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Professional education programs at the University of Kentucky are guided by the theme, *Research and Reflection for Learning and Leading*. The vision of the unit is to become one of the nation's best public professional education units with emphasis on research, reflection, learning, and leading in service to the Commonwealth, the nation, and the world.

The professional education unit "endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The unit fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff. As part of a research-extensive university, the unit advances knowledge through research. As part of a land-grant institution, the unit prepares professionals for a variety of roles in educational settings and community agencies and provides leadership in the improvement of the education, health, and well-being of citizens in the Commonwealth, the nation, and the world."

Ninety-eight percent of unit faculty members have attained the highest degrees possible in their fields. The unit provides candidates with access to state-of-the-art technology. Each building is equipped with computer laboratories and "smart" classrooms to keep candidates and faculty in pace with the latest technological advances in education. In addition to preparing excellent teachers and school leaders, graduates have gone on to excel in numerous other professional fields.

Educator Preparation at UK

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

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

The mission for the UK educator preparation unit is as follows: the Educator Preparation Unit at

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

Accreditation

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

Relationship with the Kentucky EPSB

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

Financial Aid/Scholarships

The College of Education awards scholarships to both undergraduate and graduate students. Information and application forms are available in 166 Taylor Education Building. The deadline for scholarship applications is **February 15**. Graduate students should also contact the Director of Graduate Studies in their department for information about any targeted scholarship funds. The College of Education also administers the Kentucky Minority Educator Recruitment and Retention scholarship program (MERR) for the Kentucky Department of Education. Minority students applying for MERR funds must be Kentucky residents. MERR forms are available in 166 Taylor Education Building. Kentucky residents who are enrolled in a teacher certification program may also apply for funds from the Kentucky Higher Education Assistance Authority Teacher

Scholarship program (KHEAA). Students applying for funds through the KHEAA teacher scholarship program must include a completed FAFSA need analysis data form with their applications. Funds are awarded first to students fully admitted to a teacher education program, in order of the greatest financial need. Both KHEAA and MERR teacher scholarship awards are forgivable on a semester by semester basis when the candidate teaches in Kentucky public schools. Award recipients who do not teach in Kentucky public schools must pay back the awards, with interest.

Undergraduate Programs in Education

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

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

Students pursuing one of the following majors earn a Bachelor of Arts in Education degree: early elementary education, interdisciplinary disability studies, middle level education, or secondary education. Students selecting a major in secondary education must specialize in either English or social studies.

Students pursuing one of the following majors earn a Bachelor of Science in Education degree: health promotion, kinesiology (teacher certification or exercise science), interdisciplinary early childhood education, special education, and STEM education.

Persons holding a bachelor's degree from a regionally accredited institution, with a minimum overall GPA of at least 2.75, or a 3.0 in their last 30 hours of the degree, may pursue initial educator preparation at the undergraduate level by following any of the certification programs described in this Bulletin. If these persons also wish to earn a UK bachelor's degree, all UK degree requirements must be met. All educator preparation students at the University of Kentucky are expected to meet the requirements for "Admission, Retention and Completion from Teacher Education Programs" as described below.

Undergraduate Certificate in Education

The University of Kentucky grants the following undergraduate certificate in the College of Education:

- Leadership Studies

Graduate Programs in Education

Graduate Degrees and Certificates

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

- Master of Arts in Education
- Master of Science (Kinesiology and Health Promotion)
- Master of Science in Education
- Master of Science in Education (Interdisciplinary Early Childhood Education)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)
- Interdisciplinary Doctor of Philosophy (Ph.D. in Education Sciences)
- Rank II (32 hour) and Rank I (30 hour) Programs in Professional Education

Graduate Programs Leading to Advanced Educator Licensure

The University of Kentucky offers graduate programs leading to advanced educator licensure in Literacy, Computer Science in Instructional Systems Design, Library Science, School Psychology, and School Leadership. Approved Teacher Leader programs at the master's level are also available in Special Education, Interdisciplinary Early Childhood Education, and Educational Leadership.

UK Graduate Certificates

The University of Kentucky offers graduate certificates in: Assistive and Rehabilitation Technology; Autism Spectrum Disorders; Career, and Civic Life (C3) Teaching & Learning; Distance Education; Executive Educational Leadership; High Performance Coaching; Instructional Coaching; International Education; Leadership for Deeper Learning; Next Generation Teaching & Learning; Rehabilitation Counseling; Research Methods in Education; School Technology Leadership; Sport, Fitness, and Recreation Management; and Teaching in Culturally and Linguistically Diverse Classrooms.

Graduate Programs Leading to Initial Educator Licensure

The following graduate level initial educator certification programs are available at the University of Kentucky: 1) graduate alternative certification program leading to certification in moderate/severe disabilities, grades P-12; 2) graduate level alternative certification program leading to initial certification in World Languages: Chinese, Japanese, French, German, Russian, Spanish, 3) master of arts in education with initial certification in secondary education, grades 8-12, English, mathematics, science (biology, chemistry, earth science, or physics), social studies; 4) Master of Science in Career and Technical education with initial certification, grades 5-12 (option in agriculture education); 5) master of science in communication disorders with initial certification, grades

P-12; 6) certification program in school psychology, grades P-12; and 7) master of arts in teaching world languages (with options in Chinese, Japanese, French, German, Latin, Russian, and Spanish), grades P-12.; 8), graduate program leading to initial certification in Learning and Behavior Disorders; 9) graduate program leading to initial certification in Interdisciplinary Early Childhood Education; and 10) Master of Science in Library Science leading to certification as a School Media Librarian.

For more information about programs, please visit the College of Education website at: <http://education.uky.edu/>.

Graduate Alternative Certification Programs Leading to Initial Educator Licensure

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

Special Facilities and Services

The **Education Library** provides a wide range of education materials, with over 400 journals and 100,000 books, plus children's literature and Kentucky state-approved textbook collections. In addition, major education databases are available through the library's website at:

<http://libraries.uky.edu/educ>.

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

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

The **Instructional Technology Center** provides media services to students, faculty, and programs of the College of Education. Services include computer classrooms, computer hardware and software support, presentation technol-

ogy, circulation of nonprint teaching materials and audiovisual equipment; a materials preparation laboratory; graphic, photographic, and recorded media; and facilities for working with films and electronic media. The staff is available to assist with a wide range of technology-related activities.

The mission of the **Office of Student Engagement, Equity and Diversity** is to enhance the academic experience of College of Education students through the development and management of co-curricular activities. The office partners with different units within the College of Education with the following goals: maintain a supportive and inclusive environment for College of Education students from the time of their enrollment through graduation; intellectually connect and engage students with all aspects of the College's programs and initiatives, the Lexington community, and beyond; create a vibrant community of discipline-specific student organizations that can provide all students with mentoring and support in their pursuit of professional careers and certificates; develop multiple paths for students to follow in pursuing personal, educational, leadership and professional growth; and provide opportunities for all students to participate in, experience and embrace diversity. All programs and activities supported by the Office of Student Engagement, Equity and Diversity are geared towards success of all students, regardless of race, nationality, gender, sexual orientation, geographical location, religion, and disability.

The mission of the **Institute for Educational Research** is to support faculty in identifying significant education and policy issues; encouraging individual, collaborative and interdisciplinary inquiry; locating external funding sources; preparing grant proposals and providing post-award management services.

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

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

The **Pediatrics Exercise Physiology (PEP) Laboratory** is one of only a handful of facilities in the world designed specifically to serve the needs of pediatrics patients. The PEP-Lab will provide a state of the art facility and resources for testing, physical training, and analysis of pediatric populations for research and clinical investigations.

The **UK Body Composition Core Laboratory (BCCL)** is a human-based laboratory facility specifically designed to provide state-of-the-

art body composition analysis for research and clinical investigations.

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

General Information

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

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

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

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

ADMISSION, RETENTION AND COMPLETION FROM TEACHER EDUCATION PROGRAMS

Changes in Rules Governing Admission to Teacher Education Programs

Starting in fall 2012, the rules for admission to all teacher education programs in Kentucky have changed. All candidates for admission to any initial teacher education program are required to show an overall GPA of at least 2.75, or a 3.0 GPA in the last 30 hours taken (semester inclusive). Also, all candidates for admission to any initial teacher education program will need to demonstrate successful completion of the Praxis®

Core Academic Skills for Educators tests in reading, writing, and mathematics. Graduate students may substitute passing scores on the GRE for admission to teacher education.

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

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

SECTION 1: Overview

A student must be admitted, retained in, and successfully exit from a state-approved educator preparation program in order to receive a teaching certificate. The components of an approved teacher preparation program include:

1. an earned bachelor's degree from a regionally accredited institution of higher education,
2. completion of approved teaching subject matter field(s), e.g., approved majors, major equivalencies, minors, or support areas, as specified by the candidate's chosen program faculty,
3. completion of an educator preparation program, including the final clinical experience, e.g., student teaching,
4. and verification by program faculty that all applicable standards sets have been met.

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

SECTION 2: Continuous Assessment

1. A candidate's progress through all educator preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their coursework and

clinical experience placements, candidates will be assessed a minimum of three times during their program by representatives of their respective program faculty.

2. The candidate assessments will occur upon entry into the educator preparation program, at a midpoint in the program (no later than the semester prior to the final clinical experience, e.g., student teaching), and as candidates exit the program following the final clinical experience, e.g., student teaching. Assessments will include, but are not limited to: (a) appropriate scores on approved standardized tests, (b) review of grades via inspection of transcript, (c) personal and professional skills assessed during interviews with program faculty, throughout coursework, and during clinical experiences, (d) artifacts submitted by the candidate that demonstrate their ability to attain of standards, (e) continued adherence to the KY Professional Code of Ethics, and (f) documentation of the following skills: critical thinking, communication, creativity, and collaboration.
3. **Professional Growth Plan (PGP):** Following admission to an educator preparation program, if problems have been identified at any assessment point, program faculty will prepare a professional growth plan for the candidate which addresses the problems, identifies the scheme to implement the professional growth plan, and provides feedback and direction to the candidate.

Section 2A: First Continuous Assessment Point – Admission to Educator Preparation Programs

1. A candidate's progress through all educator preparation programs is continuously monitored, assessed, and reviewed. The first continuous assessment point is admission to educator preparation (TEP). In addition to the general requirements for admission to educator preparation (TEP) listed below, candidates should carefully review the specific requirements of their individual programs.
2. Candidates for admission to educator preparation (TEP) must have completed at least 30 semester hours, or, if pursuing state teacher certification as a certification-only student or a graduate student, must have earned a bachelor's degree from a regionally accredited institution of higher education.
3. Candidates for admission to educator preparation (TEP) must demonstrate academic achievement by earning a minimum overall GPA of 2.75, or a GPA of at least 3.0 in the final semesters which include the last 30 hours of coursework. Candidates

seeking admission to a graduate-level educator preparation program must also satisfy UK Graduate School admission standards. The UK Graduate School requires an overall UG GPA of 2.75 as a minimum for unconditional admission to graduate programs. And, if the candidate has completed any graduate course work, a minimum graduate GPA of 3.0 is required. Candidates intending to use the “GPA of at least 3.0 on the final 30 hours option” should consult with their program’s Director of Graduate Studies for additional information. The UG GPA is taken directly from the transcript showing award of the undergraduate degree.

4. Candidates for admission to educator preparation (TEP) must certify their knowledge of the Kentucky Professional Code of Ethics and must sign a state mandated character and fitness review.
5. Candidates for admission to educator preparation (TEP) must demonstrate aptitude for teaching by presenting three letters of recommendation from individuals who can attest to the candidate’s potential success in teaching.
6. Candidates for admission to educator preparation (TEP) must demonstrate that they have reviewed and understand dispositions for teaching. At UK, these dispositions are encoded in the *UK Functional Skills and Dispositions Standards Set*. The UK Functional Skills and Dispositions are listed below:
 - a. The candidate communicates appropriately and effectively
 - b. The candidate demonstrates constructive attitudes
 - c. The candidate demonstrates ability to conceptualize key subject matter ideas and relationships
 - d. The candidate interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
 - e. The candidate demonstrates a commitment to professional ethics and behavior.
7. Candidates must present artifacts that demonstrate their ability to meet standards. In addition to items specified by the candidate’s program faculty, the candidate must provide documentation of the following skills:
 - a. Critical Thinking,
 - b. Communication,
 - c. Creativity, and

d. Collaboration.

8. For those programs requiring educator preparation-related courses as a prerequisite for admission to educator preparation (TEP), candidates must complete these courses with a grade of C or better.
9. Candidates must undergo a formal interview with their educator preparation program faculty in which they will have the opportunity to discuss the artifacts that demonstrate their ability to meet standards, and engage in a dialog concerning their qualifications for admission to educator preparation (TEP).

Section 2B: Testing Requirements for Admission to Educator Preparation Programs (TEP)

1. All candidates for admission to a teacher education program at UK must demonstrate successful completion of the following pre-professional skills assessments of basic knowledge administered by the Educational Testing Service with the corresponding minimum scores:
 - a. The Praxis® Core Academic Skills for Educators: Mathematics test, with a minimum score of 150
 - b. The Praxis® Core Academic Skills for Educators: Reading test, with a minimum score of 156
 - c. The Praxis® Core Academic Skills for Educators: Writing test, with a minimum score of 162
2. Candidates for admission to a graduate level initial teacher education program (TEP) may demonstrate basic skills in the following manner:
 - a. Completion of the Praxis® Core Academic Skills for Educators tests: as in 1) a-c; or
 - b. Successful completion of the Graduate Record Exam (GRE) with the following corresponding scores:
 - i) Required minimum GRE scores for tests taken prior to August 1, 2011
 - (1) Verbal with a minimum score of 450
 - (2) Quantitative with a minimum score of 490
 - (3) Analytical Writing with a minimum score of 4.0
 - ii) Required minimum GRE scores for tests taken on or after August 1, 2011
 - (1) Verbal with a minimum score of 150

(2) Quantitative with a minimum score of 143

(3) Analytical Writing with a minimum score of 4.0

3. **Recency Requirements for Testing:** Candidates using the GRE must present GRE scores that are no older than five years. Candidates using the Praxis® Core Academic Skills for Educators (CORE) must present scores no older than 10 years. These recency requirements, adopted by the Kentucky Education Professional Standards Board correspond to the rules of the Educational Testing Service.

