

Mary John O'Hair, Ed.D., is Dean of the College of Education.

The College of Education prepares students for professional careers in the field of education and human services. In addition to producing excellent teachers, College of Education graduates have gone on to excel in numerous other professional fields.

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

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

Educator Preparation at UK

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

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

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

Federal Title II Reporting

The Educator Preparation Unit of the University of Kentucky participates in federal reporting of student performance on PRAXIS examinations required for state educator licensure. For the 2007-2008 program completers, UK students had an overall pass rate on the required examinations for Kentucky educator licensure of 98 percent, compared with a statewide pass rate of 95 percent. For additional information about the performance of UK students on PRAXIS tests, go to www.title2.org and select the pages for Kentucky. For additional information about UK programs in relation to other educator preparation programs in Kentucky, go to the Kentucky Education Professional Standards Board Web site at: www.keppreportcard.org.

Accreditation

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

Relationship With the Kentucky EPSB

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

Financial Aid/Scholarships

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

the KHEAA teacher scholarship program must include a completed FAFSA need analysis data form with their applications. Funds are awarded first to students fully admitted to a teacher education program, in order of the greatest financial need. The College of Education also administers the Kentucky Minority Educator Recruitment and Retention scholarship program (MERR) for the Kentucky Department of Education. Minority students applying for MERR funds must be Kentucky residents. Both KHEAA and MERR teacher scholarships 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. KHEAA and MERR forms are available in 166 Taylor Education Building.

Undergraduate Programs in Education

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

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

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

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

Persons holding a bachelor's degree from a regionally accredited institution, with a minimum overall GPA of at least 2.50 may pursue initial educator preparation at the undergraduate level by following any of the programs described in this Bulletin. If these persons also wish to earn a UK bachelor's degree, all UK degree requirements must be met. All educator preparation students at the University of Kentucky are expected to meet the requirements for "Admission, Retention and Exit from Teacher Education Programs" as described on pages 177-178 of this Bulletin.

Graduate Programs in Education

Graduate Degrees and Certificates

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

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

Graduate Programs Leading to Advanced Educator Licensure

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

UK Graduate Certificates

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

Graduate Programs Leading to Initial Educator Licensure

The following graduate level initial educator certification programs are available at the University of Kentucky: **1)** stand-alone certification program in special education/learning and behavior disorders, grades P-12; **2)** master of science program leading to certification in moderate/severe disabilities, grades P-12; **3)** master of arts in education with initial certification in secondary education, grades 8-12, English, mathematics, science (biology, chemistry, earth science, physical science or physics), social studies); **4)** master of arts in education with initial certification, grades 5-12 in business and marketing education; **5)** master of science in career and technical education with initial certification, grades 5-12 (options in agriculture education and family and consumer sciences education); **6)** master of science in communication disorders with initial certification, grades P-12; and **7)** certification program in school psychology, grades P-12.

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

Graduate Alternative Certification Programs Leading to Initial Educator Licensure

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

Special Facilities and Services

The **Education Library** provides a wide range of education materials, 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 Web site at: www.uky.edu/Libraries/educ/.

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

The **Instructional Technology Center** provides media services to students, faculty, and programs of the College of Education. Services include computer classrooms, computer hardware and software support, presentation technology, circulation of nonprint teaching materials and audiovisual equipment; 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 **Literacy Clinic** provides diagnostic and instructional services. Reading and language arts materials, children's literature, professional texts and journals, and other reference materials are available. Tutors are recommended, based on availability.

The **Office of Diversity and Equity**, 128 Taylor Education Building, (859) 257-1229, serves to "teach" minority students currently enrolled in the College, to become aware of their concerns, to provide needed support, and to encourage participation in activities and pro-

grams of particular interest to education majors. The office also works with local and adjacent school districts to implement Future Educators of America clubs, collaborates with Bluegrass Community and Technical College in identifying students who are interested in teaching, participates in campus-wide minority recruitment and retention activities, and builds community awareness of the need for minority teachers through participation in various projects.

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

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

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

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

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

The **Biodynamics Laboratory** is a multidisciplinary facility housed in the Center for 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 **UK Body Composition Core Laboratory (BCCL)** is a human-based laboratory facil-

ity 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 clearinghouse for information about reading models. The CCLD works to improve achievement for students pre-school through adulthood.

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

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

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

General Information

Students who wish to be recommended for any state 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 EXIT FROM TEACHER EDUCATION PROGRAMS

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

The College of Education Certification Program 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).

Continuous Assessment in Teacher Education Programs

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

The three assessments will occur upon entry into the Teacher Education Program, at a mid-point in the program (no later than the semester

prior to student teaching), and as students exit the program following student teaching. Assessments will include, but are not limited to: (a) appropriate scores on approved standardized tests, (b) review of grades via inspection of transcript, (c) personal and professional skills assessed during interviews with program faculty when taking campus based courses, and during field experiences, (d) portfolio documents, and (e) continued adherence to the Kentucky Professional Code of Ethics.

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

Standards for Admission to a Teacher Education Program

1. Candidates for admission must have completed at least 60 semester hours, or, if pursuing initial certification as a post-baccalaureate graduate or graduate student, must have earned a bachelor's degree from a regionally accredited institution of higher education. Early Elementary Education majors may apply to the Teacher Education Program after completing 45 hours.
2. Candidates for admission must demonstrate academic achievement by earning a minimum overall GPA of 2.50. In addition, post-baccalaureate graduate and graduate level students must demonstrate a minimum 2.50 GPA in the teaching subject matter field(s). Students seeking admission to a Master's Degree initial certification program must also satisfy UK Graduate School admissions standards.
3. Candidates for admission must certify their knowledge of the Kentucky Professional Code of Ethics and must sign a state mandated character and fitness review.
4. Candidates for admission must demonstrate aptitude for teaching by presenting three letters of recommendation from individuals who can attest to the candidate's potential success in teaching.
5. Candidates must present an Admissions Portfolio. Although the contents of the portfolio will vary by program, it will include at least the following: "best piece" sample(s) of writing in the subject matter field(s); evidence of experience with students and/or community; and a written autobiography or resume.
6. Candidates for admission must demonstrate an acceptable level of skills in written communication. This will be assessed through an on-demand writing task at the

time of the interview. In lieu of an on-demand task, program faculty may require that the candidate demonstrate having earned a minimum grade of **B** in a college-level written composition course.

7. Candidates for admission must demonstrate an acceptable level of skills in oral communication. This will be assessed by the program faculty at the time of the admissions interview. In lieu of assessing oral communication skills at the time of the interview, the program faculty may require that students have earned at least a **B** in a college level public speaking course.
8. Candidates for admission must present acceptable scores on one of the following standardized tests:
 - **ACT** – with minimum composite score of 21.
 - **SAT** – minimum composite score of 1500 required for tests taken after March 2005. Prior to March 2005, 990 (combination of Verbal and Quantitative). A minimum grade of **B** on a college level written composition course must accompany the SAT scores. Composition courses normally used to fulfill this requirement include ENG 101, ENG 102, ENG 104, ENG 105, ENG 305, or an equivalent course from another institution. Advanced Placement English used to fulfill the USP writing requirement may also be used.
 - **GRE** – Applicants whose GRE scores reflect the new Analytic Writing test must have at least a combined score of 800 on the Verbal and Quantitative portions of the GRE, in conjunction with an Analytic Writing score of 4. For prior version of GRE, minimum composite score of 1200 (combination of Verbal, Quantitative, Analytic). A minimum grade of **B** on a college level written composition course must accompany the GRE scores. Composition courses normally used to fulfill this requirement include ENG 101, ENG 102, ENG 104, ENG 105, ENG 305, or an equivalent course from another institution. Advanced Placement English used to fulfill the USP writing requirement may also be used.
 - **PRAXIS I Reading Test** – (173 paper or 320 computer), **Mathematics** (173 paper, 318 computer), and **Writing** (172 paper, 318 computer).

Rules which accompany the standardized testing requirements are as follows:

- No standardized test scores older than eight years can be used to meet this requirement.
 - GRE scores may be used only by students who hold a bachelor's degree.
 - Students may retake subtests in multi-part tests.
 - Students seeking entrance to a graduate degree initial certification program must meet both the graduate school rules regarding the GRE, and College of Education rules for certificate program standardized testing.
9. For those programs requiring EDP 202 as a prerequisite for admission to teacher education, students must complete EDP 202 with a grade of **C** or better.

Retention of Candidates in Teacher Education Programs

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

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

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

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

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

Exit from Teacher Certification Programs

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

At exit all teacher certification candidates must present an Exit Portfolio for review by the

appropriate program faculty. The exit portfolio will be organized by Kentucky New Teacher Standards and will include a mix of items selected by the candidate and required by the particular program faculty.

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

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

State Mandated Testing and the Kentucky Teacher Internship

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

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

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

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

1. All students pursuing a secondary education major without teacher certification must be admitted to advanced standing as described in items 2 - 4 below.
2. To be admitted to advanced standing, a student must have completed at least 60 semester hours.
3. Students must demonstrate academic achievement by earning a minimum overall GPA of 2.50 at the time of applying for advanced standing. At the time of graduation, students must demonstrate not only a minimum overall GPA of 2.50, but also a minimum GPA of 2.50 in the teaching subject matter field(s).
4. All requests for admission to advanced standing must be reviewed by appropri-

ate faculty advisors. Students not recommended for advanced standing by an appropriate advisor are ineligible to continue or graduate from College of Education programs.

Calculation of GPAs for Admission to Initial Certification Programs

GPA Rules

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

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

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

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

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

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

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

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

Determination of GPAs for Admission to Initial Certification Programs

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

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

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

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

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

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

**Office of Academic Services
and Teacher Certification
166 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0001
(859) 257-7971
www.uky.edu/education/**

NOTE: The College of Education anticipates a substantial revision in the policy on admission, retention and completion of educator preparation programs. This revision will strengthen emphases on continuous assessment, requirements relating to the meeting of standards, and rules relating to basic standardized testing and GPA requirements.

