum and Instruction Interim Department Chair, Dr. Susan Cantrell**

Dr. Cantrell joined the faculty in 2003. She is an Associate Professor in Curriculum and Instruction and is Director of Research for the Collaborative Center for Literacy Development. Dr. Cantrell began her career as an elementary reading and classroom teacher and she earned her doctoral degree from the University of Kentucky. She teaches courses in reading methods for undergraduate and graduate students. Dr. Cantrell's research is focused on teachers' efficacy and development and the effects of classroom contexts on students' reading comprehension and motivation. **Email:**

**Susan.Cantrell@uky.edu**

## Methods Faculty

### *English Education*



### **Leslie David Burns, Ph.D., Michigan State University**

Dr. Leslie David Burns is an assistant professor of literacy, the Director of the UK Bluegrass Writing Project, and the Program Chair for English Education in the UK Department of Curriculum and Instruction. He holds a BA in English from Washburn University of Topeka, Kansas, an MA in Curriculum and Instruction from the University of Kansas, and a Ph.D. in Curriculum, Teaching, and Educational Policy from Michigan State University. Since joining the C&I faculty in 2005, Dr. Burns began his career as an award-winning high school English language arts teacher in Kansas, where he taught general, special education, and college prep English courses and the full

array of language arts electives from theater to journalism, photojournalism, yearbook, contemporary literature, remedial composition, and speech. Dr. Burns scholarly interests include pre-service English education, teacher education curriculum and policy, teacher identity, adolescent literacy and literacy policy, cultural theories, discourse analysis, and research and theory from the New Literacy Studies. Dr. Burns is chair of the English education program faculty. **Email: l.burns@uky.edu**

### *Mathematics Education*



### **Lisa Krause, Ed.D., University of Illinois**

Dr. Lisa Krause joined the University of Kentucky faculty in 2014 as a clinical assistant professor of mathematics education. Dr. Krause holds a Masters in Educational Administration and a Masters in Mathematics Education, both from Eastern Illinois University. Dr. Krause received her doctorate in Curriculum and Instruction from the University of Illinois. Dr. Krause 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. **Email: Lisa.Krause@uky.edu**



**Molly Fisher, Ph.D., University of North Carolina at Charlotte**

Dr. Fisher joined the faculty in 2009 as an assistant professor of mathematics education. She began her career as a high school mathematics teacher in the Charlotte, NC area. She obtained her B.A. in Mathematics, M.A. in Mathematics Education, and Ph.D. in Curriculum and Instruction, all from the University of North Carolina at Charlotte. Most recently, Dr. Fisher taught mathematics and mathematics education courses at the University of North Carolina at Charlotte. When she joined the faculty in 2009 she had six years of high school mathematics teaching experience, two years of high school online teaching experience, and three years of college-level teaching experience. Dr. Fisher's research interests include teachers' stress, burnout, and coping skills, especially among beginning teachers. **Email: molly.fisher@uky.edu**



**Margaret Mohr-Schroeder, Ph.D., Texas A&M University**

Dr. Mohr-Schroeder joined the University of Kentucky faculty in 2006 as an associate professor of mathematics education where she is the chair of the secondary mathematics education program. She holds a BSEd and MS in Mathematics from Pittsburg State University, and a Ph.D. in Curriculum and Instruction – Mathematics Education from Texas A&M University. As a native of Kansas, she began her career as a junior high, high school, community college, and college mathematics instructor. Since her arrival to UK, Dr. Mohr-Schroeder has been involved in over \$13 million in NSF funding, expanding STEM Education through various initiatives including the Science and Mathematics Teacher Imperative (SMTI), and has been instrumental in garnering internal and external funding to support transdisciplinary teacher preparation. When she is not boating, camping, or using her mathematical abilities to remodel her home, she enjoys researching pre-service teacher Mathematics Education, Mathematics Knowledge for Teaching, and Assessment. **Email: m.mohr@uky.edu**

**Science Education**



**Brett Criswell, Ph.D., Pennsylvania State University**

Dr. Criswell joined the faculty in 2012. He obtained his B.S. from Indiana University of Pennsylvania, M.S. from the University of Pittsburg, and Ph.D. from Pennsylvania State University. Most recently, Dr. Criswell was an assistant professor in the Middle-Secondary Education and Instructional Technology program at Georgia State University. His research interests include developing knowledge-building communities, science classroom discourse, the Vygotskian view of concept formation as bi-directional, and abductive reasoning and hypothesis generation. **Email: brett.criswell@uky.edu**