Section 2C: Second Assessment Point – Retention of Candidates in Educator Preparation Programs

1. The progress of candidates who have been admitted to an educator preparation program is continuously monitored. A retention review may be conducted at any time by the educator preparation program faculty, but is required no later than the semester prior to the final clinical experience, e.g., student teaching. In addition to the general requirements for the retention review listed below, candidates should continue to carefully review the specific requirements of their individual programs.
2. If at the time of admission to educator preparation (TEP), a professional growth plan was prepared for the candidate, progress on implementing the professional growth plan will be reviewed, and the plan will be updated as necessary.
3. Some of the items which are monitored in the retention review are:
 - a. Whether a candidate continues to earn grades of C or better in professional education classes;
 - b. Whether a candidate continues to maintain a 2.75 minimum GPA overall, or a minimum 3.0 GPA in the final semesters, including the last 30 hours;
 - c. Whether a candidate has demonstrated improved competence with the skills of communication, critical thinking, creativity, and collaboration;
 - d. Whether a candidate has demonstrated improved competence with the College of Education Functional Skills and Dispositions;
 - e. Whether a candidate continues to demonstrate adherence to the EPSB Professional Code of Ethics;
 - f. Whether adequate progress is being made toward meeting all required standards sets; and

- g. Whether adequate progress is being made toward completing subject matter coursework requirements for the candidate's chosen educator preparation program. If a review of the candidate's subject matter coursework identifies any problem areas, a professional growth plan will be developed to address the problems. Or, if the candidate already has a professional growth plan, it will be amended to include attention to subject matter coursework problems. (See Section 2, item 3)
4. Continued progress through the educator preparation program will be contingent on the results of the midpoint retention review. Following a retention review, candidates may be continued in good standing in the program, cautioned about identified problems which have been included in the professional growth plan, placed on probation in the program, or dropped from the program.
- If a candidate is placed on probation in the educator preparation program following a retention review, the time and conditions of the next review will be identified and communicated to the candidate by the Director of Academic Services and Teacher Certification.
 - If a candidate is dropped from the educator preparation program following a retention review, the Director of Academic Services and Teacher Certification will notify the candidate of this action. Candidates who have been dropped from an educator preparation program following a retention review may take no further professional education coursework in the program. (See Section 7, Appeals for additional information)
5. **Admission to the Final Clinical Experience, e.g., Student Teaching.** Admission to the final clinical experience, e.g., student teaching, requires a successful retention review and recommendation by the program faculty that the candidate be allowed to student teach.
6. **State Mandated Examinations for Teacher Certification.** The Kentucky Education Professional Standards Board (EPSB) requires that all applicants for a state teaching certificate present passing scores on the appropriate required PRAXIS 2 examinations. Although taking and passing the Kentucky mandated PRAXIS 2 examinations is not a requirement for completion of an educator preparation

program at UK, candidates are encouraged to complete the required state-mandated examinations prior to beginning student teaching so that the process of applying for and receiving a state teaching certificate can proceed in a timely manner. Candidates are encouraged to consult with their program faculties for advice on taking the required PRAXIS 2 examinations.

Section 2D: Third Assessment Point – Completion of Educator Preparation Programs

- The progress of candidates who have been admitted to an educator preparation program is continuously monitored. Each program faculty will conduct a completion review of all candidates, typically at the end of the final clinical experience, e.g., student teaching.
- All candidates for completion of an educator preparation program must continue to meet all standards for admission and retention at the time of program completion, including GPA requirements.
- Candidates must have completed the subject matter requirements for his/her chosen educator preparation program.
- Candidates must have successfully completed all professional education requirements for his or her program, including successful performance in the final clinical experience, e.g., student teaching.
- At program completion, all candidates must present final evidence for review (typically this includes required and optional artifacts that demonstrate attainment of standards) in the format designated by the candidate's program faculty.
- The program faculty must certify that a review of the final evidence and other pertinent documents has demonstrated that the candidate has met all of the required standards as a prerequisite to recommending the candidate for a state teaching certificate.

SECTION 3. GPA Rules for Educator Preparation Programs That Lead to a State Teaching Certificate

Section 3A: GPA Rules for Admission to an Undergraduate Educator Preparation Program

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

Section 3B: GPA Rules for Admission to a Graduate Level Educator Preparation Program

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

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

Section 3C: Rules for Using of the "Final Semesters That Include the Last 30 Hours of Credit" Option

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

Section 3D: GPA Rules for Retention and Completion

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

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

Section 3E: The Rule of “No Grade Less Than C in Professional Education Courses”

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

Section 3E.1: Special case of the rule “no grade less than C” for the Elementary Education Undergraduate Program.

In addition to the rule in Section 3E, candidates in the Elementary Education Program must earn no grade less than “C” in both University of Kentucky Undergraduate *Bulletin* headings of Program Related Studies and Professional Education Requirements.

Section 3F: Special GPA Rule Requiring a 2.75 GPA in Program Sub Areas

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

Programs that the use of this special GPA rule are as follows:

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

SECTION 4: Standards and Standards Sets in UK Educator Preparation Programs

Section 4A: All UK Educator Preparation Programs Are Standards-based

All UK educator preparation programs are standards-based, requiring candidates to meet these standards before completing the program. Candidates are assessed on these standards at the three continuous assessment points: admission to educator preparation (TEP), prior to final practicum experiences e.g., student teaching, and at the program completion.

Section 4B: There Are Three UK Required Core Standards Sets

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

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

Section 4C: Discipline (Subject) Specific Standards Also Required

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

SECTION 5: Policies on Clinical Experiences, Including the Final Clinical Experience, e.g., Student Teaching

Section 5A: General Policy on Intensive Clinical Experiences

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

Section 5B: General Rules for the Final Clinical Experience, e.g., Student Teaching

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

1. been admitted to and retained in an educator preparation program;
2. maintained a grade-point standing of at least 2.75 overall or a minimum 3.0 GPA in the final terms that include the last 30 hours of coursework;
3. completed all professional education courses except the final clinical experience, e.g., student teaching;
4. completed a minimum of 75 percent of the required subject matter courses;
5. applied and been accepted for the final clinical experience, e.g., student teaching two semesters prior to the one in which student teaching is to be done;
6. completed the required national and state criminal background check with no criminal background identified;

7. been accepted by the school system and supervising teacher where he or she plans to do the final clinical experience, e.g., student teaching;
8. scheduled no more than 3 hours of college work to be carried during the final clinical experience, e.g., student teaching with no classes scheduled to interfere with the student teaching assignment; and
9. presented evidence of having had a specified physical examination.

SECTION 6: Code of Ethics and Character and Fitness Reviews

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

SECTION 7: Appeals

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

2. Any candidate considering an appeal of a program faculty decision at any of the required Continuous Assessment Review points is encouraged to first meet with the program faculty chair to discuss the program faculty's decision and to review grounds for the appeal.
3. If an appeal is to be made, candidates must request reconsideration of the program faculty's decision within 15 business days of the date on the letter notifying the candidate of an unfavorable continuous assessment review. The request for reconsideration must clearly state the grounds on which the appeal is made and demonstrate that one of the two conditions for appeal applies. Written requests should be presented to the program faculty chair, who will call a meeting of the program faculty to review the original decision. The program faculty chair will notify the Director of Academic Services and Teacher Certification of the faculty's decision, and the Director will notify the candidate in writing.
4. If the program faculty does not alter its initial decision, the candidate may use the same procedures and appeal to the Appeals Sub-committee of the Program Faculty Chairs Committee: Candidates wishing to appeal to the Program Faculty Chairs Appeals Sub-committee must present their request for sub-committee review to the Associate Dean for Academic and Student Services. The Associate Dean will assemble the necessary materials, call the sub-committee together to hear the appeal, and inform the candidate of the committee's decision. The program faculty chairperson for the applicant's program may not serve as a member of the Appeals Sub-committee that hears the case. The Associate Dean will notify the Director of Academic Services and Teacher Certification of the decision of the appeals sub-committee so that student records may be updated. For purposes of admission, retention, or completion of educator preparation programs, the decision of the Appeals Sub-committee of the Program Faculty Chairs Committee is final.
5. This policy addresses all faculty continuous assessment reviews of a candidate's progress through an educator preparation program, including admission to the program, retention reviews of progress through the program, and the final review for completion of the program.

Interdisciplinary Early Childhood Education Birth to Primary Standards (IECE)

1. Designs/plans instruction
2. Creates/maintains environments

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

Kentucky Teacher Standards (KTS)

1. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
2. The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
6. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
7. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
8. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
9. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, re-

finer the skills and processes necessary, and implements a professional development plan.

10. The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

College of Education Skills and Dispositions

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

College of Education Technology Standards

1. Integrates media and technology into instruction
2. Utilizes multiple technology applications to support student learning
3. Selects appropriate technology to enhance instruction
4. Integrates student use of technology into instruction
5. Addresses special learning needs through technology
6. Promotes ethical and legal use of technology disciplines

Applying for Kentucky Educator Licenses

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

UK candidates for Kentucky professional educator licenses must submit all required application materials to Academic Services and Teacher Certification, 166 Taylor Education Building, Lexington, KY 40506-0001. Recommendations to the EPSB that an educator license be issued are based upon a final audit of all program completion requirements.

GRADUATION REQUIREMENTS

To graduate from the College of Education, a student must: 1) complete all specific program requirements as listed in this Bulletin; and 2) meet all requirements of the College of Education admission/retention/completion policy.

Because most students are pursuing both a UK degree and a state educator license (certificate), it is extremely important that advisors are consulted frequently to be sure that the best selection of courses is made to meet both requirements.

Undergraduate Advising

Undergraduate advising is coordinated through Academic Services and Teacher Certification, 166 Taylor Education Building.

DEPARTMENTS IN THE COLLEGE OF EDUCATION

Curriculum and Instruction

The Department of Curriculum and Instruction offers both undergraduate and graduate programs. Undergraduate programs prepare teachers for early elementary, middle school, and secondary levels. Graduate programs include: advanced degrees in teaching at elementary, middle, and secondary levels; preparation for teaching at the college/university level; and preparation for instructional design roles in business and industry.

Educational, School, and Counseling Psychology

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

Educational Leadership Studies

The Department of Educational Leadership Studies seeks to improve the quality of educational organizations through improved training and competence of leaders. The department is particularly mindful of its obligation to supply the needs of Kentucky for high quality leaders across a range of P20 organizations. Programs are offered at the Masters, Education Specialist, and Doctoral levels to meet a wide range of educational leadership needs as well as to meet specific requirements for a graduate certificate in school technology leadership, teacher leader endorsement, and certification for principals, supervisors of instruction, and superintendents of schools.

Educational Policy Studies and Evaluation

The Department of Educational Policy Studies and Evaluation provides a unique opportunity for students who wish to develop the knowledge, judgment, and research skill required to address educational issues with flexibility and imagination. Students are offered the resources of historical, sociological, philosophical, and comparative analysis; knowledge of current educational issues; expertise in evaluation research; and the opportu-

nity to learn skills necessary to evaluate the significance of studies that bear on policy. The department offers advanced degrees only.

Kinesiology and Health Promotion

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

The KHP Life Fitness program offers beginning instruction in both individual and team activities. In this program students have the opportunity to learn individual and team sports skills and/or improve their level of fitness. Currently 32 different courses are offered each year and over 1,200 students participate in the program. The classes are taught by members of the KHP Department and Department Graduate Teaching Assistants who possess expertise in the areas of health and physical education. Individual skill instruction is available in weight training, conditioning and fitness, golf, racquet sports, gymnastics, swimming, scuba diving, aerobic running and swimming, and dancing. Instruction in such team activities as basketball, soccer, volleyball, and softball is also available. In addition, intermediate and advanced courses in many of the activities are offered.

The kinesiology program is designed for students interested in teaching as well those interested in the application of knowledge and skills in kinesiology and health promotion in commercial settings. Students desiring teacher certification will complete one or more of the programs in kinesiology and health promotion described in this Bulletin. The department also offers a non-teacher certification kinesiology program in exercise science that many students pursue to prepare them for graduate programs within the medical and health field such as Physical or Occupational Therapy, Medical or Physician Assistant, Pharmacy, and also Dentistry.

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

Early Childhood, Special Education, and Rehabilitation Counseling

The Department of Early Childhood, Special Education, and Rehabilitation Counseling offers three different initial certification programs at the

undergraduate level: (1) interdisciplinary disability studies; (2) interdisciplinary early childhood education; and (3) special education.

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

STEM Education

The Department of Science, Technology, Engineering, and Mathematics (STEM) Education offers an undergraduate degree in STEM Education. The department also offers a Masters of Science degree in STEM Education. Our mission is to engage in scholarship, teaching, and service that is innovative and contributes to improving the quality of P20 science, technology, engineering, and mathematics education in the Commonwealth, the nation, and the world.

DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION

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

Requirements for Program

The Early Elementary Education Program is aligned with the New Teacher Standards of the Kentucky Education Professional Standards Board, and the national standards for elementary education approved by the National Council for the Accreditation of Teacher Education.

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

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

Continuous Assessment

1. Admission to the program is based on a selective admission process that generally occurs after students have completed at least 45 hours of university course work. All students are expected to meet the stan-

dards and rules for Admission, Retention and Completion from the Teacher Education Program as set forth in the section “Admission, Retention and Completion from Teacher Education Programs”.

2. **Assessment at the Point of Entry to the Early Elementary Education Program.** At the point of entry students must present an admission portfolio which includes the following: a) a “best piece” sample of writing which demonstrates ability to research a topic in some depth; b) evidence of multicultural/cross-cultural experience with written reflection on the experience; c) evidence of having completed 30 hours of community service with early elementary age children, including a written reflection on the experience; and, d) a written autobiography. Also at the time of entry, students will be required to complete an on-demand writing task.
3. **On-Going Assessment: Assessment During the Professional Introduction Semester.** Assessment of progress in the Professional Introduction semester includes assessment strategies specific to individual courses, but also includes an overall “Professional Introduction Portfolio.” This portfolio is intended to be an extension of the admissions portfolio, adding the following exhibits: a) philosophy of education statement (this will be modified as candidates move through the program); b) “best piece” samples from course work that show evidence of content knowledge, pedagogical content knowledge, and effective practice (given the students’ level of experience); and c) evidence of competence in instructional applications of technology and systems of information management.
4. **Assessment of Progress in the Professional Block.** This includes assessment strategies specific to individual methods courses that confirm content as well as pedagogical knowledge. It also includes some additional assessments. At the beginning of the semester, students’ Professional Introduction Portfolios are reviewed and placement needs are discussed. Once the semester begins, students are observed throughout the semester by their supervisor and are assessed using an observation form which directly reflects the New Teacher Standards. Students also submit videotapes of themselves teaching and an analysis of these as well as other lessons they have taught. The supervisors provide feedback on these lessons as well. The faculty also reviews students’ Professional Development Plans. Each student develops a Pro-

fessional Development Plan (PDP) in cooperation with UK faculty and school-based faculty. The PDP includes reflections on the student’s strengths and areas that need further work. This document serves as a planning tool for student teaching. Students also continue the development of their teaching portfolio, adding information that demonstrates competence on tasks related to the New Teacher Standards for each Professional Block course.