General Rules for Student Teaching

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

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

Policy on Intensive Field Experiences

The University of Kentucky College of Education is committed to preparing candidates for the teaching profession who are effective, reflective decision makers. To that end, and in order to meet state certification regulations and national accreditation requirements, teacher candidates

complete an array of carefully planned field experiences. These experiences are systematically integrated into the teacher education program curriculum.

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

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

Character and Fitness Reviews

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

Appeals

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

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

If the program faculty does not alter its initial decision, the candidate may appeal to the College

of Education standing committee on Undergraduate Admissions and Standards or the College of Education standing committee on Graduate Admissions and Standards. Candidates wishing to appeal to one of these admissions and standards committees must present their request for committee review to either the Associate Dean for Academic and Student Services or the Associate Dean for Research and Graduate Studies. The Associate Dean will assemble the necessary materials, call the committee together to hear the appeal, and inform the candidate of the committee's decision. The Associate Dean will also notify the Director of Academic Services and Teacher Certification so that student records may be updated. For purposes of admission, retention or completion of educator certification programs, the decision of the admissions and standards committee is final.

Standards and Standards Sets in Educator Preparation Programs

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

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

Interdisciplinary Early Childhood Education Birth to Primary Standards (IECE)

1. Designs/plans instruction
2. Creates/maintains 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

Beginning (New) Teacher Standards (NTS)

1. Designs/plans instruction
2. Creates/maintains learning climates
3. Implements/manages instruction

4. Assesses and communicates learning results
5. Reflects/evaluates teaching/learning
6. Collaborates with colleagues/parents/others
7. Engages in professional development
8. Knowledge of content
9. Demonstrates implementation of technology

College of Education Skills and Dispositions

1. Communicates appropriately and effectively
2. Demonstrates 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; **2)** meet all requirements of the College of Education admission/retention/exit policy; and **3)** complete a minimum of 128 hours.

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

Lower division advising (freshman and sophomore standing) is accomplished and coordinated through Academic Services and Teacher Certification, 166 Taylor Education Building. (Kinesiology and Health Promotion advising takes place in the Seaton Center.)

Upper division students (junior and senior standing) and students admitted to a teacher education program are assigned faculty advisors.

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 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 American education through improved training and competence of administrators. The department is particularly mindful of its obligation to supply the

needs of Kentucky for high quality administrators in public schools and educational agencies. Advanced programs are offered to meet certification requirements for elementary, middle, and secondary principals, supervisors of instruction, and superintendents of schools.

Educational Policy Studies and Evaluation

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

Kinesiology and Health Promotion

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

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

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

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

health promotion that does not lead to teacher certification.

In addition to kinesiology and health promotion, the department also offers a minor in dance. Students are able to pursue a teaching certificate in dance education.

Special Education and Rehabilitation Counseling

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

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

Business and Marketing Education

Information on Business and Marketing Education appears on page 196.

DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION

NOTE: All College of Education undergraduate programs require a minimum of 128 hours for graduation. However, determining the exact number of hours will vary depending upon a student's chosen plan of study. Students are encouraged to review carefully each program and its components to determine the hours necessary for graduation.

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 University Studies Program; (2) complete at least 128 hours; (3) complete the program related studies courses; and (4) complete the professional education component.

Continuous Assessment

1. Admission to the program is based on a selective admission process that generally occurs after students have completed 60 hours of university course work. All students are expected to meet the standards and rules for Admission, Retention and Exit from the Teacher Education Program as set forth in the section "Admission, Retention and Exit from Teacher Education Programs" on pages 177-178.

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

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

4. **Assessment of Progress in the Professional Block.** This includes assessment strategies specific to individual methods courses that confirm content as well as pedagogical knowledge. It also includes some additional assessments. At the beginning of the semester, students' Professional Introduction Portfolios are reviewed and placement needs are discussed. Once the semester begins, students are observed throughout the semester by their supervisor and

are assessed using an observation form which directly reflects the New Teacher Standards. Students also submit videotapes of themselves teaching and an analysis of these as well as other lessons they have taught. The supervisors provide feedback on these lessons as well. The faculty also reviews students' Professional Development Plans. Each student develops a Professional Development Plan (PDP) in cooperation with UK faculty and school-based faculty. The PDP includes 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 weeks of student teaching, concentrating on the ages in grades P-5. (See the section on "Student Teaching" on page 179 for additional information on student teaching.) Students selecting Special Education/LBD as their area of specialization will do student teaching in early elementary education, P-5, and also in one of the Special Education/LBD approved grade levels, P-12.

University Studies Component (38-50 hours)

Basic Skills

- A. MA 109 or MA 110 or Math ACT 26 or UK by-pass exam or any calculus course 0-4
- B. Two semesters foreign language or two years high school foreign language 0-8

Inference and Communication Skills

- A. STA 200 plus PHI 120 or PHI 320 6
- B. ENG 104 4

Disciplinary Requirements

- A. Natural Sciences
BIO 102 and BIO 103 and BIO 111 7
- B. Social Sciences
Choose **one** course from **two** separate disciplines below:
ANT 101, ANT 241, ANT 242
ECO 101, ECO 201
GEO 152, GEO 172, GEO 222, GEO 240
GWS 200
PS 101, PS 235
SOC 235, SOC 335 6
- C. Humanities
HIS 104 and HIS 105
or
HIS 108 and HIS 109 6

Cross-Cultural

- Choose **one** course from the approved list of cross-cultural courses 3

Electives

- *Choose **one** course from the following:
ENG 230, ENG 231, ENG 232, ENG 233, ENG 234,
ENG 261, ENG 262, ENG 264, ENG 281 3

- Choose **one art, music or theatre arts** course from the USP Humanities listings 3

*Students must notify the English Department if used to fulfill the Graduation Writing Requirement.

NOTE: Students may use University Honors Program courses (HON) and/or Discovery Seminars (DSP) to fulfill some of the above USP requirements.

Program Related Studies (37 hours)

- 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
- GLY 160 Geology for Teachers 3
- PHY 160 Physics and Astronomy for Teachers 3

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 or alternative (e.g., lower-division equivalent from community college) 3

Select **two** courses from the following (must be different from courses used in USP Electives):

- MA 310, MA 241, EDC 334, ENG 205, ENG 207, ENG 211, ENG 230, ENG 231, ENG 232, ENG 233, ENG 234, ENG 261, ENG 262, ENG 264, ENG 281,
EDC/ENG 509 6
- Free Elective 3

Professional Education Requirements (48 hours)

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

- *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 2
- EDC 323 Classroom Management and Discipline 3
- EDC 322 Elementary Practicum 3
- EDC 326 Teaching Social Studies in the Elementary School 3
- EDC 328 Teaching Science in the Elementary School 3
- EDC 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

*Students beginning their work in a public Kentucky community college may complete EDP 202 and a lower-division equivalent of EPE 301 before applying for admission to the Teacher Education Program at UK.

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: (a) the University Studies Program; (b) specified course work in Program Related Studies and Professional Education; (c) the health promotion major; and (d) a minimum of 128 semester hours. Students wishing to pursue certification both in health and kinesiology must follow the kinesiology program description.

Continuous Assessment

1. 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 Exit from Teacher Education Programs" on pages 177-178.

2. 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.

3. After admittance to the program, students not only must maintain a 2.50 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 in Health Promotion will enroll in:

KHP 371 Student Teaching in Health Education 12

University Studies (39-53 hours)

*See *University Studies Program* section of this Bulletin for listing of allowable USP courses.

Program Related Studies Course Sequence (19 hours)

	Hours
*PSY 100 Introduction to Psychology	4
*SOC 101 Introduction to Sociology	3
*BIO 102 Human Ecology	3
*BIO 103 Basic Ideas of Biology	3
PGY 206 Elementary Physiology	3
ANA 209 Principles of Human Anatomy	3

*May be taken for USP credit.

Professional Education Course Sequence (25 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 430 Methods of Teaching Health Education	3
*KHP 371 Student Teaching in Health Education	12

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

Majors and Minors (48-51 hours)

Plan 1

Health Promotion Major (30 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 (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 330 Planning and Implementing Health Education Programs	3
KHP 420G Physiology of Exercise	3
KHP 445 Introduction to Tests and Measurements	3
KHP 509 Workshop in Health and Safety (Experiential Health Education)	3
NFS 101 Human Nutrition and Wellness	3

Choose at least **six** 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 252 Introduction to Family Science	3
HSM 250 Introductory Epidemiology	3

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

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

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

	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 330 Planning and Implementing Health Education Programs	3
KHP 445 Introduction to Tests and Measurements	3
NFS 101 Human Nutrition and Wellness	3

Choose at least six hours from the following electives:

KHP 395 Independent Study in Kinesiology and Health Promotion	3
KHP 509 Workshop in Health and Safety	1-3
KHP 535 School Health Dilemmas of Special Populations	3
BSC 331 Behavioral Factors in Health and Disease	3
FAM 252 Introduction to Family Science	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 and must be relevant to the student's professional preparation program.

Minor in Dance

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 College of Education's theme of teacher as reflective decision maker. The process of reflective decision-making is imbedded in the departmental philosophy that students learn best through experiencing.

The minor in dance is for persons interested in dance who may wish to do graduate work in dance, apply dance principles to teaching dance in K-12 school settings, or in private studio work in dance. Persons interested in the dance minor should anticipate that it will take between two and a half to three years to complete the full set of courses, as each course is not taught every semester.

Dance Minor Requirements (22-24 hours)

KHP 147 Dance Foundations I	1
KHP 155 Principles of Conditioning	1
KHP 181 Modern Dance I	2
or	
KHP 182 Modern Dance II	2
KHP 240 Nutrition and Physical Fitness	3
KHP 290 History and Philosophy of the Dance	3
KHP 390 Dance Activities in the Elementary School ...	2
KHP 393 Rhythmical Forms, Improvisation, and Analysis	3
KHP 592 Choreography	2

In consultation with the student's advisor and depending on academic and professional interests, the student shall select **four to six** hours of courses from the following:

KHP 293 Classical Ballet I	2
KHP 294 Classical Ballet II	2
KHP 391 Jazz Dance I	2
KHP 392 Jazz Dance II	2
KHP 395 Independent Study in Kinesiology and Health Promotion	3

**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 Family Studies and the Department of 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 University Studies Program; (2) complete the premajor requirements; and (3) complete requirements for the Interdisciplinary Early Childhood Education major, including required student teaching experiences and other practica. Completion of the program requires 128 credit hours. To be state-certified, candidates must also successfully complete all state-mandated testing requirements.