### ***Social Studies Education***



#### **Kathleen Owings Swan, Ph.D., University of Virginia**

Dr. Swan joined the faculty in the Department of Curriculum and Instruction in the fall 2004. Dr. Swan came to the university after completing her doctoral degree in social studies education at the University of Virginia. As a former social studies teacher, she researches ways of effectively integrating technology into the K-12 social studies classroom. She is the recipient of the National Technology Leadership Award in Social Studies Education co-sponsored by the College and University Faculty Assembly (CUFA) and the Society of Technology and Teacher Education (SITE) in 2005, 2007, 2008 and 2009. Her research has appeared in the International

Journal of Social Education, Social Education, The Social Studies and Journal of Research on Technology in Education and is the co-creator of the Historical Scene Investigation Project ([www.hsionline.org](http://www.hsionline.org)), the Digital Directors Guild([www.ddguild.org](http://www.ddguild.org)), Digital Docs in a Box ([www.digitaldocsinabox.org](http://www.digitaldocsinabox.org)) and Econocast ([www.econocast.org](http://www.econocast.org)). She is also the advisor for the Social Studies Assessment, Curriculum and Assessment Collaborative (SSACI) at the Chief Council of State School Officers (CCSSO) and is the co-editor of the Contemporary Issues in Technology and Teacher Education -- Social Studies. **Email: [kswan@uky.edu](mailto:kswan@uky.edu)**

### **Interdisciplinary Faculty and Coursework**



#### **Justin Bathon, Ph.D, Indiana University**

Dr. Bathon is an Assistant Professor in the Department of Educational Leadership Studies. He joined the faculty in 2008. Justin came from Indiana University - Bloomington where he earned his Ph.D. in Educational Leadership and Policy Studies and taught courses in educational law. Justin also has a Juris Doctor and Masters in Educational Leadership from Southern Illinois University - Carbondale. Justin has legal and educational experience at the local, state, national & international levels, including time as a high school teacher in southern Illinois. Justin's research explores (broadly) the intersections of education, law, and technology, with occasional tangents like

educational leadership preparation infrastructure. **Email: [Justin.Bathon@uky.edu](mailto:Justin.Bathon@uky.edu) . - Dr. Bathon teaches ELS 691.**



#### **Joseph Ferrare, Ph.D, University of Wisconsin-Madison**

Dr. Joe Ferrare joined the faculty at UK in 2014 from the Department of Sociology and Fairhaven College of Interdisciplinary Studies at Western Washington University. Prior to his doctoral studies at UW-Madison he spent three years as a research analyst in Seattle, WA working in the areas of education, labor, and environmental policy. At the most general level, Dr. Ferrare's work is focused on understanding (1.) the forms and consequences of social and cultural inequality that emerge through students' education attainment trajectories, and (2.) the extent to which education policy and reform movements transform or reproduce inequities in these latter trajectories. **Email: [Joseph.Ferrare@uky.edu](mailto:Joseph.Ferrare@uky.edu) – Dr. Ferrare teaches EPE 773**



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

Dr. Jeanette Groth works Academic Services and Teacher Certification as an advisor for the Elementary Education Program and 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. **Email:** [jlgtrot2@uky.edu](mailto:jlgtrot2@uky.edu) – **Dr. Groth teaches EDC 639**



**Meada Hall, Ph.D., University of Kentucky**

Meada Hall earned her undergraduate degree in Therapeutic Recreation a Masters and A.D.D. in Special Education from the University of Kentucky. She is currently Project Director for the Community Based Work Transition Program through the Interdisciplinary Human Development Institute at the University of Kentucky. Hall is also an educator with years of experience in the public schools. Her areas of expertise include Transition IEP, Community Based Instruction (CBI), Using Choosing Outcomes and Accommodations for Children (COACH) for Education Planning, and Advocacy for Individuals with Disabilities and Families. **Email:** [meada.hall@uky.edu](mailto:meada.hall@uky.edu) - **Dr. Hall teaches EDS 604.**