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

Statement on Student Teaching

Students in the early elementary education program complete 16-18 weeks of student teaching, concentrating on the ages in grades P-5. (See the section on “Student Teaching” above for additional information on student teaching.)

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

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

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 111 Introduction to Contemporary Mathematics 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

EPE 301 Education in American Culture 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Program Related Studies (47 hours)

Students must earn a C or better in all of the following courses and/or program substitutions.

A-E 200 Workshop in Design Education for Elementary Teachers	3
MUS 266 Teaching Music in Elementary Grades	3
MA 201 Mathematics for Elementary Teachers	3
MA 202 Mathematics for Elementary Teachers	3
PSY 100 Introduction to Psychology	4
EES 160 Geology for Teachers	3
PHY 160 Physics and Astronomy for Teachers	3
BIO 103 Basic Ideas of Biology	3
BIO 111 General Biology Laboratory	1
HIS 104 A History of Europe through the Mid-Seventeenth Century and HIS 105 A History of Europe from the Mid-Seventeenth Century to the Present OR HIS 108 History of the United States Through 1876 and HIS 109 History of the United States Since 1877	6
Choose one of the following courses: HIS 580, PS 456G, APP 200, GEO 322, HIS 240	3
LIS 510 Children’s Literature and Related Materials	3
Select two courses from the following: †MA 310, MA 241, EDC 334, ENG 207, LIN 211, ENG 230, ENG 260, ENG 280, ENG 290, WRD 205	6
Free Elective	3

Professional Education Requirements (49 hours)

EDP 202 Human Development and Learning	3
EPE 301 Education in American Culture	3
*KHP 380 Health Education in the Elementary School	2
*KHP 382 Physical Education for Elementary School Teachers	2
*EDC 329 Teaching Reading and Language Arts	3
*EDP 303 Teaching Exceptional Learners in the Elementary Classroom	3
*EDC 323 Classroom Management and Discipline	3
*EDC 322 Elementary Practicum	3
*EDC 326 Teaching Social Studies in the Elementary School	3
*SEM 328 Teaching Science in the Elementary School	3
*SEM 337 Teaching Mathematics in Elementary Schools	3
*EDC 339 Designing a Reading and Language Arts Program for the Elementary School	3
*EDC 317 Introduction to Instructional Media	1
**EDS 447 Strategies for Including Students with Disabilities in the Elementary Classroom	2
*EDC 433 Student Teaching in the Elementary School	12
†Course not recommended for ELED majors. *These courses require admission to the Teacher Education Program. **EDS 447 is no longer offered; EDS 547 (3 hours) is acceptable as a substitute course.	

Electives

Electives for 120 total credit hours chosen with the help of an advisor.

TOTAL HOURS 120

**B.S. in Education with a major in
HEALTH PROMOTION
(Teacher Certification Program)**

Requirements for Program

The Department of Kinesiology and Health Promotion offers undergraduate courses and degree programs in kinesiology (physical education) and health promotion. These programs support the UK educator preparation unit's theme of Research and Reflection for Learning and Leading. The process of reflective decision-making is imbedded in the departmental philosophy that students learn best through experiencing. The Health Promotion Program is guided by the standards of the American Association of Health Education (AAHE) and the Kentucky New Teacher Standards.

The health promotion program ensures an understanding of and knowledge about the structure of the health promotion discipline through the content and methodology courses in sexuality education, drug education, human health and wellness, nutrition, and program planning in health education. The purpose of health promotion is to promote quality of life for all people. This area of study is interdisciplinary, extending into biology, psychology, sociology, and medicine. Health promotion generally focuses on the whole individual, including social and emotional dimensions, not just the physical.

The B.S. in Health Promotion requires completion of the following: (1) the UK Core requirements; (2) specified course work in Program Related Studies and Professional Education; (3) the health promotion major; and (4) completion of a university-approved minor. Students wishing to pursue certification both in health and kinesiology must follow the kinesiology program description.

Continuous Assessment

- All students in the health promotion program are expected to meet the standards and rules for Admission, Retention, and Exit from Teacher Education Programs as set forth in the section "Admission, Retention and Completion from Teacher Education Programs".
- The health promotion program stimulates higher performance goals for high-performing students by offering several modes of performance. Examples are: (a) skills in performing physical activities; (b) skills in writing and oral presentations in theory courses; (c) computer technological skills in some courses; and (d) leadership skills demonstrated by high-performing students who serve as class leaders, peer tutors, and/or assistant instructors.
- After admittance to the program, students not only must maintain a 2.75 GPA, they must continue to exhibit desirable professional characteristics to remain in the pro-

gram. Students who demonstrate a lack of commitment, effort, professional behavior, knowledge, or teaching skills may be removed from the program until these characteristics are demonstrated.

Statement on Student Teaching

Students who are majoring in Health Promotion will enroll in:

KHP 371 Student Teaching in Health Education 12

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

SOC 101 Introduction to Sociology 3

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

BIO 103 Basic Ideas of Biology 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

EPE 301 Education in American Culture 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Program Related Studies Course Sequence (19 hours)

Hours

PSY 100 Introduction to Psychology 4

SOC 101 Introduction to Sociology 3

BIO 103 Basic Ideas of Biology 3

KHP 205 Anatomy and Physiology for Health

and Physical Education 3

KHP 240 Nutrition and Physical Fitness 3

DHN 101 Human Nutrition and Wellness 3

Professional Education Course Sequence (28 hours)

Hours

EDP 202 Human Development and Learning 3

EDP 203 Teaching Exceptional Learners

in Regular Classrooms 3

EPE 301 Education in American Culture 3

*EDC 317 Introduction to Instructional Media 1

*KHP 371 Student Teaching in Health Education 12

*KHP 430 Methods of Teaching Health Education 3

KHP 577 Practicum in Kinesiology
and Health Promotion 3

**These courses require admission to the Teacher Education Program.*

Majors and Minors (51-54 hours)**Plan 1**

Health Promotion major (33 hours) and one or more university approved minors (18-21 hours). **Note:** University-approved minors outside of the College of Education must be planned with an advisor in the appropriate college if the student wishes to have the minor appear on his/her transcript.

Students wishing to pursue certification in both Health Promotion and Kinesiology must follow the Kinesiology major program description.

Major in Health Promotion (33 hours)

Hours

KHP 190 First Aid and Emergency Care 2

KHP 220 Sexuality Education 2

KHP 222 Drug Education 2

KHP 230 Human Health and Wellness 3

KHP 270 Introduction to Health Education

and Health Promotion 3

KHP 310 Applied Health Education Practice 3

KHP 330 Planning and Implementing

Health Education Programs 3

KHP 420G Physiology of Exercise 3

KHP 445 Introduction to Tests and Measurements 3

KHP 590 Advanced Health Concepts 3

DHN 101 Human Nutrition and Wellness 3

EDC 533 Teaching Literacy Across the Disciplines 3

Other health related elective courses than the above list may be selected with permission of the Health Promotion faculty or KHP advising staff and must be relevant to the student's professional preparation program.

**Minor in Health Promotion (24 hours)
(not for teacher certification)**

KHP 190 First Aid and Emergency Care 2

KHP 220 Sexuality Education 2

KHP 222 Drug Education 2

KHP 230 Human Health and Wellness 3

KHP 270 Introduction to Health Education

and Health Promotion 3

KHP 330 Planning and Implementing School

Health Education Programs 3

KHP 445 Introduction to Tests and Measurements

or

STA 210 Making Sense of Uncertainty:

An Introduction to Statistical Reasoning 3

DHN 101 Human Nutrition and Wellness 3

Choose at least three hours from the following electives:

KHP 310 Applied Health Education Practice 3

KHP 590 Advanced Health Concepts 3

BSC 331 Behavioral Factors in Health and Disease 3

FAM 352 Issues in Family Sciences 3

HSM 250 Introductory Epidemiology 3

Other health related elective courses than the above list may

be selected with permission of the Health Promotion faculty

or KHP advising staff and must be relevant to the student's

professional preparation program.

Electives

Electives for 128 total credit hours chosen with the help of an advisor.

TOTAL HOURS 128

**B.S. in Education with a major in
HEALTH PROMOTION
(Non-Teaching Certification Program)**

Requirements for Program

The Department of Kinesiology and Health Promotion offers undergraduate courses and degree programs in kinesiology (exercise science and physical education) and health promotion. The health promotion program includes two tracks (health promotion non-teaching certification and health promotion teaching certification).

Students with the degree in Health Promotion non-teaching certification will be eligible to take the Certified Health Education Specialist (CHES) exam, apply to graduate schools in health related areas of study, seek employment in hospitals, health departments, worksite wellness, state or national agencies and organizations, or other similar settings.

Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions. The purpose of health promotion is to promote quality of life for all people. This area of study is interdisciplinary, extending into biology, psychology, sociology, and medicine. Health promotion generally focuses on the whole individual, including social and emotional dimensions, not just the physical. The Health Promotion track 2 is guided by the standards of the National Commission for Health Education Credentialing (NCHEC).

The B.S. in Education with a major in Health Promotion (non-teaching certification) requires completion of the following: (1) the UK Core requirements; (2) specified course work in Program Related Studies and Health Promotion course requirements; (3) practicum internship hours; and (4) completion of a university-approved minor.

Probation, Dismissal and Reinstatement Policy

An undergraduate health promotion major may be dismissed from the College of Education Kinesiology and Health Promotion Department for failure to make satisfactory progress. In the KHP program, the college continuously monitors the progress of all KHP students. Consistent with University regulations and the College of Education, requirements are that KHP programs have policies for terminating a student's enrollment for reasons of academic and professional performance.

The following rules apply in the College of Education, Kinesiology and Health Promotion Department, Health Promotion major (non-teaching certification).

Academic Performance

1. All students in the health promotion track 2 will enter the major with lower-division standing.

2. Students must take KHP 230, ANA 209 and PGY 206 or ANA 109 and ANA 110, and BIO 103 to be admitted to upper division standing.
3. At 45 hours, students will have to have taken the courses listed above and have an overall **2.2** grade-point average (GPA) to be admitted to upper division standing.
4. For students in the nonteaching health promotion major (track 2), these courses will be restricted to those who have upper division standing: KHP 325, 330, 420G, 520, 509, and 590. Students who are enrolled in the minor in health promotion and students taking these courses as electives will still be allowed to enroll in the courses.
5. Students will fill out a brief application form to gain upper division status and turn this form in to their advisor. KHP advisors in the College of Education will assume responsibility to review students' transcripts to determine if students should gain upper division status.
6. A 3-person appeals committee of Health Promotion faculty will be established to determine standards for accepting students who may have extenuating circumstances and to review appeals.
7. Once admitted to upper division status, students will be required to maintain a **2.2** GPA. Should their GPA drop below a **2.2**, they would have one semester to bring their GPA up to a **2.2**. If that does not occur, the student will no longer be in the program.
8. After admittance to the program, students must not only maintain a **2.2** GPA, they must continue to exhibit desirable professional characteristics to remain in the program. Students who demonstrate a lack of commitment, effort, professional behavior, and knowledge may be removed from the program until these characteristics are demonstrated.

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

SOC 101 Introduction to Sociology 3

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

BIO 103 Basic Ideas of Biology 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:

An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

KHP 300 Psychology and Sociology

of Physical Education and Sport 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Program Related Studies Course Sequence (16-18 hours) Hours

PSY 100 Introduction to Psychology 4

SOC 101 Introduction to Sociology 3

BIO 103 Basic Ideas of Biology 3

ANA 209 Principles of Human Anatomy

and

PGY 206 Elementary Physiology 6

OR

ANA 109 Anatomy and Physiology for Nursing I

and

ANA 110 Anatomy and Physiology for Nursing II 8

Professional Health Promotion Requirements (42 hours) Hours

KHP 190 First Aid and Emergency Care 2

KHP 220 Sexuality Education 2

KHP 222 Drug Education 2

KHP 230 Human Health and Wellness 3

KHP 240 Nutrition and Physical Fitness 3

KHP 270 Introduction to Health Education

and Health Promotion 3

KHP 300 Psychology and Sociology

of Physical Education and Sport 3

KHP 325 Community Organizing

in Health Promotion 3

KHP 330 Planning and Implementing

Health Education Programs 3

KHP 420G Physiology of Exercise 3

KHP/EDP/EPE 520 Program Evaluation 3

KHP 509 Workshop in Health and Safety 3

KHP 590 Advanced Health Concepts 3

COM 471 Introduction to Health Communication 3

CPH 201 Introduction to Public Health 3

Practicum (6 hours)

KHP 577 Practicum in Kinesiology

and Health Promotion 6

Electives (5-6 hours)

Select two courses from the following list:

BSC 331 Behavioral Factors in Health and Disease 3

FAM 350 Consumer Issues

FAM 352 Issues in Family Sciences 3

GRN 250 Aging in Today's World 3

HHS 353 Ethics in Health Care 3

SW 320 Global Poverty: Responses Across Cultures 3

HSP 255 Medicine, Health, and Society 3

KHP 509 Workshop in Health and Safety

(can be retaken for up to 6 hours, topic varies) 6

Free Elective (2-3 hours)

Students must take one free elective.

Minor (18-21 hours)

One or more university approved minors (18-21 hours).
Note: University approved minors outside the College of Education must be planned with an advisor in the appropriate college.

TOTAL HOURS 120-126

B.A. in Education with a major in INTERDISCIPLINARY DISABILITY STUDIES

The B.A. degree in Interdisciplinary Disability Studies (IDS) prepares students for service provision through the use of evidenced-based practices; and also prepares students who may be interested in matriculating to graduate level education, in areas such as Rehabilitation Counseling and Social Work.

Applying to the Program

In the spring of their sophomore year (e.g., 45 hours), students are required to formally apply for entry into the program, requiring an admission GPA of **2.5** in the following courses: PSY 100, SW 124, EDP 202, RC 250, RC 300, PSY 223. Upper division coursework is restricted to those who have been admitted to upper division status.