Continuous Assessment

1. 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 Exit from Teacher Education Programs" on pages 177-178.

2. **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.

3. **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.

4. **Exit 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 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:

1. Complete University Studies requirements.
2. Complete 128 credit hours with a minimum grade-point average of 2.5 (required for teacher certification).
3. Complete the required curriculum in the major program.
4. 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.

University Studies Requirements Hours
See “University Studies Program” on pages 83-87 for the complete University Studies requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill University Studies areas. Students should work closely with their advisor to complete the University Studies Program requirements.

Courses marked with an asterisk (*) may also be used to satisfy University Studies requirements.

Math	
MA 109 College Algebra	
or	
MA 110 Analytic Geometry and Trigonometry	
or	
Math ACT of 26 or above	0-4

Natural Sciences	
BIO 102 Human Ecology	3
BIO 103 Basic Ideas of Biology	3
BIO 111 General Biology Laboratory	1

Social Sciences	
PSY 100 Introduction to Psychology	4
SOC 101 Introduction to Sociology	3

Humanities	
HIS 104/105 A History of Europe through the Mid-Seventeenth Century/From the Mid-Seventeenth Century to the Present	
or	
HIS 108/109 History of the United States Through 1865/Since 1865	6

Premajor Requirements	Hours
*COM 181 Basic Public Speaking	3
*PSY 100 Introduction to Psychology	4
*SOC 101 Introduction to Sociology	3
IEC 120 Introduction to Early Childhood Education ...	3
*STA 200 Statistics: A Force in Human Judgment	3
Subtotal: Premajor Hours	16

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 2.5 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, FAM 255, and FAM 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 260 Curriculum Planning in Interdisciplinary Early Childhood Education	4
IEC 507 Assessment of Young Children	3
FAM 544 Cultural Diversity in American Children and Families	
or	
Cultural Diversity Course	3
EPE 301 Education in American Culture	3
IEC 552 Administration and Supervision in Interdisciplinary Early Childhood Education Programs	3
IEC 508 Advanced Curriculum Planning in Interdisciplinary Early Childhood Education	3
FAM/IEC 557 Infant Development	3
EDP 202 Human Development and Learning	3
EDC 317 Introduction to Instructional Media	1
EDS 375 Introduction to Education of Exceptional Children	3
IEC 509 Intervention Planning for Children With Special Needs	3
EDS 513 Legal Issues in Special Education	3
EDS 516 Principles of Behavior Management and Instruction	3
EDS 530 Moderate and Severe Disabilities	3
IEC 411 Student Teaching in Interdisciplinary Early Childhood Education	12
IEC 512 Language and Literacy for Young Children	3
IEC 510 Practicum in Interdisciplinary Early Childhood Education	3

EDS/IEC 546 Transdisciplinary Services for Young Children	3
EDS 522 Children and Families	3
Subtotal: Major Hours	71

Free Electives

Electives should be selected by the student to lead to the minimum total of 128 hours required for graduation.

Minimum Elective Hours	8
TOTAL HOURS	128

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 imbedded 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 the physical education and dance disciplines through the content courses of anatomy, physiology, kinesiology, exercise physiology, and nutrition. Application of this knowledge is demonstrated in physical education and dance activities to ensure discipline knowledge for teaching.

The B.S. in Kinesiology requires completion of: (a) the University Studies Program; (b) specified course work in Program Related Studies and Professional Education; (c) one of the kinesiology plans; and (d) a minimum of 128 semester hours. 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.

Continuous Assessment

1. 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 Exit from Teacher Education Programs” on pages 177-178.

2. 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.

3. After admittance to the program, students not only must maintain a 2.50 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

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.

University Studies (39-53 hours)

*See *University Studies Program* section of this Bulletin for listing of allowable USP courses.

Program Related Studies Sequence (19 hours)

Hours

*BIO 102 Human Ecology 3

*BIO 103 Basic Ideas of Biology 3

*PSY 100 Introduction to Psychology 4

*SOC 101 Introduction to Sociology 3

ANA 209 Principles of Human Anatomy 3

PGY 206 Elementary Physiology 3

*May be taken for USP credit.

Professional Education Course Sequence (29 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)

*These courses require admission to the Teacher Education Program.

Majors and Minors (52-68 hours)

Plan 1

Kinesiology Major (34-35 hours) and Health Promotion Major (33 hours)

Plan 2

Kinesiology Major (34-35 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 (34-35 hours)

Performance Area Courses (11-12 hours)

Hours

KHP 147 Dance Foundations I 1

KHP 154 Dance Foundations II 1

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 Service Program Elective – choose **one** of the following:

KHP 152 Techniques of Swimming 1

KHP 162 Outdoor Education Through Activities 1

KHP 252 Water Safety Leadership 2

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 in the Elementary School ... 2

KHP 415 Biomechanics of Human Movement 4

KHP 420G Physiology of Exercise 3

KHP 445 Introduction to Tests and Measurements 3

KHP 560 Motor Development in Infants

and Young Children 3

KHP 579 Adapted Physical Education 3

Major in Health Promotion (33 hours)

Hours

KHP 430 Methods of Teaching Health Education 3

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 330 Planning and Implementing

Health Education Programs 3

KHP 445 Introduction to Tests and Measurements 3

NFS 101 Human Nutrition and Wellness 3

KHP 509 Workshop in Health and Safety

(Experiential Health Education) 3

Choose at least **nine** 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 252 Introduction to Family Science 3

HSM 250 Introductory Epidemiology 3

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

B.S. in Education with a major in KINESIOLOGY (Non-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. The kinesiology program (non-teacher certification) leads to employment opportunities in the athletics and sports industries. 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: (a) the University Studies Program; (b) specified course work in program related studies, professional kinesiology requirements, education course requirements; (c) practicum in recreation; (d) specified course work in exercise science; and (e) a minimum of 128 semester hours.

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. After 60 hours, students must be admitted to advanced standing. 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.

University Studies (39-53 hours)

*See *University Studies Program* section of this Bulletin for listing of allowable USP courses.

NOTE: A calculus course is a prerequisite for STA 291 Statistical Method, which is a requirement in this program.

Program Related Course Requirements (17 hours)

*ANA 209 Principles of Human Anatomy 3

*PGY 206 Elementary Physiology 3

NFS 101 Human Nutrition and Wellness 3

**PSY 100 Introduction to Psychology 4

CS 101 Introduction to Computing I

or

CS 115 Introduction to Computer Programming 3

KHP 120 Service Course (Weight Training) 1

*Prerequisite: biology or zoology course(s)

**May be used for USP credit.

Professional Kinesiology Requirements
(33 hours)

Professional Activity Courses

KHP 210 Introduction to Fitness (Subtitle required) 2
KHP 157 Track and Field 1

Complete **one** of the following:

KHP 250 Team Sports (Subtitle required) 2
KHP 260 Individual Sports (Subtitle required) 2

Theory Courses

KHP 190 First Aid and Emergency Care 2
KHP 200 The History and Philosophy of
Physical Education and Sport 3
KHP 230 Human Health and Wellness 3
KHP 300 Psychology and Sociology of
Physical Education and Sport 3
KHP 319 Sports Officiating 1
KHP 415 Biomechanics of Human Movement 4
KHP 420G Physiology of Exercise 3
KHP 445 Introduction to Tests and Measurements 3
KHP 573 Management of Sport 3
KHP 240 Nutrition and Physical Fitness 3

Exercise Science Courses (32 hours)

CHE 104 Introductory General Chemistry 3
CHE 108 Introduction to Inorganic, Organic
and Biochemistry without Laboratory 3
PHY 211 General Physics 5
STA 291 Statistical Method 3
KHP 340 Athletic Training 2
PGY 412G Principles of Human
Physiology Lectures 4
KHP 577 Practicum in Kinesiology
and Health Promotion 6
plus **six hours** from the following courses:
BAE 103 Energy in Biological Systems 2
CS 215 Introduction to Program Design,
Abstraction, and Problem Solving 4
KHP 350 Strength and Conditioning for Sports 3
KHP 450 Introduction to Exercise Testing
and Prescription 3
KHP 546 Physical Education Workshop 1-3
KHP 547 Psychology of Sport and Physical Activity .. 3
KHP 560 Motor Development in Infants
and Young Children 3
KHP 579 Adapted Physical Education 3

Electives

Electives may vary to meet the 128 hour graduation requirement.

**B.A. in Education with a major in
LEARNING AND BEHAVIOR
DISORDERS (LBD)**

Requirements for Program

Two undergraduate programs are offered in special education: (1) learning and behavior disorders (LBD) and moderate and severe disabilities (MSD). Both of these programs support 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 LBD and MSD programs are based are those prescribed by The Council for Exceptional Chil-

dren and The Kentucky New Teacher Standards.

The B.A. program in Learning Behavior Disorders, P-12, prepares students to teach individuals with disabilities (including learning disabilities, emotional/behavioral disorders, mild mental disabilities, other health impaired, and physical disabilities) in primary through twelfth grades. Advising early in the B.A. program is essential in order to complete the requirements in a timely fashion.

Continuous Assessment

1. All students in the LBD program are expected to meet the standards and rules for Admission, Retention and Exit from the Teacher Education Program (TEP) as set forth in the section "Admission, Retention and Exit from Teacher Education Programs" on pages 177-178.

2. **Assessment at the Point of Entry to the LBD Program.** The admission process provides the first point for formal assessment of the competencies outlined in the LBD program. Students applying for admission must: (a) meet the requirements for TEP admission; (b) be enrolled in or have successfully completed a special education survey course (EDS 375) and practicum (EDS 357); (c) be able to articulate, orally and in writing, their philosophy of teaching and their experiences with persons with disabilities; and (d) prepare an acceptable extemporaneous writing sample. Entry level assessments will be conducted by program faculty representatives through analysis of TEP application materials, portfolio entries, and an entrance interview.