**Joan M. Mazur, Ph.D., Cornell University**

Dr. Joan Mazur joined the faculty in 1993 as an assistant professor in the Instructional Systems Design program. She had worked for six years at the Interactive Multimedia Group at Cornell University while pursuing her graduate degrees. Dr. Mazur holds a Masters in Educational Philosophy from Cornell and a doctorate in Curriculum and Instruction from that same institution. After obtaining her B.A. in English from SUNY Geneseo in upstate New York she taught secondary English at several rural and inner city schools. Dr. Mazur's current research interests focus on interface design and the use of interactive multimedia to support learning, research, and teacher

professionalism in a variety of instructional contexts. **Email:** [jmazur@uky.edu](mailto:jmazur@uky.edu). - **Dr. Mazur teaches EDC 638.**



**Margaret Rintamaa, Ed.D., University of Kentucky**

Dr. Rintamaa joined the faculty in 2006 as a research assistant professor for the Collaborative Center for Literacy Development. In 2012, she transitioned to clinical assistant professor and chair of the Middle School Teacher Education program faculty in Curriculum and Instruction. Dr. Rintamaa began her career as a science and language arts middle school teacher. She holds a B.A. from Emory University and an M.S. in education from the University of Kentucky. She earned her doctoral degree from the University of Kentucky with an

emphasis on mentoring beginning teachers and the Kentucky Teacher Internship Program. Dr. Rintamaa teaches courses in middle level education and classroom management and discipline. Dr. Rintamaa also serves as the Director for the Bluegrass Writing Project. **Email: Margaret.Rintamaa@uky.edu - Dr. Rintamaa teaches EDC 637.**



**Kenneth M. Tyler, PhD., Howard University**

Dr. Tyler received his Ph.D. in Developmental Psychology from Howard University in 2002. Dr. Tyler has broad areas of research interests that include culture, identity development, learning and socialization processes, motivation and school attachment, and minority student achievement. Dr. Tyler's current work focuses on 1) measuring the degree of alignment between home and school cultures of minority student populations and understanding its link to academic motivation and performance and 2) testing a conceptual model of African American male student identity development and its associations with psychological and school performance outcomes.

Dr. Tyler is a full member of the Graduate Faculty. **Email: Kenneth.Tyler@uky.edu - Dr. Tyler teaches EDP 658.**

## **SECTION 3: STUDENT TEACHING & CERTIFICATION**

Student teaching represents the culminating field experience for all teacher education programs that prepare candidates for initial certification. During this time, MIC candidates work intensively in a school setting for one semester under the supervision of classroom teachers and university supervisors. Your methods professor will assign you a student teaching placement some time during the fall semester. Your student teaching school will be different than your field experience placement. This dual placement is intentional in order to offer you a diversity of experiences. While some requests may be accommodated, you should be prepared to accept that your methods professor is attempting to put you in the situation that will be the most beneficial to your growth as an educator.

Before you ever set foot in the classroom where you will do your student teaching, there are some things you will need to do. These include, but are not limited to, getting fingerprinted for a criminal background check, completing the application for student teaching, and paying all associated fees. Towards the end of the semester, you will receive information from the Office of Clinical Preparation and Partnerships about making the necessary preparations.

### **Field Experience and School Collaboration**

The Office of Clinical Preparation and Partnerships is the office that will coordinate your student teaching. The office is located on the first floor of Taylor Education Building, Room 104. Dr. Brennan (pictured below) is the Director of the field placement office. Ms. Mary Henderson is the staff assistant who helps to coordinate the necessary paperwork.



**Sharon Brennan, Director**

Dr. Brennan is an associate professor in Curriculum and Instruction.

(859) 257-1857

104 Taylor Education Building

e-mail: [sharon.brennan@uky.edu](mailto:sharon.brennan@uky.edu)

### ***After You Receive Your Placement***

After your methods instructor has given you your field placement, the student teaching office will provide you with a list of things you must do prior to student teaching. These tasks seem like they are in the distant future however, just as with registering for and taking PRAXIS tests, some of them take time to arrange. One of the most important tasks is completing your student teaching application for Spring 2016. Your student teaching application (including a complete physical and TB skin test) should be submitted no later than August 28, 2015. You can find this application at: <https://education.uky.edu/ocp/student-teaching/>. You will need to complete and the application and submit a paper copy to 107A Taylor Education Building with a \$30 check payable to the University of Kentucky.