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology 4

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

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

Choose one course from approved list 3

IX. Community, Culture and Citizenship in the USA

EPE 301 Education in American Culture 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 31

Graduation Communication and Composition Requirement (GCCR)

EPE 301 Education in American Culture 3

Subtotal: GCCR hours 3

Premajor Requirements

EDP 202 Human Development and Learning 3

EPE 301 Education in American Culture 3

SW 124 Introduction to Social

Work and Diverse Populations 3

RC 250 Disability and Society 3

PSY 100 Introduction to Psychology 4

PSY 223 Developmental Psychology 3

RC 300 Introduction of Rehabilitation Counseling

and Disability Across the Lifespan 3

Subtotal: Premajor hours 22

Major Requirements

EDS 375 Introduction to Education

of Exceptional Children 3

GRN 250 Aging in Today's World 3

RC 510 Orientation to Rehabilitation Resources 3

RC 515 Medical and Psychosocial

Aspects of Disabilities I

or

RC 516 Medical and Psychosocial

Aspects of Disabilities II 3

RC 520 Principles of Clinical Rehabilitation Counseling

and Rehabilitation Counseling in Mental Health 3

RC 540 Chemical Dependency

in Rehabilitation Counseling 3

RC 554 Rural Rehabilitation 3

RC 530 Cultural Diversity

in Rehabilitation Counseling 3

EDS 546 Transdisciplinary Services

for Students with Disabilities: Transition 3

RC 560 Supported Employment,

Independent Living, and Transition 3

RC 430 Practicum in Interdisciplinary

Disability Studies 5

Subtotal: Major hours 35

Guided Electives

Program guided course electives are provided below. Students choose a total of 27 credits. Students cannot count the same course for both Part I (6 credits) and Part II (21 credits).

Guided Course Electives Part I (6 credits)

Select 6 credits from the following:

PSY 302 Psychology in Business and Industry 3

PSY 333 Abnormal Psychology 3

SOC 235 Inequalities in Society 3

SOC 337 Juvenile Delinquency 3

SOC 338 Family Violence 3

*SOC 350 Topics in Sociology (Subtitle required) 3

SOC 355 Sociology of Health and Illness 3

**SOC 439 Topics in Crime, Law and Deviance

(Subtitle required) 3

SW 222 Development of Social Welfare Policy 3

SW 325 Social Justice Foundations 3

EDP 305 Introduction to Counseling Skills 3

EDP 513 Social Aspects of Behavior 3

EDP 522 Psychological and Educational Tests

and Measurements 3

EDP 545 Psychology of the Black Experience 3

EDS 516 Principles of Behavior Management

and Instruction 3

EDS 530 Moderate and Severe Disabilities 3

EDS 570 Characteristics of Learning

and Behavioral Disabilities 3

IEC 255 Child Development 3

IEC 546 Transdisciplinary Services

for Young Children 3

*Students may enroll only in those sections with the following

subtitles: *Sociology of Mental Health; Sociology of Disabilities;*

Death, Dying and End of Life Issues; Access to Health Care in

the US and Global Contexts.

***Students may enroll only in those sections with the following subtitles: Family Violence; Victimology; Mass Incarceration; Substance Use and Society.*

Guided Course Electives Part II (21 credits)

Select 21 credits from the following:

ANT 101 What Makes Us Human?

Intro to Anthropology 3

ANT 220 Introduction to Cultural Anthropology 3

ANT 230 Introduction to Biological Anthropology 3

ANT 251 Global Health Inequalities 3

ANT 339 Human Rights in Global Perspective 3

ANT 440 Anthropological Perspectives

on Child Growth 3

BSC 331 Behavioral Factors in Health and Disease 3

EDP 305 Introduction to Counseling Skills 3

EDP 513 Social Aspects of Behavior 3

EDP 522 Psychological and Educational Tests

and Measurements 3

EDP 545 Psychology of the Black Experience 3

EDS 516 Principles of Behavior Management

and Instruction 3

EDS 530 Moderate and Severe Disabilities 3

EDS 570 Characteristics of Learning

and Behavioral Disabilities 3

IEC 255 Child Development 3

IEC 546 Transdisciplinary Services

for Young Children 3

PSY 302 Psychology in Business and Industry 3

PSY 333 Abnormal Psychology 3

SOC 235 Inequalities in Society 3

SOC 337 Juvenile Delinquency 3

SOC 338 Family Violence 3

*SOC 350 Topics in Sociology (Subtitle required) 3

SOC 355 Sociology of Health and Illness 3

**SOC 439 Topics in Crime, Law and Deviance

(Subtitle required) 3

*Students may enroll only in those sections with the following

subtitles: *Sociology of Mental Health; Sociology of Disabilities;*

Death, Dying and End of Life Issues; Access to Health Care in

the US and Global Contexts.

***Students may enroll only in those sections with the following*

subtitles: Family Violence; Victimology; Mass Incarceration;

Substance Use and Society.

Subtotal: Guided Electives 27

Practicum

Students in the Interdisciplinary Disability Studies program are required to complete a practicum in the community, outside of the traditional classroom setting. This ensures that students are exposed to real-life agencies, populations, situations and circumstances to which they will demonstrate skill proficiency and applied knowledge. Evening classes have been traditionally offered in Master's of Rehabilitation Counseling programs across the nation, as many students in this field work during the day. For this reason, students taking courses at the Rehabilitation Counseling 500 level may be required to take mixed graduate/undergraduate classes in the evening.

Free Electives

Select 12 credits of free elective classes of your choice.

Subtotal: Free Electives 12

TOTAL HOURS 120

B.S. in Education with a major in INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION

Requirements for Program

Early Childhood Education is an interdisciplinary program which will prepare educators to work with children birth through age five, in public pre-primary classes and non-public institutions including day care, private preschool, and private kindergarten. The program is approved by the Kentucky Education Professional Standards Board to prepare graduates to seek a state teaching certificate in Interdisciplinary Early Childhood Education.

The faculty of the Interdisciplinary Early Childhood Education program are associated with the Department of Early Childhood, Special Education, and Rehabilitation Counseling. The faculty believe that teaching young children involves viewing children holistically, using structured behavioral approaches. They recognize that viewing children holistically requires considering all of the various settings of children's environment (e.g., home, school, and neighborhood) as well as the reciprocal relationship between any two of the following variables: the immediate context the child is active in, the individual child, and all aspects of the child's environment (including people). In the Interdisciplinary Early Childhood Education program, students will learn to apply behavioral principles for purposes of developing curricula, assessing child behavior, planning, implementing, and monitoring interventions, and assisting families. The program is guided by the standards of the National Association for the Education of Young Children, and the Division of Early Childhood of the Council For Exceptional Children.

To receive the B.S. degree in Education with a major in Interdisciplinary Early Childhood Education, students must: (1) complete the UK Core requirements; (2) complete the premajor requirements; and (3) complete requirements for the Interdisciplinary Early Childhood Education major, including required student teaching experiences and other practica. To be state-certified, candidates must also successfully complete all state-mandated testing requirements.

Continuous Assessment

- All students in the interdisciplinary early childhood education program are expected to meet the standards and rules for Admission, Retention, and Exit from Teacher Education Programs as set forth in the section "Admission, Retention and Completion from Teacher Education Programs".
- Assessment at the Point of Entry to the IECE Program.** The admission process provides the first point for formal assessment of the competencies outlined in the Initial Certification Program Folio for the program. Students who apply for admission

must (a) meet the requirements for admission to the Teacher Education Program, and (b) be able to articulate their philosophy of teaching and document their experiences with young children in an initial portfolio and an entrance interview.

- On-going Assessment.** Once a student is admitted to the program, he/she meets with an advisor to plan the remainder of the program. Prior to the student teaching semester, the student must present a portfolio that documents his/her progress toward meeting program competencies.
- Completion Assessment.** At the exit assessment, students must document that they have met all program competencies through a final review of their portfolio and the successful completion of student teaching in an appropriate school placement for young children with and without disabilities.

Statement on Student Teaching

Student teaching in the Interdisciplinary Early Childhood Education program is 16-18 weeks. Students will enroll in:

IEC 411 Student Teaching in Interdisciplinary Early Childhood Education	12
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Degree Requirements

Students in Interdisciplinary Early Childhood Education must complete the following:

- Complete the UK Core requirements.
- Complete all degree requirements.
- Complete the required curriculum in the major program.
- All students majoring in Interdisciplinary Early Childhood Education must apply and be admitted to the professional Teacher Education Program in order to complete the program.

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

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

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:

An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours **30**

Graduation Composition and Communication Requirement (GCCR)

EDS 530 Moderate and Severe Disabilities 3

Graduation Composition and Communication Requirement hours (GCCR) **3**

Premajor Requirements Hours

BIO 102 Human Ecology 3

BIO 103 Basic Ideas of Biology 3

BIO 111 General Biology Laboratory 1

HIS 104 A History of Europe through the

Mid-Seventeenth Century

and

HIS 105 A History of Europe from the Mid-Seventeenth Century to the Present

OR

HIS 108 History of the United States Through 1876

and

HIS 109 History of the United States Since 1877 6

PSY 100 Introduction to Psychology 4

SOC 101 Introduction to Sociology 3

IEC 120 Introduction to Early Childhood Education 3

Subtotal: Premajor hours **23**

All students in Interdisciplinary Early Childhood Education must apply, and be admitted to, and be retained in a Teacher Education Program (TEP), and complete a state approved university teacher training program in Early Childhood Education to be able to apply for certification. Students who are interested in certification in Early Childhood Education need to meet with a certification officer in the College of Education **prior** to completing 60 semester hours to discuss state certification and TEP requirements. A minimum 2.75 cumulative GPA is required to be eligible to apply for admission to TEP. TEP applications will be reviewed for students who have completed, or will complete during the semester in which they apply, 60 semester hours, including EDP 202, EDS 375, IEC 255, and IEC 256 with a grade of C or better.

Major Requirements Hours

IEC 255 Child Development 3

IEC 256 Guidance Strategies for

Working with Young Children 3

IEC 557 Infant Development 3

EPE 301 Education in American Culture

or

FAM 544 Cultural Diversity in American Children and Families

or

*Cultural Diversity Course 3

IEC 260 Curriculum Planning in Interdisciplinary

Early Childhood Education 4

IEC 546 Transdisciplinary Services

for Young Children 3

IEC 552 Administration and Supervision in

Interdisciplinary Early Childhood

Education Programs 3

EDP 202 Human Development and Learning 3

EDS 375 Introduction to Education of

Exceptional Children 3

EDS 513 Legal Issues in Special Education	3
EDS 516 Principles of Behavior Management and Instruction	3
EDS 522 Children and Families	3
EDS 530 Moderate and Severe Disabilities	3
<i>*With program faculty approval.</i>	

Courses taken after admission to Teacher Education Program:

EDC 317 Introduction to Instructional Media	1
IEC 507 Assessment of Young Children	3
IEC 508 Advanced Curriculum Planning in Interdisciplinary Early Childhood Education	3
IEC 509 Intervention Planning for Children With Special Needs	3
IEC 510 Practicum in Interdisciplinary Early Childhood Education	3
IEC 512 Language and Literacy for Young Children	3
IEC 411 Student Teaching in Interdisciplinary Early Childhood Education	12
Subtotal: Major hours	68

Electives

Electives for 120 total credit hours chosen with the help of an advisor.

TOTAL HOURS	120
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B.S. in Education with a major in KINESIOLOGY (Teacher Certification Program)

Requirements for Program

The Department of Kinesiology and Health Promotion offers undergraduate courses and degree programs in kinesiology (physical education) and health promotion. These programs support the UK educator preparation unit's theme of Research and Reflection for Learning and Leading. The process of reflective decision-making is embedded in the departmental philosophy that students learn best through experiencing. The kinesiology program is guided by the standards of the National Association for Sport and Physical Education (NASPE), and the Kentucky New Teacher Standards.

The kinesiology program ensures an understanding of and knowledge about the structure of physical education through the content courses of anatomy, physiology, kinesiology, exercise physiology, and nutrition. Application of this knowledge is demonstrated in physical education to ensure discipline knowledge for teaching.

The B.S. in Kinesiology requires completion of: (1) the UK Core requirements; (2) specified course work in Program Related Studies and Professional Education; and (3) one of the kinesiology plans. All kinesiology students are encouraged to complete Plan 1, which includes majors in kinesiology and health promotion, so that on graduating they will be qualified to pursue state teaching certification in physical education and health, grades P-12. In addition, students who choose to major in either kinesiology or health promotion **only**, must pick up a university-approved minor, and are only certified to teach in the single discipline selected.

Continuous Assessment

- All students in the kinesiology program are expected to meet the standards and rules for Admission, Retention, and Exit from Teacher Education Programs as set forth in the section "Admission, Retention and Completion from Teacher Education Programs".
- The kinesiology program stimulates higher performance goals for high-performing students by offering several modes of performance. Examples are: (a) skills in performing physical activities; (b) skills in writing and oral presentations in theory courses; (c) computer technological skills in some courses; and (d) leadership skills demonstrated by high-performing students who serve as class leaders, peer tutors, and/or assistant instructors.
- After admittance to the program, students not only must maintain a 2.75 cumulative GPA, they must continue to exhibit desirable professional characteristics to remain in the program. Students who demonstrate a lack of commitment, effort, professional behavior, knowledge, or teaching skills may be removed from the program until these characteristics are demonstrated.

Statement on Student Teaching

Students who are majoring **only** in kinesiology will enroll in:

KHP 369 Student Teaching in Physical Education	12
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Students who are completing a major in both kinesiology and health promotion will enroll in:

KHP 369 Student Teaching in Physical Education	6
and	
KHP 371 Student Teaching in Health Education	6

In this situation, student teaching time will be divided between the high school, middle school, and elementary grades, with student teaching supervision occurring cooperatively between the kinesiology and health promotion faculty.