3. **On-going Assessment.** Once a student is admitted to the TEP, he/she meets with an advisor from the LBD program faculty 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 up to that point. Mid-point assessments will be conducted by program faculty representatives through analysis of transcripts, and portfolio entries, as well as performance in practica courses.

4. **Exit Assessment.** At the exit assessment, students must document that they have met all program competencies. Exit assessments will be conducted by program faculty representatives through a formal analysis of transcripts, student portfolios, and student teaching evaluations. In addition each student must earn passing scores on the required PRAXIS exams.

Statement on Student Teaching

Student teaching in the LBD program is sixteen weeks in LBD classrooms. Students split the sixteen weeks evenly between an elementary school placement and a secondary (middle school or high school) placement.

**Special Education/LBD—
Single Certification (P-12) Option**

University Studies Component (34-53 hours)

See the *University Studies Program* section of this Bulletin for a listing of allowable courses in each area.

Program Related Studies (52 hours)

KHP 190 First Aid and Emergency Care 2
FAM 554 Working With Parents 3
GLY 160 Geology for Teachers 3
PHY 160 Physics and Astronomy for Teachers 3
MA 201 Mathematics for Elementary Teachers 3
MA 202 Mathematics for Elementary Teachers 3
*PSY 100 Introduction to Psychology 4
*One additional social science course for depth 3
EDP 202 Human Development and Learning 3
EPE 301 Education in American Culture 3
FAM 357 Contemporary Adolescence
or
EDS 522 Children and Families 3
EDS 547 Collaboration and Inclusion
in School and Community Settings 3
EDS 357 Initial Practicum in Special Education 1
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
*PSY 100 and the additional social science course may
be used to fulfill the USP electives requirement.

**Professional Education Requirements
(33 hours)**

LIS 510 Children's Literature and Related Materials
or
LIS 514 Literature and Related Media for Young Adults
or
IEC 512 Language and Literacy for Young Children 3
EDC 329 Teaching Reading and Language Arts 3
EDC 337 Teaching Mathematics in
Elementary Schools 3
EDC 339 Designing a Reading and Language
Arts Program for the Elementary School 3
EDS 528 Educational Assessment for
Students with Mild Disabilities 3
EDS 529 Educational Programming for
Students with Mild Disabilities 3
EDS 589 Field Experiences: Mild Disabilities 3
EDS 459 Student Teaching in Special Education 12

Electives

Variable for total program of 128 hours.

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

Program Description

The Middle School 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 School Education, students must: (1) complete the University Studies Program; (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

1. All middle school education students 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 Exit from Teacher Education Programs" on pages 177-178 of this Bulletin.

2. **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 school education program. Basic skills standards must be met and students must be making satisfactory progress towards professional and content area proficiency in order for students to win admission

3. **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 exit.

4. **Exit Assessment.** At the exit 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

Student teaching in middle school education is 16 weeks. Middle school certification requires students to be certifiable in two academic subject areas, which requires two student teaching placements. Students seeking Middle School certification will register for:

EDC 349 Student Teaching in the Middle School 12

University Studies Component (39-53 hours)

Note: See the *University Studies Program* section of this Bulletin for a listing of allowable courses in each area below.

Basic Skills

- A. MA 109 or Math ACT 26 or UK by-pass exam or any calculus course 0-4
- B. Two semesters foreign language or two years high school foreign language 0-8

Inference and Communication Skills

- A. Any calculus course or STA 200 and PHI 120 or 320 3-6
- B. ENG 104 4
- C. Oral Communication 3

Disciplinary Requirements

- A. **Natural Sciences** 6
- B. **Social Sciences** 6
- C. **Humanities** 6

Cross-Cultural Requirements 3

Electives 6

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 University Studies 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.

- *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 317 Introduction to Instructional Media 1
 - *EDC 329 Teaching Reading and Language Arts (EDC 329 is a prerequisite to EDC 330) 3
 - *EDC 341 Middle School Curriculum and Instruction (spring only) 3
 - *EDC 330 Designing a Reading and Language Arts Program for the Middle School (fall only) 3
 - *EDC 343 Early Adolescent Learner: Practicum (fall only) 3
 - *Special Methods Courses in TWO Areas of Specialization (fall only) 6
- Choose from:
- EDC 345 Teaching Mathematics in the Middle School
 - EDC 346 Teaching Social Studies in the Middle School
 - EDC 347 Teaching English and Communication in the Middle School
 - EDC 348 Teaching Science in the Middle School
 - EDC 349 Student Teaching in the Middle School ... 12

*These courses include clinical and/or field hours.

Note: EDC 330, EDC 343, and the two methods classes will be taken as a block in a fall semester.

Content Area Courses (24-34 hours)

Students wishing to become certified in middle school (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 (29-30 hours)

Required (15 hours)

- COM 252 Introduction to Interpersonal Communication 3
- EDC/ENG 509 Composition for Teachers (fall only) 3
- LIS 514 Literature and Related Media for Young Adults or LIS 510 Children's Literature and Related Materials 3
- ENG/LIN 513 Teaching English as a Second Language (fall only) 3
- JOU 460 Journalism in Secondary Education (fall only) 3

Select **two** courses from the following section:

Focused Literary Studies (6 hours)

- CLA 261 Literary Masterpieces of Greece and Rome 3
- ENG 333 Studies in a British Author or Authors (Subtitle required) 3
- ENG 336 Studies in an American Author or Authors (Subtitle required – other than non-fiction) 3
- ENG 340 Shakespeare 3
- ENG 481G Studies in British Literature (Subtitle required) 3
- ENG 482G Studies in American Literature (Subtitle required) or ENG 483G Studies in African American or Diasporic Literature (Subtitle required) 3
- ENG 484G Comparative Studies in Literature (Subtitle required) 3

Select **one** course from **each** of the following sections:

Literature and Identity (3 hours)

- ENG 232 Literature and Place 3
- ENG 233 Literature and Identities 3
- ENG 234 Introduction to Women's Literature 3
- ENG 264 Major Black Writers 3

Language and Multilingual Society (2-3 hours)

- ENG 301 Style for Writers 3
- ENG/LIN 310 American English 3
- LIN 317 Language and Society (Subtitle required – any subtitle) 3
- ENG/LIN 211 Introduction to Linguistics I 3
- ENG/LIN 514 TESL Materials and Methods (prereq: ENG/LIN 513) 3
- CD 277 Introduction to Communication Disorders 3
- CD 520 Introduction to Manual Communication 2

Writing and Media (3 hours)

- ENG 207 Beginning Workshop in Imaginative Writing (Subtitle required) 3
- ENG 281 Introduction to Film 3
- ENG 336 Studies in an American Author or Authors (Subtitle required – non-fiction) 3
- ENG 401 Special Topics in Writing (Subtitle required) 3
- COM 249 Mass Media and Mass Culture 3

Performing Arts (3 hours)

Performance/Production:

- TA 126 Acting I: Fundamentals of Acting 3
- TA 150 Fundamentals of Design and Production 3
- TA 350 Topics in Theatre (performance-based topics) 3

TA 396 Summer Theatre 3

Or students can select one course from Theatre Studies:

TA 350 Topics in Theatre
(theatre studies-based topics) 3

Mathematics (24-25 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

CS 115 Introduction to Computer Programming 3

**STA 291 Statistical Method 3

MA 310 Mathematical Problem Solving
for Teachers 3

MA 241 Geometry for Middle School Teachers 3

MA 162 Finite Mathematics and Its Applications 3

*MA 123 Elementary Calculus and Its Applications 3

or

MA 113 Calculus I 4

**Up to six credits may be counted from University Studies.*

***If STA 200 was taken to fulfill Inference and Communication Skills of University Studies, STA 291 is still required.*

Science (32-34 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.

Required: (32-34 hours)

BIO 102 Human Ecology 3

BIO 103 Basic Ideas of Biology 3

BIO 111 General Biology Laboratory 1

PHY 160 Physics and Astronomy for Teachers 3

PHY 120 How Things Work 3

CHE 104 Introductory General Chemistry 3

CHE 105 General College Chemistry I 3

CHE 111 Laboratory to Accompany
General Chemistry I 1

GLY 160 Geology for Teachers 3

GLY 210 Habitable Planet: Evolution
of the Earth System 3

Select two lecture courses from the following (6-10 hours):

BIO 150 Principles of Biology I 3

BIO 152 Principles of Biology II 3

BIO 208 Principles of Microbiology 3

*CHE 107 General College Chemistry II 3

*CHE 113 Laboratory to Accompany General
Chemistry II 2

CHE 108 Introduction to Inorganic, Organic and
Biochemistry Without Laboratory 3

GLY 150 Earthquakes and Volcanoes 3

GLY 130 Dinosaurs and Disasters 3

AST 191 The Solar System 3

PHY 211 General Physics 5

PHY 213 General Physics 5

**Taken concurrently; if taken, one additional course still needed.*

Social Studies (33 hours)

The middle school 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*.