Additionally, you will need a criminal background check and your fingerprinting completed well before the deadlines for each.

### ***Becoming a Student Teacher***

Once you receive your placement, you should begin to consider your role as a student teacher. You will be confronted with issues many of which you have never faced before, such as professional decorum and ethics. Section 4 of this guide will provide you with some tools that will help you to establish yourself as a teacher. In addition to these resources, Dr. Brennan has compiled an in-depth field guide to student teaching that includes policies and procedures, the structure of the student teaching experience, and roles and responsibilities. The Guide for Partners in Student Teaching can be downloaded on the Office of Field Experience website, or you can follow this link directly to the document: <https://education.uky.edu/ocp/wp-content/uploads/sites/28/2015/05/CPSP-Guide-for-Partners-in-Student-Teaching.pdf>

### ***COST program***

The UK College of Education is a participant in a unique partnership – the Consortium for Overseas Student Teaching (COST). This association, comprised of fifteen schools of education across the country, was created to give aspiring teachers an opportunity to complete their student teaching requirement in another country. For several decades, the UK College of Education's Office of Field Experience has arranged for hundreds of students to fulfill their student teaching in locations as diverse as South America, Europe, and Australia. After working and living for a semester in one of these areas, students return to the United States with a broader perspective on their world and experiences that enhance the quality of their classroom teaching. Students in the MIC program are eligible for the COST program. If you are interested in this opportunity, please discuss the possibility with you content area methods advisor and Ms. Julie Cleary in the Field Placement Office. See contact information below:



**Julie Cleary**, Program Coordinator

Ms. Cleary coordinates the COST program.

(859) 257-7974

104 Taylor Education Building

e-mail: [julie.cleary@uky.edu](mailto:julie.cleary@uky.edu)

UK COST Website:

<http://www.uky.edu/Education/OFE/ofecost.html>

## **Certification and Receiving your Degree**

In order to make sure that all of your hard work during the year literally pays off, there is some protocol you must follow in order to make it all official. After all your coursework is completed and student teaching is successfully finished, you must have all of the necessary paperwork turned in to the Office of Academic Services and Teacher Certification (aka "166") in order to be certified in the state of Kentucky. The Certification office is located on the first floor of Taylor Education Building (TEB) Room 166. At the beginning of the second semester you will be advised by representatives from that office about what is required of you for teaching certification. Dr. Gary Schroeder (pictured below), the Director of the Certification Office, and Mr. Christopher Reese, his assistant, direct this process along with your content area methods advisor.



**Dr. Gary Schroeder**

Director of Academic Services and Teacher Certification

166 Taylor Education Building

(859) 257-7971

email: [gschr1@uky.edu](mailto:gschr1@uky.edu)

## **SECTION 4: MASTER'S DEGREE: MASTER'S EXAM, COURSEWORK VERIFICATION AND GRADUATION**

### **Master's Exam**

As part of your Master's Degree work you must take a Master's Exam in order to complete your advanced degree. The Master's Exam is scheduled in both the Spring Semester and in the 4-week Summer semester for MIC Students. If you will complete your coursework requirements by May, you will take your exam during the Spring semester (usually the month of April). If you are completing coursework in the Summer and will get an August degree, you will take your exam in May.

The exam is scheduled each spring to take into account when UK is on spring break, when the schools are on break, when holidays occur, and requirements from the graduate school at UK (there is a deadline for the last day to schedule the exam, for example). Thus the date changes each year, but it is always determined in January. The May exam is determined after March of the spring semester.

The Exam is a pass/fail exam and is graded by a team of three professors from your program and the department. The structure and format of the exam can change, but your MIC Master's exam will contain questions that focus on the connection between your field experiences, coursework, and pedagogical content knowledge. Your program chair will inform you of the format and general content coverage for the exam in reasonable time for you to prepare for the exam.

The exam is proctored and there are strict procedures for the conduct of the exam. For example, no student name is to appear on the answer booklet; you log your student ID only.