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list	3
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II. Intellectual Inquiry in the Humanities

Choose one course from approved list	3
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III. Intellectual Inquiry in the Social Sciences

Suggested:	
SOC 101 Introduction to Sociology	3

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

Suggested:	
BIO 103 Basic Ideas of Biology	3

V. Composition and Communication I

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

CIS/WRD 111 Composition and Communication II	3
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VII. Quantitative Foundations

Choose one course from approved list	3
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VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning	3
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IX. Community, Culture and Citizenship in the USA

Choose one course from approved list	3
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X. Global Dynamics

Choose one course from approved list	3
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UK Core hours **30**

Graduation Composition and Communication Requirement (GCCR)

KHP 300 Psychology and Sociology of Physical Education and Sport	3
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Graduation Composition and Communication Requirement hours (GCCR) **3**

Program Related Studies Sequence (19 hours) Hours

BIO 103 Basic Ideas of Biology	3
PSY 100 Introduction to Psychology	4
SOC 101 Introduction to Sociology	3
KHP 205 Anatomy and Physiology for Health and Physical Education	3
KHP 240 Nutrition and Physical Fitness	3
DHN 101 Human Nutrition and Wellness	3

Professional Education Course Sequence (32 hours)

Hours	
EDP 202 Human Development and Learning	3
EDP 203 Teaching Exceptional Learners in Regular Classrooms	3
KHP 263 Curriculum Design and Developmental Sports Skills in the Elementary School	3
*EDC 317 Introduction to Instructional Media	1
*KHP 344 Physical Education in the Secondary School	3
*KHP 360 Physical Education in the Elementary School	3
*KHP 361 Field Experiences	1
*KHP 369 Student Teaching in Physical Education	6-12
*KHP 371 Student Teaching in Health Education	6
(if double-majoring in kinesiology and health promotion)	
*KHP 430 Methods of Teaching Health Education	3

**These courses require admission to the Teacher Education Program.*

Majors and Minors (51-63 hours)

Plan 1

Kinesiology major (33 hours) and Health Promotion major (30 hours)

Plan 2

Kinesiology major (33 hours) and one or more university approved minors (18-21 hours). **Note:** University-approved minors outside of the College of Education must be planned with an advisor in the appropriate college if the student wishes to have the minor appear on his/her transcript.

Major in Kinesiology (33 hours)**Performance Area Courses (9 hours)**

	Hours
KHP 156 Educational Gymnastics	1
KHP 157 Track and Field	1
KHP 210 Introduction to Fitness (Subtitle required)	2
KHP 250 Team Sports (Subtitle required)	2
KHP 260 Individual Sports (Subtitle required)	2
KHP 162 Outdoor Education Through Activities	1

Content Area Courses (24 hours)

	Hours
KHP 200 The History and Philosophy of Physical Education and Sport	3
KHP 300 Psychology and Sociology of Physical Education and Sport	3
KHP 390 Dance Activities for Schools	2
KHP 415 Biomechanics of Human Movement	4
KHP 420G Physiology of Exercise	3
KHP 445 Introduction to Tests and Measurements	3
KHP 579 Adapted Physical Education	3
EDC 533 Teaching Literacy Across the Disciplines	3

Major in Health Promotion (30 hours)

	Hours
KHP 190 First Aid and Emergency Care	2
KHP 220 Sexuality Education	2
KHP 222 Drug Education	2
KHP 230 Human Health and Wellness	3
KHP 270 Introduction to Health Education and Health Promotion	3
KHP 310 Applied Health Education Practice	3
KHP 330 Planning and Implementing Health Education Programs	3
KHP 445 Introduction to Tests and Measurements	3
KHP 590 Advanced Health Concepts	3
Choose at least 6 hours from the following courses:	
KHP 240 Nutrition and Physical Fitness	3
KHP 395 Independent Study in Kinesiology and Health Promotion	3
*KHP 509 Workshop in Health and Safety	1-3
BSC 331 Behavioral Factors in Health and Disease	3
FAM 352 Issues in Family Sciences	3
HSM 250 Introductory Epidemiology	3
CPH 201 Introduction to Public Health	3

*May be repeated under different topic names for up to 3 credit hours.

Electives

Electives for 120 total credit hours chosen with the help of an advisor.

TOTAL HOURS 120

B.S. in Education with a major in KINESIOLOGY (Non-Teacher Certification Program in Exercise Science)

NOTE: At the time of publication, the following program in Kinesiology (Non-Teacher Certification Program in Exercise Science) had been provisionally approved by the University Senate; formal approval is expected in fall 2019.

Requirements for Program

The Department of Kinesiology and Health Promotion offers undergraduate courses and degree programs in kinesiology and health education. The kinesiology program (exercise science

option) leads to employment opportunities in the athletics, sports and fitness industries, as well as professional programs in health fields such as Physical Therapy, Physicians Assistant, Occupational Therapy, Medicine, Dentistry, and Pharmacy. The kinesiology program is guided by the standards of the National Association for Sport and Physical Education (NASPE).

The B.S. in Kinesiology requires completion of: (1) the UK Core requirements; (2) specified course work in program related studies, professional kinesiology requirements, education course requirements; (3) practicum internship hours; and (4) specified course work in exercise science.

Continuous Assessment

1. The kinesiology program stimulates higher performance goals for high-performing students by offering several modes of performance: (a) skills in performing physical activities; (b) skills in writing and oral presentations in theory courses; (c) computer technological skills in some courses; and (d) leadership skills by high-performing students are often used in classes through class leaders, peer tutors, and/or assistant instructors.
2. Students must maintain a 2.0 GPA for retention in and exit from the program with a bachelor's degree. Students who demonstrate a lack of commitment, effort, professional behavior, knowledge, or disciplinary skills, or who have not maintained the necessary GPA overall and in the major courses may be removed from the program and the college.

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology 4

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

BIO 103 Basic Ideas of Biology 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 31

Graduation Composition and Communication Requirement (GCCR)

KHP 300 Psychology and Sociology of Physical Education and Sport 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Premajor Requirements

1. All students who declare exercise science as their major will be accepted with pre-major status.
2. All exercise science students will be required to take a minimum of 45 credit hours and complete the following courses (i.e., 400/500 level): ANA 209 and PGY 206 or ANA 109 and ANA 110; MA 109 or math ACT score of 25 or above; CHE 104 or 105. Upon completion of these requirements, students must have at least a 2.0 cumulative GPA to enroll in 400/500 level KHP courses (listed below).
3. Specific upper division level courses will be restricted so that only students who have been granted major status, graduate students, and students required to take the restricted courses as part of other University certificates, minors, and programs (e.g., Nutrition for Human Performance Certificate) will be allowed to enroll in those courses. The restricted classes are KHP 415, KHP 420G, KHP 445, KHP 450, KHP 473 and KHP 577.
4. A 3-person appeals committee of Exercise Science faculty will be established to determine standards for accepting students who may have extenuating circumstances and evaluate appeals to remain in the Program if students do not meet minimum major requirements. In addition, academic advisors and/or the Appeals Committee will review applications and transcripts of students transferring to the Exercise Science major (non-teacher education major). Transfer students will be required to complete the following courses (ANA 209 and PGY 206 or ANA 109 and ANA 110; MA 109 or math ACT score of 25 or above; CHE 104 or 105), complete a minimum of 45 credit hours, and maintain a cumulative 2.0 GPA prior to obtaining major status or be provided with an override by the Appeals Committee in special circumstances, and thus being able to register in KHP 415, KHP 420G, KHP 445, KHP 450, KHP 473 and KHP 577. Transfer students may complete the equivalent of the required courses at another academic institution. Transfer students are responsible for obtaining and submitting the syllabi of those courses to the academic advisor unless ex-

isting established transfer equivalency can be found on the official University of Kentucky Transfer Equivalency Database.

5. Students will complete a brief application form to be accepted into the major. Students who meet all premajor requirements will be admitted to the major, pending verification of all premajor requirements. Forms will be submitted to their assigned advisor. The KHP advisors in the College of Education will be responsible for reviewing students' transcripts to determine if students have achieved major status.
6. Once admitted to major status, students will be required to maintain a 2.0 cumulative grade-point average (GPA). Students whose cumulative GPA falls below 2.0 or who have two consecutive term GPAs below 2.0 will be placed on academic probation by currently existing university rules. A student who is placed on academic probation will retain major status (and be able to enroll in restricted courses) for one semester. If the student's cumulative GPA does not raise to 2.0 after one semester, the student will be removed from major status (thus not able to enroll in the restricted courses). Students who are placed on academic probation may take other University or unrestricted KHP courses to raise their GPA to 2.0 or higher and re-apply to obtain major status. In the case of academic probation due to an insufficient GPA, the process will involve the KHP Advisor notifying the Program Director which students do not meet the minimum cumulative GPA requirement (2.0). An academic advisor will contact the student and notify him/her of their probationary status. The student may appeal the probationary major course restriction by meeting with the Appeals Committee to state their case. Following this meeting an academic advisor or the Appeals Committee will provide a written decision for the student.
7. After admittance to the program, students not only must maintain a 2.0 cumulative GPA, they must continue to exhibit desirable professional characteristics to remain in the program. Students who demonstrate a lack of commitment, effort, professional behavior, and knowledge may be removed from the program until these characteristics are demonstrated.

Premajor Requirements

ANA 109 Anatomy and Physiology for Nursing I	
or	
ANA 209 Principles of Human Anatomy	3-4
CHE 104 Introductory General Chemistry	
or	
CHE 105 General College Chemistry I	3-4
*MA 109 College Algebra	3

PGY 206 Elementary Physiology	
or	
ANA 110 Anatomy and Physiology for Nursing II	3-4
Premajor Hours:	12-15

**Or MA ACT score of 25 or above.*

Program Related Studies

BIO 103 Basic Ideas of Biology	
or	
BIO 148 Introductory Biology I	3
DHN 101 Human Nutrition and Wellness	3
PSY 100 Introduction to Psychology	4
PSY 223 Developmental Psychology	3
STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning	
or	
STA 296 Statistical Methods and Motivations	3
KHP 120 Service Course (Weight Training)	1
PHY 211 General Physics	
or	
PHY 231 General University Physics	4-5
Program Related Studies Hours:	21-22

Professional Kinesiology Requirements

KHP 190 First Aid and Emergency Care	2
KHP 200 The History and Philosophy of Physical Education and Sport	3
KHP 210 Introduction to Fitness (Subtitle required)	2
KHP 230 Human Health and Wellness	3
KHP 240 Nutrition and Physical Fitness	3
KHP 300 Psychology and Sociology of Physical Education and Sport	3
KHP 350 Strength and Conditioning for Sports	3
KHP 415 Biomechanics of Human Movement	4
KHP 420G Physiology of Exercise	3
KHP 445 Introduction to Tests and Measurements	3
KHP 450 Introduction to Exercise Testing and Prescription	3
KHP 473 Management of Sport	3
Professional Kinesiology Hours:	35

Exercise Science Courses

CHE 107 General College Chemistry II <i>(for students who have completed CHE 105)</i>	
or	
CHE 108 Introduction to Inorganic, Organic and Biochemistry without Laboratory <i>(for students who have completed CHE 104)</i>	3
KHP 577 Practicum in Kinesiology and Health Promotion	6
KHP 340 Athletic Training	2
plus 10 credit hours of Exercise Science electives chosen from the following:	
ABT 360, BIO 148 (cannot be counted as an elective if already taken in the Program Related Studies), BIO 152, BIO 155, BIO 208, BIO 209, BSC 331, CHE 111, CHE 113, CHE 230, CHE 231, CLA 131, CPH 201, CPH 365, CS 115, KHP 157, KHP 220, KHP 222, KHP 250, KHP 260, KHP 319, KHP 395, KHP 546, KHP 547, KHP 580, PHI 305, PGY 412G, PHY 213, PSY 333, and SOC 255.	
Exercise Science Hours:	21

Electives

Choose electives with the help of an advisor for 120 total credit hours.

TOTAL HOURS **120**

Minor in Coaching

The minor in Coaching requires 18 credit hours as follows:

Required Courses	Hours
KHP 280 Introduction to Coaching	3
KHP 395 Independent Study in Kinesiology and Health Promotion	3
KHP 300 Psychology and Sociology of Physical Education and Sport	3
KHP 580 Group Dynamics in Sport and Physical Activity	3
Electives	Hours
Choose 6 or more hours from the following:	
KHP 190 First Aid and Emergency Care	2
KHP 205 Anatomy and Physiology for Health and Physical Education	3
KHP 319 Sports Officiating	1
KHP 340 Athletic Training	2
KHP 350 Strength and Conditioning for Sports	3
KHP 473 Management of Sport	3
KHP 546 Physical Education Workshop	3
KHP 547 Psychology of Sport and Physical Activity	3

**B.A. in Education with a major in
MIDDLE LEVEL EDUCATION**

Program Description

The Middle Level Teacher Education Program supports the UK educator preparation unit's theme of Research and Reflection for Learning and Leading. The program emphasizes the development of professionally trained specialists in teaching early adolescents. As such, the program models team teaching and collaborative learning. Active learning experiences are emphasized, as are real-world connections. Throughout the program, students are encouraged to consider their present position and make plans for improvement. Students are urged to gather data continuously and to use this data in planning effective instruction. Students are required to provide questions for reflection when writing lessons they do not teach and to provide reflective summaries as part of lesson plans which are delivered to students. Students are provided time and resources to revise and improve curricular materials they develop within the program. Students assess their own progress through the program's curriculum, preparing them for the continuous self-assessment required of practicing professionals.

To receive the B.A. degree in Middle Level Education, students must: (1) complete the UK Core requirements; (2) complete all required program-related studies and the professional education course sequence; and (3) complete the content area requirements in each of two areas of specialization. Available content specialization areas are: English and Communication, Mathematics, Science, and Social Studies.

Continuous Assessment

- All middle level education students are expected to meet the standards and rules for Admission, Retention and Completion from Teacher Education Programs as set forth in the section “Admission, Retention and Completion from Teacher Education Programs”.
- Assessment at the Point of Entry to the Middle School Program.** The admission process provides the first point for formal assessment of the competencies outlined by the standards documents which guide the middle level education program. Basic skills standards must be met and students must be making satisfactory progress towards professional and content area proficiency.
- On-going Assessment.** Once a student is admitted to the program, he/she meets with an advisor to plan the remainder of the program. The focus of this initial advising session is to begin a professional development plan which ensures that all standards will be met by program completion.
- Completion Assessment.** At the completion assessment, students must show competency in all relevant standard areas. This is done through a final review of the eligibility portfolio, review of information provided by the cooperating teacher and university supervisor, and documentation of remediation of any weaknesses noted at the formal review in the methods semester.