Area 1 – World Regional Geography and Cultural Anthropology (9 hours)

Section 1

Choose at least one:

GEO 222 Cities of the World 3

GEO 160 Lands and Peoples of the
Non-Western World 3

Section 2

Choose at least one:

ANT 241 Origins of Old World Civilization 3

ANT 220 Introduction to Cultural Anthropology 3

Section 3

Choose at least one:

ANT 242 Origins of New World Civilization 3

ANT 340 Development and Change
in the Third World 3

GEO 260 Third World Development 3

GEO 455 Economic Geography 3

GEO 172 Human Geography 3

Area 2 – World History (9 hours)

Section 1: Pre-Modern History

Choose at least one:

HIS 206 History of Colonial Latin America,
1492-1810 3

HIS 229 The Ancient Near East and Greece
to the Death of Alexander the Great 3

HIS 230 The Hellenistic World and Rome
to the Death of Constantine 3

HIS 247 History of Islam and Middle East Peoples,
500-1250 AD 3

HIS 536 Intellectual and Cultural History
of Russia to 1800 3

HIS 295 East Asia to 1800 3

HIS 370 Early Middle Ages 3

HIS 371 Later Middle Ages 3

HIS 501 Fourth-Century Greece
and the Hellenistic World 3

HIS 510 Medieval Law 3

HIS 511 Barbarians 3

HIS 512 Carolingian Empire 3

HIS 513 Medieval Institutions
Since the Mid-10th Century 3

Section 2: Modern History

Choose at least one:

HIS 207 History of Modern Latin America,
1810-Present 3

HIS 562 Modern Mexico 3

HIS 563 The History of Women in Latin America 3

HIS 248 History of Islam and Middle East Peoples,
1250 to the Present 3

HIS 254 History of Sub-Saharan Africa 3

HIS 534 Russia in the 19th Century 3

HIS 296 East Asia Since 1800 3

HIS 593 East Asian History Since World War II 3

HIS 503 A History of the Roman Empire 3

Area 3 – American History (6 hours)

Section 1

Choose at least one:

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 507 U.S. Labor History 3

HIS 361 American Indian History to 1838 3

HIS 362 American Indian History Since 1838 3

Section 2

Choose at least one:

HIS 240 History of Kentucky 3

HIS 460 Colonial America to 1763 3

HIS 461 The American Revolution, 1763-1789 3

HIS 462 The New Republic, 1789-1820 3

HIS 463 Expansion and Conflict, 1820-1860 3

HIS 464 Civil War and Reconstruction, 1860-1877 3

Area 4 – Sociology, Political Science and Economics Electives (9 hours)

Section 1: Required

ECO 201 Principles of Economics I 3

Section 2

Choose at least one:

PS 240 Introduction to Political Theory 3

PS 458 American State and Local Government 3

PS 461G Civil Liberties 3

PS 463G Judicial Politics 3

Section 3

Choose at least one:

SOC 235 Inequalities in Society (prereq: SOC 101) 3

SOC 335 Sociology of Gender (prereq: SOC 101) 3

SOC 334 Sociology of Families (prereq: SOC 101) 3

B.S. in Education with major in MODERATE/SEVERE DISABILITIES

Requirements for Program

Two undergraduate programs are offered in special education: (1) learning and behavior disorders (LBD) and moderate and severe disabilities (MSD). Both of these programs support 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 LBD and MSD programs are based are those prescribed by The Council for Exceptional Children and The Kentucky New Teacher Standards.

The B.S. in Education program in Moderate/Severe Disabilities (MSD) requires completion of: (a) the University Studies Program; (b) specified course work in Related Studies and Professional Education; and (c) specified course work in the special education and MSD area of specialization. Students graduating from the certification program the program obtain a single Kentucky teacher certificate in MSD (grades P-12). Graduates are qualified to teach in classes for students with functional mental disabilities (grades P-12). Students are required to complete a mini-

mum of 128 hours for graduation. It is possible to complete this certificate in four years. In addition to the undergraduate program, an initial certificate in MSD (grades P-12) is offered at the graduate level (See the University of Kentucky *Graduate School Bulletin*).

Continuous Assessment

1. All students in the MSD 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 Exit from Teacher Education Programs” on pages 177-178.

2. **Assessment at the Point of Entry to the MSD 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 and practicum; 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.

3. **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.

4. **Exit 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 a public school placement for students with MSD.

Statement on Student Teaching

Student teaching in the MSD program is 16 weeks and consists of eight weeks in an elementary placement and eight weeks in a middle or secondary placement for students with MSD.

University Studies Component (39-51 hours)

See the *University Studies Program* section of this Bulletin for a listing of allowable courses in each area.

Program Related Studies (22-24 hours)

PSY 100 Introduction to Psychology	4
MA 201 Mathematics for Elementary Teachers	3
MA 202 Mathematics for Elementary Teachers	3
*Biological or Physical Science Sequence	6-8
*If biological science was taken in University studies, take physical science, six to eight credit hours. If physical science was taken University Studies, take biological science, six hours.	
ENG 204 Technical Writing	3
LIS 510 Children’s Literature and Related Materials	
or	
IEC 512 Language and Literacy for Young Children	3

Professional Education Courses (13-14 hours)

All of the following courses require admission to the Teacher Education Program.	
EDC 329 Teaching Reading and Language Arts	3
EDC 339 Designing a Reading and Language Arts Program for the Elementary School	3
EDC 337 Teaching Mathematics in the Elementary Schools	3
KHP 382 Physical Education for Elementary School Teachers	2
MUS 266 Teaching Music in Elementary Grades	3
or	
A-E 200 Workshop in Design Education for Elementary Teachers	3
or	
KHP 390 Dance Activities in the Elementary School	2

Area of Specialization: Special Education Requirements (47 hours)

Special Education Core Requirements

EDS 357 Initial Practicum in Special Education	1
EDS 375 Introduction to Education of Exceptional Children	3
All of the following courses require admission to the Teacher Education Program.	
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 522 Children and Families	3

Moderate/Severe Disabilities Areas Requirements

All of the following courses require admission to the Teacher Education Program.	
EDS 530 Moderate and Severe Disabilities	3
EDS 547 Collaboration and Inclusion in School and Community Settings	3
EDS 548 Curriculum Design for Students with Moderate and Severe Disabilities	3
EDS 549 Methods for Students with Moderate and Severe Disabilities	4
EDS 550 Student Teaching: Moderate and Severe Disabilities	12

Students must complete all special education courses with a GPA of 2.5 or better before they can student teach.

Electives	0-9
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**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. **The approved major in the academic specialties for teaching is entitled “English major for secondary education,” to distinguish it from the A&S major and minor. No 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 University Studies Program; (2) complete at least 128 semester hours; (3) complete the requirements for one of the content area plans for secondary English education; (4) attain a grade-point average of at least 2.5 overall, in major, in minor, and in support area; and (5) complete 100 hours of fieldwork with-adolescents through the **required** three hour course:

EDC 362 Field Experiences in Secondary Education	3
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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. All secondary education majors must be admitted to advanced standing after completing 60 hours. Advanced standing requires a 2.50 minimum GPA overall and review by the program faculty advisor for Secondary English Education.

2. 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/Exit regulations for all teacher certification programs are specified in the section “Admission, Retention and Exit from Teacher Education Programs” on pages 177-178.

3. 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.

4. 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.

University Studies Requirements

See “University Studies Program” on pages 83-87 for the complete University Studies requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill University Studies areas. Students should work closely with their advisor to complete the University Studies Program requirements.

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

Foreign Language

**SPA 101 Elementary Spanish I (spoken approach) 4

**SPA 102 Elementary Spanish II (spoken approach) 4

SPA 103 High Beginner Spanish 3

SPA 211 Intermediate Spanish Conversation 3

Social Sciences

**COM 101 Introduction to Communications 3

Humanities

**A-H 105 Ancient Through Medieval Art 3

**A-H 106 Renaissance Through Modern Art 3

Cross-Cultural

**ANT 160 Cultural Diversity in the Modern World 3

ANT 324 Contemporary Latin American Cultures 3

ANT 431G Cultures and Societies of Sub-Saharan Africa 3

**SPA 371 Latin American Cinema (Subtitle required) 3

Electives

AAS 550 Education in a Culturally Diverse Society 3

**ANT 220 Introduction to Cultural Anthropology 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

GWS 200 Introduction to Gender and Women’s Studies in the Social Sciences 3

GWS 300 Topics in Gender and Women’s Studies (Subtitle required) 3

GWS 350 Introduction to Feminist Theorizing 3

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

HIS 109 History of the United States Since 1865 3

HIS 203 History of the British People Since the Restoration 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 Instructional Computing I or EDC 548 Instructional Computing II 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 3

plus one of the following:

ENG 231 Literature and Genre 3

ENG 232 Literature and Place 3

ENG 233 Literature and Identities 3

**ENG 234 Introduction to Women’s Literature 3

**ENG 264 Major Black Writers 3

**ENG 483G Studies in African American or Diasporic Literature: (Subtitle required) 3

**ENG 572 Studies in English for Teachers (Subtitle required) 3

Literary Criticism Component (3 hours)

ENG 330 Text and Context: (Subtitle required) 3

Literature Component (18 hours)

Required:

ENG 331 Survey of British Literature I 3

ENG 332 Survey of British Literature II 3

ENG 334 Survey of American Literature I 3

ENG 335 Survey of American Literature II 3

ENG 480G Studies in Film (Subtitle required) 3

plus one of the following:

ENG 333 Studies in a British Author or Authors: (Shakespeare subtitle required) 3

ENG 336 Studies in an American Author or Authors: (Subtitle required) 3

ENG 481G Studies in British Literature: (Subtitle required) 3

ENG 482G Studies in American Literature: (Subtitle required) 3

**ENG 483G Studies in African American or Diasporic Literature: (Subtitle required) 3

ENG 484G Comparative Studies in Literature: (Subtitle required) 3

**ENG 485G 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)

ENG/LIN 211 Introduction to Linguistics I 3

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 nine 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 Fundamentals of Design and Production 3

TA 171 World Theatre I 3

TA 267 Lighting and Sound Technology 3

TA 271 World Theatre II 3

**TA 330 Theatre Directing I 3

TA 365 Costume Design 3

TA 367 Lighting Design 3

TA 371 World Theatre III, 1800-1950 3

TA 374 Scene Design 3

TA 471 World Theatre IV, 1950-Present 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 Ancient Through Medieval Art 3

**A-H 106 Renaissance Through Modern Art 3

A-H 309 Cross-Cultural Studies in Art (Subtitle required) 3

**A-H 312 Studies in Greek Art (Subtitle required) 3

A-H 323 Studies in Medieval Art (Subtitle required) 3

**A-H 334 Studies in Renaissance Art (Subtitle required) 3

**A-H 341 Studies in 20th Century Art (Subtitle required) 3

A-H 343 History of Photography 3

A-H 350 Contemporary Art 3

A-S 380 Photography I 3

A-S 381 Photography II 3

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

Requirements for Program

This B.A. includes completion of an approved plan in the academic specialty teaching of mathematics, grades 8-12. **The approved major in the academic specialties for teaching is entitled “Mathematics major for secondary education,” to distinguish it from the Arts & Sciences major. No certification is awarded with the B.A.** Students desiring to go on to Masters in Education with Initial Certification must apply to The Graduate School and apply to the Secondary Mathematics Program Faculty in the spring of their senior year.