#### ***Scheduling the Exam:***

YOU are responsible for scheduling the exam. As soon as the date is finalized, you must submit a Request for a Final Master's exam online. **This request MUST BE COMPLETED no later than TWO weeks prior to the exam** (for either the spring or summer exam). No request, no exam, no exceptions. You may complete the Request for Final Master's Exam AND the Graduate School Application for Degree forms, which are now completed online at the following link:

[http://www.research.uky.edu/cfdocs/gs/MastersCommittee/Student/Selection\\_Screen.cfm](http://www.research.uky.edu/cfdocs/gs/MastersCommittee/Student/Selection_Screen.cfm)

In addition to the Request for a Final Master's Exam form, you must also provide an unofficial copy of your transcript (from MyUK) AND a Master's Verification Form (see information below).

### **Coursework Verification for the Master's Degree.**

You may only schedule your Master's Exam in the LAST semester in which you are completing coursework. Your completion of coursework needs to be verified. There is a program planning sheet -- a Master's Verification form for the MIC Program (also referred to as a Curriculum Contract). You will receive a copy of the verification form (which is also located on the MIC website) at the beginning of the spring semester.

- (1) Fill out the form COMPLETELY
- (2) Attach an unofficial copy of your transcript
- (3) Submit this to TEB 166 at the conclusion of term during which you complete all coursework

### **Graduation**

During the FIRST MONTH of the semester in which you plan to graduate (Spring or Summer) fill out a Request for Degree form available at the link below. Without this form, you will not be allowed to graduate on time.

<http://www.research.uky.edu/gs/forms.html>

If you have only one or two courses to complete your MIC and plan to take them in Summer for an August Degree, you may be able to get permission to "walk" at our May graduation ceremony...as long as you have registered for that coursework AND scheduled your May Master's Exam (and taken it prior to graduation). You can receive an August degree from the University of Kentucky, but there is only one official graduation ceremony, and that is held in May of each year.

## **SECTION 5: OTHER IMPORTANT INFORMATION**

The last section of the guide has been assembled to help you with other problems, concerns, or questions you might have. It is not intended to be comprehensive but a good start at some things you might find puzzling.

### **Accommodations for Special Needs**

University regulations require that any students with special needs be “self-disclosing” meaning you must let faculty know if you need any special accommodations for your physical comfort or learning in this class. Please inform faculty early in the course (after the first class meeting) so they can assist you in any ways you may need.

In order to qualify for these accommodations you must register with the Disability Resource Center. Information is at the following link:

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/register.html>

### **Getting Questions Answered**

Your first, last, and best option for any questions is your *content area methods advisor*. In their role as advisor, they will help navigate you through both your courses and your student teaching experience and can help direct you to the right person to answer your question. With that said, the expectation is that you use the information in this guide to self-advocate and assure that you are on track to graduate. Many students in this program are acquainted with their undergraduate advisor, a staff associate whose main responsibility was advising students on coursework. In this graduate program, content area methods advisors are faculty who wear many hats—researcher, professor and advisor. While faculty are invested in each aspect of their profession, advisor is an additional responsibility, and, as such, they rely on the self-efficacy of their graduate students to stay on top of their program requirements and due dates. This guide has already addressed some of the important contacts at the University of Kentucky (e.g. field supervision, certification, etc.), but we have tried to provide additional contact information on the Graduate Studies office below for issues regarding course registration, the Masters comprehensive examination, and transcripts.

#### ***Registration, Graduate Student Questions, and Transcripts***

If there are concerns about registration, any graduate school issue, or transcripts, you will need to contact the office of Graduate Studies in the Department of Curriculum & Instruction. The Director of Graduate Studies (DGS), Dr. Mary Shake (pictured below), or her assistant, Ms. Betty McCann (pictured below), will help answer your questions. The Graduate Studies office is located on the third floor of Dickey Hall Room 305. When

you contact the Graduate studies office, be prepared to provide the following information with your inquiry.