Statement on Student Teaching

Middle level certification requires students to be certifiable in two academic subject areas, which requires two student teaching placements spread across the final two semesters: 6 hours in the second-to-last semester, and 9 hours in the final semester. Students seeking Middle Level certification will register for:

EDC 549 Student Teaching in the Middle School 15

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Recommended:

PSY 100 Introduction to Psychology 4

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

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

Choose one course from approved list 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 31

Graduation Composition and Communication Requirement (GCCR)

EPE 301 Education in American Culture 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Program Related Studies (4 hours)

PSY 100 Introduction to Psychology 4

Professional Education Courses (40 hours)

The National Middle School Association (NMSA) describes six broad areas of competence for middle grades teachers. These are: (1) early adolescent development, (2) middle grades curriculum, (3) middle grades instruction, (4) middle grades school organization, (5) families and community relations, and (6) middle grades teaching roles. With the support of a liberal arts foundation provided by the UK Core requirements and the content area knowledge provided by the requirements detailed above, the professional education requirements of the program endeavor to provide a firm foundation in each of these six areas.

*EDC 317 Introduction to Instructional Media 1

*EDP 202 Human Development and Learning 3

*EDP 203 Teaching Exceptional Learners in

Regular Classrooms 3

*EPE 301 Education in American Culture 3

All of the following courses require admission to the Teacher Education Program:

EDC 327 Reading in the Content Areas 3

EDC 330 Writing in the Content Areas 3

EDC 341 The Early Adolescent Learner and

Methods in Middle Level Education 3

EDC 343 Methods and Management in

Middle Level Education 3

*SEM 345 Methods of Teaching

Middle Level Mathematics 3

*EDC 346 Methods of Teaching

Middle Level Social Studies 3

*EDC 347 Methods of Teaching

Middle Level English Language Arts 3

*SEM 348 Methods of Teaching

Middle Level Science 3

*SEM 445 Applications of Teaching

Middle Level Mathematics 3

*EDC 446 Applications of Teaching

Middle Level Social Studies 3

*EDC 447 Applications of Teaching Middle Level

English Language Arts 3

*SEM 448 Applications of Teaching

Middle Level Science 3

EDC 520 Assessment and Accountability in

Middle Level Education 3

EDC 549 Middle Level Student Teaching 3-15

*A total of four courses – two in each of the two selected content areas – must be completed from this group.

Content Area Courses (18-27 hours)

Students wishing to become certified in middle level (grades 5-9) must select two of the following content areas of specialization. Course requirements, particularly in the areas of English and Communication and Mathematics, have been prioritized to reflect prerequisite knowledge. Students should plan course work in these areas with the assistance of an advisor.

English and Communication (24 hours)

EDC/ENG 509 Composition for Teachers 3

ENG 230 Introduction to Literature

(Subtitle required) 3

ENG 330 Text and Context (Subtitle required) 3

ENG 251 Survey of American Literature I 3

ENG 252 Survey of American Literature II 3

EDC 504/LIS 514 Literature and Related Media

for Young Adults 3

LIN 211 Introduction to the Study of Language 3

LIN 317 Language and Society (Subtitle required) 3

Mathematics (25 hours)

The requirements for students choosing mathematics as a content area of specialization are based on standards developed by the National Council of Teachers of Mathematics, *KERA Goals and Academic Expectations*, and the *Core Content for Assessment*. The NCTM standards for middle grades include four common threads (reasoning, communication, problem solving, and connections) as well as content area standards of number, computation and estimation, probability, statistics, algebra, geometry, and measurement. Kentucky's *Goals and Academic Expectations* and the *Core Content for Assessment* focus mathematics instruction on seven core areas: number, mathematical procedures, mathematical structure, measurement, space and dimensionality, change, and data.

Required

MA 201 Mathematics for Elementary Teachers 3

MA 202 Mathematics for Elementary Teachers 3

MA 308 Mathematical Problem Solving

For Middle School Teachers 3

MA 241 Geometry for Middle School Teachers 3

MA 162 Finite Mathematics and Its Applications 3

STA 296 Statistical Methods and Motivations 3

MA 113 Calculus I 4

MA 261 Introduction to Number Theory 3

Science (27 hours)

The content area preparation required for students in the middle school education program is based on the standards adopted by the National Science Teacher's Association as well as Kentucky's *Core Content for Science Assessment* and the *New Teacher Standards*. It is important that science teachers have strong content preparation in the sciences. This is needed to communicate modes of scientific inquiry, select appropriate learning experiences, guide students in their early scientific efforts, and help students apply scientific knowledge and skills in their daily lives.

CHE 101 Molecular Science for Citizens 3

CHE 105 General College Chemistry I 4

CHE 111 General Chemistry I Laboratory 1

EES 160 Geology for Teachers 3

EES 150 Earthquakes and Volcanoes 3

PHY 160 Physics and Astronomy for Teachers 3

PHY 120 How Things Work

or

PHY 130 Physics of Energy 3

BIO 148 Introductory Biology I 3

BIO 152 Principles of Biology II 3

BIO 155 Laboratory for Introductory Biology I 1

Social Studies (24 hours)

The middle level social studies content area teacher preparation program is guided by two principles: first, a commitment to continuous improvement based on reflection, evaluation, and on-going research; second, a commitment to peer collaboration as a source of professional growth. The program is guided by the National Council for Social Studies document, *Expectations of Excellence*, and the Kentucky *New Teacher Standards*.

HIS 104 A History of Europe Through the Mid-Seventeenth Century	3
HIS 105 A History of Europe From the Mid-Seventeenth Century to the Present	3
HIS 108 History of the United States Through 1876	3
ECO 201 Principles of Economics I	3
GEO 172 Human Geography or	
GEO 160 Lands and Peoples of the Non-Western World	3
ANT 160 Cultural Diversity in the Modern World or	
ANT 220 Introduction to Cultural Anthropology	3
HIS 229 The Ancient Near East and Greece to the Death of Alexander the Great or	
HIS 230 The Hellenistic World and Rome to the Death of Constantine	3
plus one of the following:	
HIS 206 History of Colonial Latin America, 1492 to 1810	3
HIS 208 History of the Atlantic World	3
HIS 260 African American History to 1865	3
HIS 265 History of Women in America	3
HIS 404 U.S. Women's History to 1900	3
HIS 405 U.S. Women's History Since 1900	3

Electives

Electives for 120 total credit hours chosen with the help of an advisor.

TOTAL HOURS 120

B.A. in Education with a major in SECONDARY EDUCATION

Option: English Education

Requirements for Program

This B.A. includes completion of an approved plan in the academic specialty teaching of English. **No teacher certification is awarded with the B.A.** Students desiring to go on to Master's with Initial Certification must apply to the Graduate School and apply to the Secondary English Program Faculty in the spring of their senior year.

To receive the B.A. degree, students must: (1) complete the UK Core requirements; (2) complete the requirements for secondary English education; (3) major course work, support area, and related studies; and (4) complete 100 hours of fieldwork with adolescents through the **required** three hour course:

EDC 362 Field Experiences in Secondary Education 3

In 1996, the National Council of Teachers of English and the International Reading Association published *Standards for the English Language Arts*. This document identified six English language arts: reading, writing, speaking, listening,

viewing, and visually representing. In addition, it presented an expanded definition of literacy, which reflects the ways technology and society have changed and will continue to change the ways in which we use language to communicate and to think. In order to prepare students for the literacy demands of today and tomorrow, English language arts education will need to address many different types and uses of language, including those that have traditionally been given limited attention in the curriculum. One such example is spoken language. Being literate in contemporary society means being active, critical, and creative users not only of print and spoken language but also of the visual language of film, television, photography and other media. Therefore, the content model should reflect the study of language and literacy through speech, theater, writing, and media. The English education program prepares its pre-service teachers with such a model so that their students will succeed as effective language learners and users, equipped with the skills they need to become critically literate citizens, workers, members of society, and lifelong learners.

Continuous Assessment

1. Because certification occurs through the Masters in Education including certification (MIC), students should be aware that they will need to be formally admitted to the MIC program. Admission/Retention/Completion regulations for all teacher certification programs are specified in the section "Admission, Retention and Completion from Teacher Education Programs".
2. Oral and written communication skills of applicants for the MIC program in English Education will be assessed at the time of the interview, and through the entrance portfolio.
3. At the time of application to the English Education program at the Master's degree level, applicants are evaluated according to the following criteria: grade-point average, quality of work in the subject content area, Graduate Record Examination scores, graded and on-site writing tasks, verbal communication, quality of references, commitment to teaching, social awareness, educational experiences with diverse learners 14-18 years old, and multicultural experiences.

Statement on Student Teaching

There is no student teaching required for completion of the Secondary English Education major. Student teaching occurs as part of the Masters in Education with initial certification.

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

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

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

Choose one course from approved list 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

EPE 301 Education in American Culture 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Program Related Studies (15 hours)

EDC 362 Field Experiences in Secondary Education	3
EDC/LIN 513 Teaching English as a Second Language	3
EDC 544 Use and Integration of Instructional Media or	
EDC 547 Technology in Instruction Practice or	
EDC 548 Instructional Technology Leadership	3
EPE 301 Education in American Culture	3
EDS 375 Introduction to Education of Exceptional Children or	
EDP 203 Teaching Exceptional Learners in Regular Classrooms	3

English Major for Secondary Education (42 hours)

Courses with two asterisks (**) are highly recommended.

Prerequisites (6 hours)

Required:
ENG 230 Introduction to Literature
(Subtitle required) 3

plus one of the following:

ENG 233 Literature and Identities	3
**ENG 260 Introduction to Black Writers	3
**ENG 290 Introduction to Women's Literature	3
**ENG 460G Studies in African-American Literature (Subtitle required)	3

**ENG 510 Studies in English for Teachers (Subtitle required)	3
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Literary Criticism Component (3 hours)

ENG 330 Text and Context: (Subtitle required)	3
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Literature Component (18 hours)**Required:**

ENG 241 Survey of British Literature I	3
ENG 242 Survey of British Literature II	3
ENG 251 Survey of American Literature I	3
ENG 252 Survey of American Literature II	3
ENG 480G Studies in Film (Subtitle required)	3

plus one of the following:

ENG 440G Studies in British Literature: (Subtitle required)	3
ENG 450G Studies in American Literature: (Subtitle required)	3
**ENG 460G Studies in African-American Literature (Subtitle required)	3
ENG 470G Comparative and Transnational Studies in Literature: (Subtitle required)	3
**ENG 490G Studies in Literature and Gender: (Subtitle required)	3
ENG 570 Selected Topics for Advanced Studies in Literature (Subtitle required)	3

Writing Component (9 hours)

ENG 401 Special Topics in Writing (Subtitle required) [two sections, different subtitles]	6
EDC/ENG 509 Composition for Teachers	3

Language Study Component (6 hours)

LIN 211 Introduction to the Study of Language	3
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plus one of the following:

ENG 301 Style for Writers	3
ENG 310 American English	3

Support Area (18 hours)

A minimum of three hours credit is required in each of the four areas: journalism, theatre, speech and fine arts, which English teachers will be qualified to teach in Kentucky. In one of the areas, to be selected with the aid of an advisor, a minimum of 9 hours is required.

The following courses are recommended; courses with two asterisks (**) are highly recommended:

Journalism

**JOU 101 Introduction to Journalism	3
JOU 204 Writing for the Mass Media	3
**JOU 303 News Editing	3
**JOU 330 Web Publishing and Design	3
JOU 387 Photojournalism I	3
JOU 455 Mass Media and Diversity (Subtitle required)	3
**JOU 460 Journalism in Secondary Education	3

Theatre

**TA 126 Acting I: Fundamentals of Acting	3
**TA 150 Creativity and the Art of Design and Production	3
TA 267 Lighting and Sound Technology	3
**TA 330 Theatre Directing I	3
TA 365 Costume Design	3
TA 367 Lighting Design	3
TA 374 Scene Design	3
TA 385 World Theatre I	3
TA 386 World Theatre II	3

Communications

**COM 181 Basic Public Speaking	3
COM 249 Mass Media and Culture	3
COM 252 Introduction to Interpersonal Communication	3
**COM 281 Communication in Small Groups	3

**COM 287 Persuasive Speaking	3
**COM 482 Studies in Persuasion	3
**COM 584 Teaching of Communication	3

Fine Arts

**A-H 105 World Art Before 1400	3
**A-H 106 Renaissance to Modern Art	3
A-H 323 Medieval (Subtitle required)	3
**A-H 334 Reframing Renaissance Art	3
**A-H 341 20th Century (Subtitle required)	3
A-H 343 History of Photography	3
A-H 350 Contemporary Art and Visual Studies (Subtitle required)	3
A-S 380 Black & White Darkroom Photography	3
A-S 381 Advanced Black & White Darkroom Photography	3

Electives

With the aid of your advisor, choose from the following courses to bring the total number of earned hours up to 120.

A-H 105 World Art Before 1400	3
A-H 106 Renaissance to Modern Art	3
AAS 550 Education in a Culturally Diverse Society	3
ANT 160 Cultural Diversity in the Modern World	3
ANT 220 Introduction to Cultural Anthropology	3
ANT 324 Contemporary Latin American Cultures	3
ANT 326 Contemporary African Lives	3
ANT 401 Gender Roles in Cross-Cultural Perspective	3
ANT 534 Sociology of Appalachia	3
APP 200 Introduction to Appalachian Studies	3
APP 300 Topics in Appalachian Studies (Subtitle required)	3
COM 101 Introduction to Communications	3
GWS 200 Sex and Power	3
GWS 300 Topics in Gender and Women's Studies (Subtitle required)	3
GWS 350 Feminist Theory	3
HIS 105 A History of Europe from the Mid-Seventeenth Century to the Present	3
HIS 109 History of the United States Since 1877	3
HIS 203 History of the British People Since the Restoration	3
SPA 371 Latin American Cinema (Subtitle required)	3
TOTAL HOURS	120

**B.A. in Education with a major in
SECONDARY EDUCATION
Option: Social Studies Education**

Requirements for Program

This B.A. includes completion of an approved plan in the academic specialty teaching social studies. **No teacher certification is awarded with the B.A.** Students desiring to go on to Master's with Initial Certification must apply to the Graduate School and apply to the Secondary Social Studies Education Program Faculty in the spring of their senior year.