To receive the B.A. degree, students must: (1) complete the University Studies Program; (2) complete at least 128 semester hours; (3) complete the secondary mathematics major and a university-approved minor; (4) attain a grade-point average of at least 2.50 overall and in the chosen major/minor/support areas; and (5) complete 100 hours of fieldwork with adolescents through the **required** three hour course:

EDC 362 Field Experiences in Secondary Education 3

The certification program in secondary mathematics education, grades 8-12, extends and enhances the conceptual framework of the College of Education by providing the opportunities and experiences necessary for beginning teachers to reflect on the perspective of the schools and the profession. Indeed, the National Council of Teachers of Mathematics (NCTM), the principal professional organization for the mathematics education program, has for the past decade promoted teaching that fosters the development of students’ abilities to explore, conjecture, and reason logically, as well as the ability to use a variety of mathematical methods to solve non-routine problems. Teaching to meet this goal requires a great deal of reflective decision making, because what students learn depends to a large extent on how it has been learned. This certification program strives to blend the learning of mathematics with the learning of pedagogy.

Continuous Assessment

1. All secondary education majors must be admitted to advanced standing after completing 60 hours. Advanced standing requires (a) 2.50 minimum GPA overall, and (b) review by a program faculty advisor for secondary mathematics education.

2. 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/Exit regulations for all teacher certification programs are specified in the section “Admission, Retention and Exit from Teacher Education Programs” on pages 177-178.

3. Oral and written communication skills of applicants for the MIC program in mathematics education will be assessed at the time of the interview, and through the entrance portfolio.

4. At exit from the secondary mathematics education major, grades 8-12, students will:

- a. demonstrate understanding of mathematical concepts and procedures and the connections among them;
- b. use multiple representations of mathematical concepts and procedures;
- c. reason mathematically and solve mathematical problems;
- d. communicate mathematics effectively at different levels of formality; and
- e. use historical, cultural, and contemporary perspectives in mathematics discourse.

Statement on Student Teaching

There is no student teaching required for completion of the secondary mathematics education, grades 8-12, major. Student teaching occurs as part of the Masters in Education with certification.

University Studies Requirements

University Studies may be met by following the courses listed in the *University Studies* section of this Bulletin, with the exception that PSY 100 (Introduction to Psychology) must be taken in the social sciences component, and MA 113 is also required.

Program Related Studies (15 hours)

EDC 362 Field Experiences in Secondary Education	3
CS 101 Introduction to Computing I	3
STA 291 Statistical Method	3
EDC 421 Survey of Secondary Mathematics Curriculum	3
Natural Science (choose one course in an area different from the USP requirement)	3

**Major (36 hours)
and Minor (variable hours,
depending on program)**

Major in mathematics for secondary education (36 hours), with any university-approved minor* (18-21 hours). The university-approved minor is non-certifiable.

**University approved minors must be planned with an advisor in the appropriate department if the student wishes to have it recorded on the UK transcript.*

Mathematics Major for Secondary Education, Grades 8-12 (36 hours)

Required	
MA 113 Calculus I	4
MA 114 Calculus II	4
MA 213 Calculus III	4
MA 261 Introduction to Number Theory	3
MA 310 Mathematical Problem Solving for Teachers	3
MA 341 Topics in Geometry	3
MA 320 Introductory Probability	3
MA 322 Matrix Algebra and Its Applications	3
MA 330 History of Mathematics	3
Select six hours from the following:	
MA 214 Calculus IV	3
MA 321 Introduction to Numerical Methods	3

MA 351 Elementary Topology I	3
MA 361 Elementary Modern Algebra I	3
MA 415G Combinatorics and Graph Theory	3
MA 416G Principles of Operations Research I	3
Electives	3-8

**B.A. in Education with a major in
SECONDARY EDUCATION Option:
Science Education (Biology, Physics,
Chemistry, or Earth Science)**

Requirements for Program

This B.A. includes completion of an approved plan in the academic specialty teaching of Secondary Physical Science or Biological Science. **The approved majors and minors in the academic specialties for teaching are entitled physical science major for secondary education or biological science major for secondary education to distinguish them from the Arts & Sciences majors and minors. No certification is awarded with the B.A.** Students desiring to go on to Masters with initial certification must apply to The Graduate School and apply to the Secondary Science Program Faculty in the spring of their senior year.

To receive the B.A. degree, students must: (1) complete the University Studies Program, and Program Related Studies; (2) complete at least 128 semester hours; (3) complete one of the Secondary Science Education plans; (4) attain grade-point average of at least 2.50, overall and in the chosen major/minor/support areas; and (5) complete 100 hours of fieldwork with adolescents through the **required** three hour course:

EDC 362 Field Experiences in Secondary Education 3

The Secondary Science Education program addresses the content area requirements of Kentucky’s *New Teacher Standards*, National Research Council’s *National Science Education Standards*, and the National Science Teachers Association *Guidelines*. The program encourages the understanding and development of major concepts within a specialty area as well as an understanding of the interconnectedness of the sciences. Students are encouraged to apply mathematics to investigations of science, including analyses of data. It is intended that students relate the concepts of science to contemporary, historical, technological and societal issues. As future science teachers, students will need to locate resources, design and conduct inquiry-based and open-ended investigations, interpret findings, communicate results and make judgments based upon evidence. Specifically, the program encourages the teaching of science through a problem-solving, inquiry-based approach.

Continuous Assessment

1. All secondary education majors must be admitted to advanced standing after completing 60 hours. Advanced standing requires (a) 2.50

minimum GPA overall, and (b) review by program faculty advisor for Secondary Science Education.

2. 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/Exit regulations for all teacher certification programs are specified in the section “Admission, Retention and Exit from Teacher Education Programs” on pages 177-178.

3. Oral and written communication skills of applicants for the MIC program in secondary science education will be assessed at the time of the interview, and through the entrance portfolio.

4. Admission to the Masters in Education with certification is competitive. At the time of application to the science education program, applicants will be evaluated on the basis of GPA, GRE scores, graded and on-site writing tasks, verbal communication, quality of references, commitment to teaching, social awareness, educational experiences with diverse learners, 14-18 year olds, and multicultural experiences, and quality of work in the sciences.

Statement on Student Teaching

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

University Studies (39-53 hours)

*See section of UK Bulletin on University Studies Requirements for listing of allowable courses in each area below.

Program Related Studies (6 hours)

EDC 362 Field Experiences in Secondary Education 3
 CS 101 Introduction to Computing I 3

Majors and Minors (54-72 hours)

Plans for Majors, Minors, and Supporting Subjects

Candidates may choose to be certified in one of two science areas, 1) biological science, or 2) physical science. Biological science candidates must have a biological science major for secondary education and follow one of the biological science plans. Physical science candidates must have a chemistry major for secondary education, earth science major for secondary education, physical science major for secondary education, or physics major for secondary education and follow one of the physical science plans.

Plans for Biological Science Candidates

Plan 1
 Major (33 hours in biological science) plus: (A) a supporting **non-certifiable** minor of (21 hours) in mathematics, OR (B) a supporting **non-certifiable** minor in one of the other sciences. The science fields from which the minor may be chosen include chemistry, earth science, and physics.

Plan 2
 Major (33 hours in biological science) with two 12-hour supporting subjects. The 12-hour blocks of support-subjects may be chosen from two of the following fields: chemistry, earth science, physics, or mathematics.

Plan 3
 Major (33 hours in biological science) and four supporting subjects. Students selecting Plan 3 will complete a major in biology and take a total of 24 semester hours from chemistry, earth science, physics, and mathematics, with a minimum of three semester hours in each field.

Plans for Physical Science Candidates

Plan 1
 Major (33 hours in either chemistry, earth science, or physics) plus: (A) a supporting **non-certifiable** minor of (21 hours) in mathematics, OR (B) a supporting minor in one of the other sciences. The science fields from which the minor may be chosen include biology (non-certifiable), chemistry, earth science, and physics, and mathematics (non-certifiable).

Plan 2
 Major (33 hours in either chemistry, earth science, or physics) with two 12-hour supporting subjects. The 12-hour blocks of support-subjects may be chosen from two of the following fields: biology, chemistry, earth science, physics, or mathematics. Courses from the major may not be applied to the support-subjects requirement.

Plan 3
 Major (33 hours in either chemistry, earth science, or physics) and four supporting subjects. Students selecting Plan 3 will complete a total of 24 semester hours from biology, chemistry, earth science, physics, and mathematics, with a minimum of three semester hours in each field. Courses from the major may not be applied to the support-subjects requirement.

Plan 4
 Students will complete a physical science for secondary education major. The physical science major consists of 21 hour minors in chemistry, earth science, and physics. Minors from each field must be included in the physical science major.

Major Requirements

All majors for secondary science education require a minimum of 33 hours.