1. Student ID#, NOT your social security number
2. LinkBlue ID

All general questions about schedules, courses, registration, and general MIC questions can be directed to our graduate assistant:

Rebecca Mueller  
MIC Graduate Assistant  
Department of Curriculum and Instruction  
Dickey Hall 348  
859-257-4551  
Rebecca.Mueller@uky.edu



**MARY C. SHAKE, Ed.D., University at Albany  
Director of Graduate Studies**

Dr. Shake joined the faculty in the Department of Curriculum and Instruction in the Fall, 1985, having spent one year as Academic Staff at the University of Wisconsin, Oshkosh. Dr. Shake holds a M.S. degree in Reading from the University at Albany and a B.S. degree in Elementary Education and Home Economics from St. Joseph College in Connecticut. Dr. Shake's areas of academic interest include classroom literacy instruction, education reform, and teacher preparation for diverse classrooms. Dr. Shake is the Director of Graduate Studies for the department, and chair of two program faculties: elementary education and reading and writing.

**Email: mcshak1@uky.edu**



**Betty McCann, Staff Support Associate II**

Office of the Director of Graduate Studies  
305 DH  
(859) 257-4896

**Email: bmccann@uky.edu**

***Before you begin emailing: Email etiquette***

One of the important skills that all students need to learn is how to email *professionally*. Many professors get a bit cranky about receiving emails that look like text messages (e.g. all lower case letters, common text abbreviations, and improper addressing). When you email a professor or staff member, it is important to address them by title. For example, when you email Dr. Mazur or Ms. McCann, you would use “Dr.” or “Ms.”. Also, you should write in complete sentences—text messaging works with friends but not in a professional setting. You need to also watch your tone, opting for language that implies respect and understanding that it may take time to get an answer to your specific question. Finally, make sure to create a signature that assists the reader in contacting you—for example, include your full name, phone number, and status (e.g. Johnny Appleseed, Current Social Studies MIC candidate, 867-5309). Also, be realistic about a response. It may take several days to get an answer, and it's important to be patient in this process. For more information on netiquette, please review Purdue University's guide to email at [http://owl.english.purdue.edu/handouts/pw/p\\_emaillett.html](http://owl.english.purdue.edu/handouts/pw/p_emaillett.html)

**Ethics during the MIC program**

All students are expected to conduct themselves in an ethical manner during their UK classes and related field placements, as befitting graduate students and future teachers. Any unethical behavior in class or during your field placements may result in failure in your courses and/or expulsion from the MIC program, determined on a case-by-case basis. Faculty will follow all university due process procedures concerning academic or ethical conduct.

There are some things that you should never do as a student teacher. You should never offer or agree to give a student a ride in your car. Nice thing to do—big liability. There are some gray areas, however, that have become murkier in the digital age. We have highlighted some key issues below, including online behavior as well as dress code do's and don'ts--we will address these issues and more in the courses both fall and spring.

***A Word About Facebook, Instagram, and Twitter***

At least once a year, some thorny ethical issues arise from questionable social networking and media usage from MIC students. Don't be that student this year! Remember, everything you do – in and out of the classroom – affects your reputation and your chances of getting hired. Just because it's legal won't prevent you from getting in a world of trouble. If you're going to keep a Facebook, Instagram, or Twitter account be sure to follow a couple cardinal rules:

1. Don't. Ever. Add. Students.
2. Don't add students! Seriously.
3. Set your account privacy settings so that no high school student can find you.
4. Remove (or un-tag) pictures that Grandma Sally wouldn't approve of, including pictures of you drinking anything harder than tap water.
5. Don't ever publish anything you wouldn't want the whole world to know.

Don't know how to set the privacy settings in Facebook? Read on...

### ***Setting Privacy Settings on Facebook***

To set privacy settings, follow the steps below:

1. Log in to Facebook.
2. At the top right corner of the screen, click on the "lock" symbol.
3. Under the "lock symbol" click on "who can see my stuff" and make sure that is on "Friends". Use the activity log to see who can see what you've been tagged in.
4. To change who can find you on Facebook use the "who can contact you" tab underneath of the "lock symbol" and switch from "everyone" to "friends of friends". This is recommended to keep yourself from being found by high schoolers.

### ***De-Tagging Pictures of Yourself***

To De-tag pictures so they are unavailable to students, follow the following steps:

1. Click on the offending photo that you'd like to de-tag.
2. At the bottom of the picture, click on the link that says 'options' then click 'remove tag'
3. Voila! Remember, THIS DOES NOT MAKE YOU DISAPPEAR FROM THE PHOTO. People will still be able to see the picture, whether or not you're explicitly labeled by name.