To receive the B.A. degree, students must: (1) complete the UK Core requirements; (2) complete one of the secondary social studies education plans; and (3) complete 100 hours of fieldwork with adolescents through the **required 3** hour course:

EDC 362 Field Experiences in Secondary Education	3
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Following completion of the secondary social studies major, students will demonstrate the following: (1) a reflective understanding of American society, its past and contemporary situation, and its place in the larger world; (2) an ability to apply social science concepts and use inquiry and interpretive skills; (3) a historical perspective; (4) a multicultural and global perspective; and (5) an ability to learn from participation in the community (from local to global) affairs and service. Students should consider experiences such as study abroad and internships in government and social agencies, as well as course work, in preparation for social studies teaching.

Continuous Assessment

- Because certification occurs through the Masters in Education including certification (MIC), students should be aware that they will need to be formally admitted to the MIC program. Admission/Retention/Completion regulations for all teacher certification programs are specified in the section "Admission, Retention and Completion from Teacher Education Programs".
- Oral and written communication skills of applicants for the MIC program in social studies education will be assessed at the time of the interview, and through the entrance portfolio.
- Admission to the Masters in Education with initial certification is competitive; completion of the Bachelors in Secondary Social Studies Education does not guarantee admission to the Masters in Education with certification program.
 - Students are reminded that they will be teaching about the whole world; somewhere in the 66 hours they should have at least one course about each world region.
 - Students also need to be prepared to teach U.S. history from an interdisciplinary perspective and a multicultural perspective.
 - Students need breadth **and** depth. Students are strongly urged to take nine hours in two of the subjects in their support area.

Statement on Student Teaching

There is no student teaching required for completion of the secondary social studies education major. Student teaching occurs as part of the Masters in Education with certification.

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

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

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

Choose one course from approved list 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

EPE 301 Education in American Culture 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Program Related Studies (3 hours)

EDC 362 Field Experiences in Secondary Education 3

Majors and Minors (66-72 hours)

Students must complete Plan 1 or 2 in history and social sciences for secondary education.

Plan 1

Major in history (36 hours) with a minor (19-21 hours) in anthropology, economics, geography, political science, psychology, or sociology, and a support area (15 hours) which includes one course from each of the social sciences not chosen as minor.

Plan 2

Major (at least 30 hours) in anthropology, economics, geography, political science, or sociology, with a minor (21 hours) in history and a support area (15 hours) which includes one course from each of the social sciences not chosen as major.

History Major for Secondary Education (36 hours)

Required (18 hours)

HIS 104 A History of Europe Through the Mid-Seventeenth Century 3

HIS 105 A History of Europe From the Mid-Seventeenth Century to the Present 3

HIS 108 History of the United States Through 1876 3

HIS 109 History of the United States Since 1877 3

HIS 301 History Workshop:
Introduction to the Study of History 3

HIS 499 Senior Seminar for History Majors
(Subtitle required) 3

Twelve of the other 18 credits must be history courses numbered 300 to 599. There must be some chronological diversity, with at least 6 hours of U.S. history above the 100

level and at least 9 hours in history of other regions of the world, which will give the student the broad background necessary to teach World Civilization 18

History Minor for Secondary Education (21 hours)

Required (12 hours)

HIS 104 A History of Europe Through the Mid-Seventeenth Century 3

HIS 105 A History of Europe From the Mid-Seventeenth Century to the Present 3

HIS 108 History of the United States Through 1876 3

HIS 109 History of the United States Since 1877 3

Plus 9 hours which will give students a broad preparation for teaching U.S. History and World Civilization. At least 6 hours should be at the 300 level or above 9

Anthropology Major for Secondary Education (33 hours)

Required (15 hours)

ANT 220 Introduction to Cultural Anthropology 3

ANT 230 Introduction to Biological Anthropology 3

ANT 240 Introduction to Archeology 3

ANT 302 Ethnographic Methods:
Doing Anthropology 3

ANT 582 Seminar Integrative Seminar 3

Select a minimum of 18 hours of courses within anthropology of which 12 hours must be at the 300+ level.

Anthropology Minor for Secondary Education (21 hours)

Required (9 hours)

ANT 220 Introduction to Cultural Anthropology 3

ANT 230 Introduction to Biological Anthropology 3

ANT 240 Introduction to Archeology 3

Select a minimum of 12 hours of courses within anthropology of which 9 hours must be at the 300+ level.

Economics Major for Secondary Education (30 hours)

Required (12 hours)

ECO 201 Principles of Economics I 3

ECO 202 Principles of Economics II 3

ECO 401 Intermediate Microeconomic Theory 3

ECO 402 Intermediate Macroeconomic Theory 3

Select a minimum of 18 hours of courses within economics numbered 300 to 599.

Economics Minor for Secondary Education (21 hours)

Required (6 hours)

ECO 201 Principles of Economics I 3

ECO 202 Principles of Economics II 3

Select a minimum of 15 hours of courses within economics numbered 300 to 599.

Geography Major for Secondary Education (36 hours)

Required (18 hours)

GEO 109 Digital Mapping 3

GEO 130 Earth's Physical Environment 3

GEO 172 Human Geography 3

GEO 200 Orientation to Geography 3

GEO 309 Introduction to GIS 3

GEO 406 Field Studies in Geography
(Subtitle required) 3

Select a minimum of 18 hours of courses within geography numbered at the 200 level or above.

Geography Minor for Secondary Education (21 hours)

Required (15 hours)

GEO 109 Digital Mapping 3

GEO 130 Earth's Physical Environment 3

GEO 172 Human Geography 3

GEO 200 Orientation to Geography 3

GEO 309 Introduction to GIS 3

Select a minimum of 6 hours of courses within geography numbered at the 200 level or above.

Political Science Major for Secondary Education (30 hours)

Required (3 hours)

PS 101 American Government 3

Select two from the following:

PS 210 Introduction to Comparative Politics 3

PS 230 Introduction to International Relations 3

PS 240 Introduction to Political Theory 3

PS 372 Introduction to Political Analysis 3

Select a minimum of 21 hours of courses within political science of which 15 hours must be at the 300+ level. These courses should represent the various subfields in political science, including American Politics, Comparative Politics, International Relations, and Theory and Methodology.

Political Science Minor for Secondary Education (21 hours)

Required (3 hours)

PS 101: American Government 3

Select two from the following:

PS 210 Introduction to Comparative Politics 3

PS 230 Introduction to International Relations 3

PS 240 Introduction to Political Theory 3

PS 372 Introduction to Political Analysis 3

Select a minimum of 12 hours of courses within political science of which 9 hours must be at the 300+ level. These courses should represent the various subfields in political science, including American Politics, Comparative Politics, International Relations, and Theory and Methodology.

Psychology Minor for Secondary Education (20 hours)

Required (8 hours)

PSY 100 Introduction to Psychology 4

PSY 215 Experimental Psychology 4

Complete four of the five courses:

PSY 223 Developmental Psychology 3

PSY 311 Learning and Cognition 3

PSY 312 Brain and Behavior 3

PSY 313 Personality and Individual Differences 3

PSY 314 Social Psychology and Cultural Processes 3

Sociology Major for Secondary Education (30 hours)

Required (6 hours)

SOC 101 Introduction to Sociology 3

One additional SOC course chosen in consultation with your academic advisor 3

Select one (6 hours)

SOC 302 Sociological Research Methods

and

SOC 303 Quantitative Sociological Analysis 6

OR

SOC 304 Classical Sociological Theory

and

SOC 305 Contemporary Sociological Theory 6

Electives 18

At least 6 of the remaining 18 hours must be at the 300 level or higher.

Sociology Minor for Secondary Education (21 hours)

Required (6 hours)

SOC 101 Introduction to Sociology 3
One additional SOC course chosen in consultation with your academic advisor 3

Select one (6 hours)

SOC 302 Sociological Research Methods
and
SOC 303 Quantitative Sociological Analysis 6
OR
SOC 304 Classical Sociological Theory
and
SOC 305 Contemporary Sociological Theory 6
Electives 9

At least 6 of the 9 hours must be at the 300 level or higher.

Electives

Electives for 120 total credit hours chosen with the help of an advisor.

TOTAL HOURS 120

B.S. in Education with major in SPECIAL EDUCATION

Requirements for Program

The Special Education teacher preparation program supports the UK educator preparation unit's theme of Research and Reflection for Learning and Leading. Special education teachers are prepared to assess, plan, and teach based on what they learn from their students and to conduct continuous self-reflection in order to improve their teaching. The standards and competencies on which the Special Education program is based are those prescribed by The Council for Exceptional Children and The Kentucky New Teacher Standards. The B.S. in Education program in Special Education requires completion of: (1) the UK Core requirements; (2) specified course work in Related Studies and Professional Education; and (3) specified course work in the Learning/Behavior Disorders (LBD) and Moderate to Severe Disabilities (MSD) areas of specialization. Students graduating from the certification program obtain two Kentucky teacher certificates in Moderate to Severe Disabilities (grades P-12) and in Learning/Behavior Disorders (grades P-12). It is possible to complete this certificate program in four years.

Continuous Assessment

- All students in the Special Education program are expected to meet the standards and rules for Admission, Retention, and Completion from Teacher Education Programs as set forth in the section "Admission, Retention, and Completion from Teacher Education Programs".
- Assessment at the Point of Entry to the Special Education Program. The admission

process provides the first point for formal assessment of the competencies outlined in the Initial Certification Program Folio for the program. Students who apply for admission must: (a) meet the requirement for admission to the Teacher Education Program; (b) have successfully completed a special education survey course (EDS 375) and have completed or be enrolled in initial coursework (EDS 514, EDS 526, EDS 546); and (c) be able to articulate their philosophy of teaching and document their experiences with persons with disabilities in an initial portfolio and an entrance interview. For students that have limited experience with individuals with disabilities, it is strongly recommended to be enrolled in the initial practicum when applying (EDS 301).

- On-going Assessment. Once a student is admitted to the program, he/she meets with an advisor to plan the remainder of the program. Prior to the student teaching semester, the student must present a portfolio that documents his/her progress toward meeting program competencies in the courses completed.
- Completion Assessment. At the completion assessment, students must document that they have met all program competencies through a final review of their portfolio and the successful completion of student teaching in multiple public school placements for students across a variety of grade levels and ability levels (i.e., LBD and MSD).

UK Core Requirements

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

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology 4

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

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 111 Introduction to Contemporary Mathematics 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 31

Graduation Composition and Communication Requirement (GCCR)

EDS 529 Mathematics Assessment and Methods for Students with Mild to Moderate Disabilities 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Premajor Requirements

NOTE: Students must successfully complete EDS 375 and be enrolled in (or have successfully completed) MA 201, EDS 546, EDS 526, EDS 514, and EDS 547 OR EDS 516 when applying for admission to the Teacher Education Program in Special Education.

EDS 301 Initial Practicum in Special Education 2

EDS 375 Introduction to Education

of Exceptional Children 3

EDS 513 Legal Issues in Special Education 3

EDS 514 Instructional Technology in

Special Education 3

EDS 516 Principles of Behavior Management

and Instruction 3

EDS 517 Assistive Technology in Special Education 3

EDS 526 Introduction to Special Education

Assessment and Program Planning 3

EDS 530 Moderate and Severe Disabilities 3

EDS 546 Transdisciplinary Services for

Students with Disabilities: Transition 3

EDS 547 Collaboration and Inclusion in

School and Community Settings 3

EDS 570 Characteristics of Learning

and Behavioral Disabilities 3

MA 201 Mathematics for Elementary Teachers 3

EES 160 Geology for Teachers

or

PHY 160 Physics and Astronomy for Teachers 3

Premajor Requirements hours 38

Additional Courses

The Special Education major requires PSY 100, MA 111, and STA 210. These courses may be used to satisfy UK Core requirements. In addition, it is strongly recommended that students take EPE 301.

Major Core Requirements

Courses all require admission to the Teacher Education Program.

EDC 326 Teaching Social Studies

in the Elementary School 3

EDC 329 Teaching Reading and Language Arts 3

EDS 401 Intermediate Practicum

in Special Education 3

EDS 402 Advanced Practicum in Special Education 3

EDS 518 Behavior Management in Applied Settings 3

EDS 528 Reading and Language Arts Assessment

and Methods for Students with Mild

to Moderate Disabilities 3

*EDS 529 Mathematics Assessment and Methods

for Students with Mild to Moderate Disabilities 3

EDS 548 Curriculum Design for Students

with Moderate and Severe Disabilities 3

EDS 549 Methods for Students with Moderate

and Severe Disabilities 3

EDS 550 Student Teaching: Special Education 12

SEM 328 Teaching Science in the Elementary School 3

SEM 337 Teaching Mathematics in

Elementary Schools 3

Major Core Requirements hours 45

Electives

Students choose 6 hours of free electives.

Elective hours 6**TOTAL HOURS** 120

*Completes the Graduation Composition and Communication Requirement (GCCR).

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

Gen Ed courses may overlap with content major requirements. May not overlap with content support courses.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology 4

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

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 113 Calculus I

or

MA 137 Calculus I With Life Science Applications 4

VIII. Statistical Inferential Reasoning

STA 296 Statistical Methods and Motivations 3

IX. Community, Culture and Citizenship in the USA

Choose one course from the approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 32**Graduation Composition and Communication Requirement (GCCR)**

EPE 301 Education in American Culture 3

Graduation Composition and Communication Requirement hours (GCCR) 3**Required STEM Education Core****Hours**

*^SEM 110 Introduction to STEM Education 2

*^EDP 202 Human Development and Learning 3

*EDS 516 Principles of Behavior Management and Instruction 3

*SEM 421 STEM Methods I 3

*SEM 422 STEM Methods II 3

*SEM 423 Assessment in STEM Education 2

*SEM 435 STEM Student Teaching in the Secondary School 10

EDC 533 Teaching Literacy Across the Disciplines 3

*Requires field experience hours.

^Required for TEP Application.

Required STEM Core hours 29**Specialization STEM Content Course Work**

Choose your content area below. This will serve as your secondary major. All content courses require a C or better and at least a 2.75 GPA.