Biological Science Major for Secondary Education (33 hours)

Required Support Courses
 CHE 105 General College Chemistry I 3
 CHE 107 General College Chemistry II 3
 CHE 115 General Chemistry Laboratory 3
 PHY 211/213 General Physics 10
 or
 PHY 231/232 General University Physics
and
 PHY 241/242 General University
 Physics Laboratory 10
 GLY 220 Principles of Physical Geology 4
 MA 123 Elementary Calculus and Its Applications
 or
 MA 113 Calculus I
 or
 MA 132 Calculus for the Life Sciences 3-4

Recommended Support Courses
 CHE 230 Organic Chemistry I 3
 CHE 231 Organic Chemistry Laboratory I 2
 CHE 232 Organic Chemistry II 3
 CHE 233 Organic Chemistry Laboratory II 2
 BCH 401G Fundamentals of Biochemistry 3

Required for Major
 BIO 150 Principles of Biology I 3
 BIO 151 Principles of Biology Laboratory I 2
 BIO 152 Principles of Biology II 3

BIO 153 Principles of Biology Laboratory II 2
 BIO 325 Introductory Ecology 4
 BIO 304 Principles of Genetics
 or
 ABT 360 Genetics 3-4

Upper Level Botany Course
 BIO 351 Plant Kingdom
 or
 BIO 430G Plant Physiology 3

Upper Level Zoology Course
 BIO 350 Animal Physiology
 (highly recommended) 4
 BIO electives (chosen with aid of advisor)

Recommended for Major
 BIO 315 Introduction to Cell Biology 3

Chemistry Major for Secondary Education (33 hours)

Required Support Courses
 MA 113 Calculus I 4
 MA 114 Calculus II 4
 PHY 211/213 General Physics 10
 or
 PHY 231/232 General University Physics
and
 PHY 241/242 General University
 Physics Laboratory 10
 GLY 220 Principles of Physical Geology 4
 BIO 150 Principles of Biology I 3
 BIO 151 Principles of Biology Laboratory I 2

Recommended Support Courses
 AST 191 The Solar System 3
 MA 213 Calculus III 4

Required for Major
 CHE 105 General College Chemistry I 3
 CHE 107 General College Chemistry II 3
 CHE 115 General Chemistry Laboratory 3
 CHE 230 Organic Chemistry I 3
 CHE 231 Organic Chemistry Laboratory I 2
 CHE 232 Organic Chemistry II 3
 CHE 233 Organic Chemistry Laboratory II 2
 CHE 226 Analytical Chemistry 3-4
 BCH 401G Fundamentals of Biochemistry 3
 CHE 440G Introductory Physical Chemistry 4

Recommended Courses in Major
 Additional courses selected with aid of advisor.

Earth Science Major for Secondary Education (33 hours)*

Required Support Courses
 MA 123 Elementary Calculus and Its Applications
 or
 MA 113 Calculus I 3-4
 CHE 105 General College Chemistry I 3
 CHE 107 General College Chemistry II 3
 CHE 115 General Chemistry Laboratory 3
 PHY 211/213 General Physics 10
 or
 PHY 231/232 General University Physics
and
 PHY 241/242 General University
 Physics Laboratory 10
 BIO 150 Principles of Biology I 3
 BIO 151 Principles of Biology Laboratory I 2

Required for Major
 AST 191 The Solar System 3
 GEO 130 Earth's Physical Environment
 or
 GEO 230 Weather and Climate 3

GLY 220 Principles of Physical Geology 4
or
 GLY 223 Introduction to Geology
 in the Rocky Mountains 6
 GLY 230 Fundamentals of Geology I 3
 GLY 235 Fundamentals of Geology II 3
 GLY 360 Mineralogy
or
 GLY 401G Invertebrate Paleobiology
 and Evolution 3-4

Recommended for Major

The following list contains courses that are normally applied to the major.

AST 192 Stars, Galaxies and the Universe 3
 GLY 360 Mineralogy (if not taken above) 4
 GLY 401G Invertebrate Paleobiology and
 Evolution (if not taken above) 3
 GLY 341 Landforms 3
 PLS 366 Fundamentals of Soil Science 4
 Oceanography course (if transferred from
 another university) 3
 Earth Science electives to be selected with the aid of advisor.

**Note: Students should note that earth science is generally taught in Kentucky at the eighth grade level. In many states it is taught at the ninth grade level; therefore, secondary OR middle school certification could be required. You must decide the level of certification that fits your needs. If you plan to teach in Kentucky, you may want to follow either of the following options: 1) obtain science certification through the middle school program or 2) obtain earth science certification through the secondary education program. Currently, the Kentucky Department of Education is allowing secondary science teachers to teach science in the 7th and 8th grades without having middle school certification. The option for secondary certification provides more extensive content preparation in earth science.*

Physical Science Major for Secondary Education (33 hours)

Required Support Courses

MA 113 Calculus I 4
 MA 114 Calculus II 4
 BIO 150 Principles of Biology I 3
 BIO 151 Principles of Biology Laboratory I 2

Recommended Support Courses for Major

MA 213 Calculus III 4
 *MA 214 Calculus IV 3

**Note mathematics requirements for upper-level chemistry and physics courses.*

Required for Physical Science Major

Chemistry:

CHE 105 General College Chemistry I 3
 CHE 107 General College Chemistry II 3
 CHE 115 General Chemistry Laboratory 3
 CHE 230 Organic Chemistry I 3
 CHE 231 Organic Chemistry Laboratory I 2
 CHE 226 Analytical Chemistry 3-4
 CHE electives (chosen with aid of advisor)

Physics:

AST 191 The Solar System 3
 AST 192 Stars, Galaxies and the Universe 3
or
 PHY 211/213 General Physics 10
and
 PHY 231/232 General University Physics
 and
 PHY 241/242 General University
 Physics Laboratory 10
 PHY 361 Principles of Modern Physics 3
 PHY electives (chosen with aid of advisor)

Earth Science:

AST 191 The Solar System 3
 AST 192 Stars, Galaxies and the Universe 3
 GLY 220 Principles of Physical Geology 4
or
 GLY 223 Introduction to Geology
 in the Rocky Mountains 6
 GLY 230 Fundamentals of Geology I 3
 GLY 235 Fundamentals of Geology II 3

GLY 360 Mineralogy

or
 GLY 401G Invertebrate Paleobiology
 and Evolution 3-4
 Earth Science Electives (chosen with aid of advisor)

Recommended Courses for Physical Science Major

CHE 232 Organic Chemistry II 3
 CHE 233 Organic Chemistry Laboratory II 2
 BCH 401G Fundamentals of Biochemistry 3
 CHE 440G Introductory Physical Chemistry 3
 GLY 360 Mineralogy
or
 GLY 401G Invertebrate Paleobiology
 and Evolution 3-4
 GEO 130 Earth's Physical Environment
or
 GEO 230 Weather and Climate 3
 PHY 404G Mechanics 3
 PHY 417G Electricity and Magnetism 3

Physics Major for Secondary Education (33 hours)

Required Support Courses

CHE 105 General College Chemistry I 3
 CHE 107 General College Chemistry II 3
 CHE 115 General Chemistry Laboratory 3
 MA 113 Calculus I 4
 MA 114 Calculus II 4
 GLY 220 Principles of Physical Geology 4
 BIO 150 Principles of Biology I 3
 BIO 151 Principles of Biology Laboratory I 2

Recommended Support Courses

MA 213 Calculus III 4
 *MA 214 Calculus IV 3

**Note mathematics requirements for upper-level physics courses.*

Required for Major

PHY 231/232 General University Physics 5
 PHY 241/242 General University
 Physics Laboratory 5
 PHY 361 Principles of Modern Physics 3
 PHY electives (chosen with aid of advisor)

Recommended for Major

AST 191 The Solar System
or
 *PHY 151 Introduction to Physics 3
 AST 192 Stars, Galaxies and the Universe
or
 *PHY 152 Introduction to Physics 3

**Note: A maximum of nine hours of astronomy may be counted toward the 33 hour physics requirement. A student may not count both the AST 191, 192 and PHY 151, 152 sequences toward the physics major for secondary education. If PHY 151 and PHY 152 are applied to the major, they must be completed prior to taking the PHY 231, 241, 232, 242 sequence.*

MINOR REQUIREMENTS

A minor in one of the sciences or mathematics is required for Plans 1 of the biological science and physical science certification areas. See plans for details. Students are not certified to teach in a minor area. However, physical science for secondary education majors are certified to teach chemistry, earth science, and physics. All minors for secondary education require a minimum of 21 hours.

Biological Science Minor for Secondary Education (21 hours)

Required Support Courses

CHE 105 General College Chemistry I 3
 CHE 107 General College Chemistry II 3
 CHE 115 General Chemistry Laboratory 3

Required for Minor

BIO 150 Principles of Biology I 3
 BIO 151 Principles of Biology Laboratory I 2
 BIO 152 Principles of Biology II 3
 BIO 153 Principles of Biology Laboratory II 2
 BIO 325 Introductory Ecology 4
 BIO 304 Principles of Genetics
or
 ABT 360 Genetics 3-4

Recommended for Minor

Additional courses selected with aid of advisor.

Chemistry Minor for Secondary Education

Required for Minor

CHE 105 General College Chemistry I 3
 CHE 107 General College Chemistry II 3
 CHE 115 General Chemistry Laboratory 3

Recommended for Minor

CHE 230 Organic Chemistry I 3
 CHE 231 Organic Chemistry Laboratory I 2
 CHE 232 Organic Chemistry II 3
 CHE 233 Organic Chemistry Laboratory II 2
 CHE 226 Analytical Chemistry 3-4

or

BCH 401G Fundamentals of Biochemistry 3

Additional courses selected with aid of advisor.

Earth Science Minor for Secondary Education*

Required for Minor

AST 191 The Solar System 3
 GEO 130 Earth's Physical Environment
or
 GEO 230 Weather and Climate 3
 GLY 220 Principles of Physical Geology 4

or

GLY 223 Introduction to Geology
 in the Rocky Mountains 6
 GLY 230 Fundamentals of Geology I 3
 GLY 235 Fundamentals of Geology II 3

GLY 360 Mineralogy

or

GLY 401G Invertebrate Paleobiology and
 Evolution 3-4

Recommended for Minor

The following list contains courses that are normally applied to the minor.

AST 192 Stars, Galaxies and the Universe 3
 GLY 360 Mineralogy (if not taken above) 4
 GLY 401G Invertebrate Paleobiology and
 Evolution (if not taken above) 3
 GLY 341 Landforms 3
 PLS 366 Fundamentals of Soil Science 4

Oceanography course (if transferred from another university) 3

Mathematics Minor for Secondary Education

Required for Minor

MA 113 Calculus I 4
 MA 114 Calculus II 4
 MA 213 Calculus III 4

Recommended for Minor

Additional courses chosen with aid of advisor. In most cases courses will be selected from the following list.

MA 341 Topics in Geometry 3
 MA 310 Mathematical Problem Solving for Teachers 3
 MA 261 Introduction to Number Theory 3
 MA 320 Introductory Probability 3
 MA 322 Matrix Algebra and Its Applications 3
 MA 330 History of Mathematics 3
 MA 214 Calculus IV 3

Physics Minor for Secondary Education

Required Support Course

MA 113 Calculus I 4

Recommended Support Courses

CHE 105 General College Chemistry I 3
 CHE 107 General College Chemistry II 3
 CHE 115 General Chemistry Laboratory 3
 MA 114 Calculus II 4

Note mathematics requirements for taking upper-level physics courses.