### ***Protecting "Tweets" from Public Viewing.***

1. On the right hand side of your page, scroll over the person image and click on "settings"
2. Click on the left hand side of the page where it says "security and privacy"
3. Click "protect my tweets" to turn on privacy settings.
4. From now only people you approve will be able to view your "tweets".

### ***Protecting Photos on Instagram from Public Viewing.***

1. From the app: touch on the person symbol on the right hand side.
2. Touch the "wheel" symbol for settings at the top right hand corner.
3. Touch "private account" and/or slide it to the on position (showing blue).
4. Now your account is private and no one can see your photos (even by hashtag) unless you have approved them as a follower.

### ***Google Yourself.***

After setting your privacy settings, "google" yourself to make sure that your pages are not pulling up as public. This is also good to make sure there is nothing else on the web about you that you wouldn't want available to the world ☺

### ***Plagiarism: Just (Don't) Do It***

As pre-service teachers, we ask our students to have integrity, do their work, and be responsible, so it makes sense that we ourselves commit to the same ethical standard.

Plagiarism is intellectual theft, the presenting of another's ideas as your own, without appropriate academic citation. Plagiarism is a serious ethical offense, and will not be tolerated at the University of Kentucky.

If you need a refresher course on appropriate citations, excellent style guides can be found for virtually every citation method.

Purdue University's APA Style Guide: [owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

Purdue University's MLA Style Guide: [owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)

***The Teacher Style File: What Not to Wear***

Teaching isn't about breaking out the *Prada*, but, just like everything else in school, image is intentional. The clothes you wear will create an impression of who you are and help to create the image of professional educator.

Dressing "Do's"

- Do feel free to wear anything June Cleaver or Harry Potter might wear. (Ok, maybe not the cape.)
- Do feel free to wear button down shirts.
- Do feel free to wear slacks or skirts.
- Do feel free to wear comfy shoes you can stand in for 8+ hours.

Dressing "Don'ts"

- Don't wear anything too revealing or low-cut.
- Don't wear jeans, unless it's a school sanctioned "jean day".
- Don't wear flip-flops.

***For example***



Feel free to rock the power tie, like Senator Marco Rubio.



We can't all have Michelle Obama's arms, but we can all emulate her classy style.



Yes, Martha, I'm lovin' the easy-to-maintain hair and the conservative button up!



A vest and a tie? Now that's style.

## **Bookmarks**

For assistance with other questions, problems, concerns or issues, we have provided the following bookmarks:

### ***University Related***

- ***myUK:*** <https://myuk.uky.edu/irj/portal>  
This is where you can register for classes, pay tuition bills, and update your contact information.
- ***UK Academic Calendars:*** <http://www.uky.edu/Registrar/AcademicCalendar.htm>  
The best place to find deadlines for admissions, registration, and financial aid.
- ***MIC Listserv:*** Subscribe: <http://www.uky.edu/Education/TEP/coelist.html>  
Keep track of important MIC announcements, such as upcoming registration deadlines or course changes, by subscribing to 'MICSTU.'

### ***Kentucky and Fayette County Resources***

- ***Kentucky Dept. of Education:*** <http://www.education.ky.gov>  
This is a useful site for finding information on state testing, Kentucky standards, curricular resources as well as job postings for the state.
- ***Fayette County Job Postings:***  
<http://www.fcps.net/administration/departments/human-resources/apply> This site posts official vacancies for all positions in Fayette County and provides directions for applying for positions.

### ***General Teacher Resources***

- ***Encyclomedia:*** <http://www.unitedstreaming.com/>  
Stream or download educational video clips, music, and images. (You'll need to get a login from your school first.)
- ***Google for Educators:*** <http://www.google.com/educators/index.html>  
Resources on using Google Tools (Google Earth, Blogger, Docs, Spreadsheets) in the classroom.
- ***New York Times Teacher Connections:***  
<http://www.nytimes.com/learning/teachers/index.html>  
Lesson plans and activities for all core content areas, with links to National standards.
- ***PBS Teachers:*** <http://www.pbslearningmedia.org/>  
Lesson plans and activities for all core content areas, with links to standards.
- ***Scholastic Teachers:*** <http://www2.scholastic.com/browse/lessonplans.jsp>  
Lesson plans and activities for all core content areas, with links to standards.