Biology Major**Premajor Requirements** **Hours**

+^MA 137 Calculus I with Life Sciences Applications

or

+^MA 113 Calculus I 4

+^CHE 105 General College Chemistry I 4

+^CHE 111 General Chemistry I Laboratory 1

^CHE 107 General College Chemistry II 3

^CHE 113 General Chemistry II Laboratory 2

^BIO 148 Introductory Biology I 3

^BIO 152 Principles of Biology II 3

^BIO 155 Laboratory for Introductory Biology I 1

Major Requirements **Hours**

BIO 303 Introduction to Evolution 4

BIO 304 Principles of Genetics 4

BIO 315 Introduction to Cell Biology 4

BIO 325 Ecology 4

BIO 350 Animal Physiology

or

BIO 430G Plant Physiology 4

BIO 425 Biology Seminar (Subtitle required)

or

BIO 499 Biology Research Seminar 1

Additional Major Requirements

PHY 151 Introduction to Physics

or

PHY 211 General Physics 3 or 5

CHE 230 Organic Chemistry I

or

CHE 236 Survey of Organic Chemistry 3

CHE 231 Organic Chemistry Laboratory I 1

Biology Electives (15 hours minimum)

Fifteen hours to be chosen from 300+ level BIO courses. A maximum of 6 credits of BIO 395 may be used as electives in this section. These could include BIO 300 (General Entomology), BIO 302 (Introduction to Neuroscience), BIO 308 (General Microbiology), BIO 351 (Plant Kingdom), BIO 375 (Behavioral Ecology and Sociobiology) with other options.

Biology Premajor and Major hours 60**Chemistry Major****Premajor Requirements** **Hours**

+^MA 113 Calculus I 4

^MA 114 Calculus II 4

+^CHE 105 General College Chemistry I 4

+^CHE 111 General Chemistry I Laboratory 1

^CHE 107 General College Chemistry II 3

^CHE 113 General Chemistry II Laboratory 2

Major Requirements

CHE 226 Analytical Chemistry 3

CHE 230 Organic Chemistry I 3

CHE 231 Organic Chemistry Laboratory I 1

CHE 232 Organic Chemistry II 3

CHE 233 Organic Chemistry Laboratory II 1

CHE 440G Introductory Physical Chemistry 4

CHE 441 Physical Chemistry Laboratory 2

CHE 372 Communication in Chemistry I 1

CHE 472 Communication in Chemistry II 1

Additional Major Requirements

PHY 211 General Physics 5

PHY 213 General Physics 5

Chemistry Electives

Minimum of 5 hours of upper-division electives

(300-599 level CHE courses) 5

Outside Electives

Minimum of 10 hours of 300-500 level courses with a prefix of: ANA, BCH, BIO, CME, CS, EES, MA, MI, MSE, PAT, PGY, PHA, PHR, PHY, PM, RM, or STA. Credit will not be given for both BCH 401G and CHE 550 or CHE 552 10

Chemistry Premajor and Major hours 62

†Eligible to meet a UK Core requirement.

^Required for TEP Application.

Computer Science Major

Leads to Initial Rank III Mathematics (grades 8-12) and endorsement in Computer Science (grades 8-12):

Premajor Requirements **Hours**

+^MA 113 Calculus I 4

^MA 114 Calculus II 4

^CS 100 The Computer Science Profession 1

^CS 115 Introduction to Computer Programming 3

^CS 215 Introduction to Program Design, Abstraction, and Problem Solving Techniques 4

CS 216 Introduction to Software Engineering 3

^CS 275 Discrete Mathematics 4

PHY 231 General University Physics 4

PHY 241 General University Physics Laboratory 1

Major Requirements

PHY 232 General University Physics 4

PHY 242 General University Physics Laboratory 1

MA 213 Calculus III 4

EE 280 Design of Logic Circuits 3

STA 281 Probability and Statistics Using Interactive Computer Techniques 3

CS 315 Algorithm Design and Analysis 3

CS/MA 321 Introduction to Numerical Methods 3

CS/EE 380 Computer Organization 3

Computer Science Electives

Complete 15 hours of electives, with at least one course from each group below:

at least one of the following courses (3 hours):

CS 316 Web Programming 3

CS 335 Graphics and Multimedia 3

CS 405G Introduction to Database Systems 3

at least one of the following courses (3 hours):

CS 470G Introduction to Operating Systems 3

CS 471G Networking and Distributed Operating Systems 3

CS 441G Compilers for Algorithmic Languages 3

CS 450G Fundamentals of Programming Languages 3

at least one of the following courses (3 hours):

CS 375 Logic and Theory of Computing 3

CS 321 Introduction to Numerical Methods 3

CS 463G Introduction to Artificial Intelligence 3

Additional course needed to gain certification in in Mathematics (grades 8-12):

MA 341 Topics in Geometry 3

Computer Science Premajor and Major hours 67-70

†Eligible to meet a UK Core requirement.

^Required for TEP Application.

Computer Science Endorsement Only (add on to any content major)

Leads to endorsement in Computer Science (grades 8-12):

†MA 113 Calculus I	4
MA 114 Calculus II	4
CS 100 The Computer Science Profession	1
CS 115 Introduction to Computer Programming	3
CS 215 Introduction to Program Design, Abstraction, and Problem Solving Techniques	4
CS 216 Introduction to Software Engineering	3
CS 275 Discrete Mathematics	4
EE 280 Design of Logic Circuits	3
CS 315 Algorithm Design and Analysis	3
CS/EE 380 Computer Organization	3

Computer Science Electives

Complete 15 hours of electives, with at least one course from each group below:

at least one of the following courses (3 hours):

CS 316 Web Programming	3
CS 335 Graphics and Multimedia	3
CS 405G Introduction to Database Systems	3

at least one of the following courses (3 hours):

CS 470G Introduction to Operating Systems	3
CS 471G Networking and Distributed Operating Systems	3
CS 441G Compilers for Algorithmic Languages	3
CS 450G Fundamentals of Programming Languages	3

at least one of the following courses (3 hours):

CS 375 Logic and Theory of Computing	3
CS 321 Introduction to Numerical Methods	3
CS 463G Introduction to Artificial Intelligence	3

Computer Science

Endorsement hours **46**

†Eligible to meet a UK Core requirement.

Earth Science Major

Hours

†MA 113 Calculus I	4
MA 114 Calculus II	4
MA 213 Calculus III	4
†CHE 105 General College Chemistry I	4
†CHE 111 General Chemistry I Laboratory	1
CHE 107 General College Chemistry II	3
CHE 113 General Chemistry II Laboratory	2
†PHY 231 General University Physics	4
†PHY 241 General University Physics Laboratory	1
PHY 232 General University Physics	4
PHY 242 General University Physics Laboratory	1
GEO 230 Weather and Climate	3
AST 192 Stars, Galaxies and the Universe	3
†GEO 130 Earth's Physical Environment	3
EES 230 Fundamentals of Geology I	3
EES 235 Fundamentals of Geology II	3
EES 360 Mineralogy	4
EES 401G Invertebrate Paleobiology and Evolution	3

Earth Science Major hours **54**

†Eligible to meet a UK Core requirement.

^Required for TEP Application.

Mathematics Major

Mathematics Core Courses

CS 115 Introduction to Computer Programming	3
†MA 113 Calculus I	4
MA 114 Calculus II	4
MA 213 Calculus III	4
MA 261 Introduction to Number Theory	3
MA 322 Matrix Algebra and Its Applications	3

Mathematics Sequence

Choose one. May substitute a different sequence with prior faculty approval (6 hours minimum):

MA 351 Elementary Topology I	3
and	
MA 352 Elementary Topology Algebra II	3
OR	
MA 361 Elementary Modern Algebra I	3
and	
MA 362 Elementary Modern Algebra II	3
OR	
MA 471G Advanced Calculus I	3
and	
MA 472G Advanced Calculus II	3

Required Mathematics Electives

Courses at the 300 level or above with exception of MA 241; 12 hours minimum:

MA 310 Mathematical Problem Solving for Teachers ...	3
MA/STA 320 Introductory Probability	3
MA 330 History of Mathematics	3
MA 341 Topics in Geometry	3

Optional Courses

MA 214 Calculus IV (recommended for AP Calculus)	3
MA 471G Advanced Calculus I (recommended for MA/MS in Mathematics)	3

Mathematics Major hours **39**

†Eligible to meet a UK Core requirement.

^Required for TEP Application.

Physics Major

†CHE 105 General College Chemistry I	4
†CHE 107 General College Chemistry II	3
^PHY 231 General University Physics	4
PHY 232 General University Physics	4
PHY 228 Optics, Relativity and Thermal Physics	3
PHY 306 Theoretical Methods of Physics	3
PHY 335 Data Analysis for Physicists	2
PHY 361 Principles of Modern Physics	3
PHY 401G Special Topics in Physics and Astronomy for Elementary, Middle School and High School Teachers	3
PHY 460G Hands-On Physics for Middle School and High School Teachers (taken twice for a total of 4 hours)	4
AST 310 Topics in Astronomy and Astrophysics (Subtitle required)	3
†MA 113 Calculus I	4
MA 114 Calculus II	4
MA 213 Calculus III	4

Physics Major hours **48**

†Eligible to meet a UK Core requirement.

^Required for TEP Application.

Free Elective

Select 3 hours of your choice. You may not double count these courses with your major content course requirements or UK Core requirements or your STEM content support courses. All courses should be approved by advisor prior to taking.

STEM Content Support Courses

Take up to 120 hours required for graduation. Select from each area of interest – **you must choose at least 3 hours from Engineering unless you are a computer science major.** You may not double count these courses with your major content course requirements or UK Core requirements. **This list is not inclusive.** All courses should be approved by advisor prior to taking. SEM 575 is required for mathematics and computer science majors. It is highly encouraged for other majors.

Mathematics/Statistics

FIN 350 Personal Investing and Financial Planning	3
STA 281 Probability and Statistics Using Interactive Computer Techniques	3
STA 292 Descriptive Statistics	1
MA 501/502 Seminar in Selected Topics	3
OR/STA 524 Probability	3
EDC/EDP/EPE 522 Psychological and Educational Tests and Measurements	3
SEM 575 See Blue Mathematics Clinic (required for Math Certification)	3

Engineering

**ME 599 Topics in Mechanical Engineering (Subtitle required)	3
EGR 101 Introduction to Engineering	4
**EGR 199 Topics in Engineering: Title to Be Assigned	3
**EGR 199 Topics in Engineering: Title to Be Assigned	3

Technology

CS 115 Introduction to Computer Programming	3
MAS 201 Communication Technologies and Society	3
INF 401G Informatics Fundamentals	3
EDC 543 Digital Game Based Learning and Instruction	3
EDC 544 Use and Integration of Instructional Media ...	3
CS 215 Introduction to Program Design, Abstraction, and Problem Solving	4
CS 221 First Course in Computer Science for Engineers	2
CS 316 Web Programming	3

Science

CHE 105 General College Chemistry I	4
CHE 111 General Chemistry I Laboratory	1
BIO 150 Principles of Biology I	3
PHY 231 General University Physics	4
PHY 241 General University Physics Laboratory	1
EES 220 Principles of Physical Geology	4

**The subtitle for this course must directly relate to STEM content. Check with your advisor for verification prior to taking the course.

Minimum 120 credit hours required for graduation and Rank III certification.

TOTAL HOURS **120**

Undergraduate Certificate in Leadership Studies

The Undergraduate Certificate in Leadership Studies will allow students to demonstrate their preparedness to lead, live, and work in an interconnected and interdependent global community. Students will improve their understanding of leadership and develop the skills needed to lead in their particular field through a series of courses designed to provide a rich leadership focus.

The modern workplace demands employees who understand the foundations of leadership, can navigate organizational change, value community leadership and relationships, and who embrace ethics, diversity, and an international understanding. Students who participate in this Undergraduate Certificate in Leadership Studies will master these skills and benefit from an additional degree credential, that alongside with their major(s) and/or minor(s) demonstrates their dedication to and experiences with leadership.

The structure of the Undergraduate Certificate in Leadership Studies offers a coherently planned academic core for students who otherwise might take very few courses that have an explicit focus on leadership. The core of the Certificate consists of four distinct pillars that are complimentary to a variety of existing undergraduate programs and are reflected throughout the content of course work in the following ways:

- Understanding core concepts about leadership
- Fostering team and organizational leadership
- Embracing community leadership
- Focusing on intercultural communication skills

Leadership Studies Program of Study

The program consists of 18 credits of undergraduate study in leadership. Students will take one course from each of the four pillars and two additional elective leadership courses.

Leadership Foundations (3 credits)

CLD/EDL 402 Principles of Leadership	3
CLD 230 Intrapersonal Leadership	3

Organizational Change (3 credits)

EDL 571 Design Thinking in Education	3
CLD 530 Fundamentals of Organizational Leadership	3

Community Leadership and Relationships (3 credits)

CLD 430 Leading in Communities: Vision, Action, and Change	3
CLD/EDL 404 Contemporary Leadership Applications	3
CLD 260 Community Portraits	3
CLD 330 Interpersonal Skills for Tomorrow's Leaders	3

Ethics, Diversity, and International Understanding (3 credits)

CLD 470 Topics in Leadership (Subtitle required)	3
CLD/EDL 403 Leadership and Communication	3
Any university-approved study abroad experience	

Electives (6 credits)

Any course in the above pillars not already counted
 Any approved study abroad experience (can only count 3 credits for certificate)

Approved courses include but are not limited to:

AMS 301 Leadership and Management I	3
AMS 341 Leadership and Management II	3
AMS 395 Independent Study in Leadership	1-2
COM 252 Introduction to Interpersonal Communication	3
COM 281 Communication in Small Groups	3
COM 325 Introduction to Organizational Communication	3
MGT 410 Analysis of Organizational Behavior	3
MGT 320 Survey of Human Resource Management	3
*UK 100 University Course (Title to be assigned)	1-3

**To be taken only when subtitle is Emerging Leadership Institute.*

Other Vital Elements

At least 12 credit hours must be taken for a letter grade
 At least 12 credits at 200-level or above and a minimum of 6 credit hours at 300-level or above

Students must earn a C or better in each required certificate course

At least one course needs to be taken in the sister discipline (EDL or CLD)

No more than 9 credits in the certificate are used to satisfy requirements for the student's bachelor's degree, minor, or another certificate (exclusive of free or unrestricted electives)

For questions regarding this program, contact Program Director Dr. Jayson W. Richardson at jayson.richardson@uky.edu, or 859-379-9097.

DEGREE PROGRAMS OUTSIDE THE COLLEGE OF EDUCATION

B.A. with a major in ART EDUCATION

The requirements for K-12 Art Education are listed in the *Fine Arts* section of this Bulletin.

COMMUNICATION SCIENCES AND DISORDERS

The undergraduate and graduate programs in communication sciences and disorders are now part of the Division of Communication Sciences and Disorders in the College of Health Sciences. Prospective students should refer to the *Health Sciences* section of this Bulletin.

B.M.M.E. with a major in MUSIC EDUCATION

The requirements for K-12 Music Education are listed in the *Fine Arts* section of this Bulletin.