Required for Minor

PHY 211/213 General Physics 10
 or
 PHY 231/232 General University Physics
 and
 PHY 241/242 General University
 Physics Laboratory 10
 PHY 361 Principles of Modern Physics 3

Recommended for Minor

AST 191 The Solar System
 or
 *PHY 151 Introduction to Physics 3
 AST 192 Stars, Galaxies and the Universe
 or
 *PHY 152 Introduction to Physics 3

**Note: A maximum of six hours of astronomy may be counted toward the 21 hour physics requirement. A student may not count both the AST 191, 192 and PHY 151, 152 sequences toward the minor. If PHY 151 and PHY 152 are applied to the major, they must be completed prior to taking the PHY 231, 241, 232, 242 sequence.*

**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. **The approved majors and minors in the academic specialties for teaching are entitled “history major for secondary education,” etc., to distinguish them from the Arts & Sciences majors and minors. No 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 University Studies Program; (2) complete at least 128 semester hours; (3) complete one of the secondary social studies education plans; (4) attain a grade-point average of at least 2.50 overall and in the major/minor/support areas; and (5) complete 100 hours of fieldwork with adolescents through the **required** three hour course:

EDC 362 Field Experiences in Secondary Education 3

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

1. All secondary education majors must be admitted to advanced standing after completing 60 hours. Advanced standing requires: (A) 2.50 minimum GPA overall; (B) 2.50 minimum GPA in course work leading to completion of Plan 1 or Plan 2; and (C) review by program faculty advisor for secondary social studies education.

2. 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/Exit regulations for all teacher certification programs are specified in the section “Admission, Retention and Exit from Teacher Education Programs” on pages 177-178.

3. 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.

4. Admission to the Masters in Education with initial certification is competitive.

- a. 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 are strongly urged to complete the 12-hour campus-wide International Studies Concentration or one of the 12-hour plus foreign language World Regional/Foreign Language Concentrations.
- b. Students also need to be prepared to teach U.S. history from an interdisciplinary perspective and a multicultural perspective. Students are strongly urged to take 12 hours as an American Studies

Emphasis, with at least one course in the humanities and at least two courses dealing with diversity in the U.S.

- c. Students need breadth **and** depth. Students are strongly urged to take nine hours in two of the subjects in their support area. Courses may double-count in University Studies in Plan 1 or 2 and in the 12-hour blocks.

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.

University Studies (39-53 hours)

*See *University Studies Program* section of this Bulletin for listing of allowable USP courses.

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 (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, psychology, 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 1865 3
 HIS 109 History of the United States Since 1865 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 six hours of U.S. history above the 100 level and at least nine 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 1865 3
 HIS 109 History of the United States Since 1865 3

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

Anthropology Major for Secondary Education (33 hours)

Required (6 hours)
 ANT 220 Introduction to Cultural Anthropology 3
 ANT 230 Introduction to Physical Anthropology 3

Anthropological Theory (9 hours)
 ANT 301 History of Anthropological Theory 3
 ANT 433 Social Organization 3
 One of the following: ANT 429, 430G, 525, 526, 532, 538, 550 3

Research Methodology (3 hours)
 ANT 490 Anthropological Research Methods 3

Option 1 – Regional Specialization (6 hours)
 Two courses from the same culture area, one ethnology and one culture history.
 Ethnology courses are: ANT 221, 324, 428G, 431G, 534.
 Culture history courses are: ANT 241, 242, 320, 322, 342, 555.

Option 2 – Cross-Cultural Comparison (6 hours)
 Two ethnology courses, each representing a contrasting area.
 Ethnology courses are: ANT 221, 428G, 431G, 534.

Subdisciplinary Breadth (6 hours)
 One course in archaeology and one in physical anthropology.

Senior Tutorial Seminar
 ANT 582 Senior Integrative Seminar 3

Anthropology Minor for Secondary Education (21 hours)

Required (6 hours)
 ANT 220 Introduction to Cultural Anthropology 3
 ANT 230 Introduction to Physical Anthropology 3
 Select **one** course from each of the four areas and one elective (15 hours)

1. Archaeology
 ANT 240 Introduction to Archaeology 3
 ANT 242 Origins of New World Civilization 3
 ANT 320 Andean Civilization 3
 ANT 322 Ancient Mexican Civilizations 3

2. Area Studies
 ANT 221 Native People of North America 3
 ANT 324 Contemporary Latin American Cultures 3
 ANT 327 Culture and Societies of India 3
 ANT 428G Contemporary Cultures and Societies in Southeast Asia 3
 ANT 431G Cultures and Societies of Sub-Saharan Africa 3

3. Physical Anthropology
 ANT 332 Human Evolution 3
 ANT 333 Contemporary Human Variation 3

4. Social and Cultural Anthropology
 ANT 301 History of Anthropological Theory 3
 ANT 338 Economic Anthropology 3
 ANT 401 Gender Roles in Cross-Cultural Perspective 3
 ANT 433 Social Organization 3
 ANT 525 Applied Anthropology 3
 ANT 526 Psychological Anthropology 3
 ANT 532 Anthropology of the State 3

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

For breadth, select five from the following list and, for depth, ECO 499, Seminar in Economics (Subtitle required) for three credits (18 hours)

ECO 412 Monetary Economics 3
 ECO 463 Analysis of Business Conditions 3
 ECO 465G Comparative Economic Systems 3
 ECO 467 American Economic History 3
 ECO 471 International Trade 3
 ECO 473G Economic Development 3
 ECO 477 Labor Economics 3
 ECO 479 Public Economics 3
 ECO 499 Seminar in Economics (Subtitle required) 3

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 for breadth any five of the courses listed for the major, excluding ECO 401 and 402 (15 hours)

Geography Major for Secondary Education (36 hours)

GEO 130 Earth's Physical Environment 3
 GEO 172 Human Geography 3
 GEO 152 Regional Geography of the World
 or
 GEO 160 Lands and Peoples of the Non-Western World 3
 GEO 300 Geographic Research 3
 GEO 305 Elements of Cartography 3
 GEO 310 Quantitative Techniques in Geography 3

For breadth take at least one regional course and one thematic course in geography numbered at the 300 level or above (six hours)

Core Requirements
 Select a minimum of 12 hours of courses within geography numbered at the 200 level or above (12 hours)

Geography Minor for Secondary Education (21 hours)

GEO 130 Earth's Physical Environment 3
 GEO 172 Human Geography 3
 GEO 152 Regional Geography of the World
 or
 GEO 160 Lands and Peoples of the Non-Western World 3
 GEO 300 Geographic Research
 or
 GEO 305 Elements of Cartography
 or
 GEO 310 Quantitative Techniques in Geography 3

Nine additional hours in geography at the 200 level or above (nine hours)

Political Science Major for Secondary Education (30 hours)

Required
 PS 101 American Government 3
Select two (six hours)
 PS 210 Introduction to Comparative Politics 3
 PS 212 Culture and Politics in the Third World 3

PS 235 World Politics 3
 PS 240 Introduction to Political Theory 3
 PS 372 Introduction to Political Analysis 3

Plus a minimum of 21 additional semester hours, of which at least 15 must be at the 300 level or above. In order to expose the student to the various subfields of political science, the combination of courses selected must include at least one course in each of the subfields 1, 2, and 3 below, as well as one course in another subfield (21 hours)

1. Theory and Methodology
 PS 240 Introduction to Political Theory 3
 PS 372 Introduction to Political Analysis 3
 PS 441G Early Political Theory 3
 PS 442G Modern Political Theory 3
 PS 545 American Political Thought 3

2. Comparative Government
 PS 210 Introduction to Comparative Politics 3
 PS 212 Culture and Politics in the Third World 3
 PS 411G Comparative Government–Parliamentary Democracies I 3
 PS 412G Comparative Government–Parliamentary Democracies II 3
 PS 417G Survey of Sub-Saharan Politics 3
 PS 419G The Governments and Politics of Eastern Asia 3
 PS 427G East European Politics 3
 PS 428G Latin American Government and Politics 3
 PS 429G Government and Politics in Russia and the Post-Soviet States 3

3. International Relations
 PS 235 World Politics 3
 PS 431G National Security Policy 3
 PS 433G Politics of International Economic Relations 3
 PS 436G International Organization 3
 PS 437G Dynamics of International Law 3
 PS 439G Special Topics in International Relations (Subtitle required) 3
 PS 538 Conflict and Cooperation in Latin American Relations 3

4. Political Process
 PS 470G American Political Parties 3
 PS 472G Political Campaigns and Elections 3
 PS 473G Public Opinion 3
 PS 474G Political Psychology 3
 PS 475G Politics and the Mass Media 3
 PS 476G Legislative Process 3
 PS 479 Women and Politics 3
 PS 480G Government and the Economy 3
 PS 484G The American Presidency 3
 PS 571 Interest Groups 3

5. Public Administration
 PS 489G The Analysis of Public Policy 3
 PS 580 The Budgetary Process 3

6. Public Law and Judicial Behavior
 PS 461G Civil Liberties 3
 PS 463G Judicial Politics 3
 PS 465G Constitutional Law 3

7. State and Local Government
 PS 456G Appalachian Politics 3
 PS 458 State Government 3
 PS 557 Kentucky Government and Politics 3

Note: The subfield designation for PS 391, PS 395, and PS 492 varies with the topic covered. Check with the department for current offerings relevant to social studies.

Political Science Minor for Secondary Education (21 hours)

Required

PS 101 American Government 3

Select two (six hours)

PS 210 Introduction to Comparative Politics 3
 PS 212 Culture and Politics in the Third World 3
 PS 235 World Politics 3
 PS 240 Introduction to Political Theory 3
 PS 372 Introduction to Political Analysis 3

Twelve additional hours, of which at least nine must be at the 300 level or above.

Breadth requirement: same as for major; select one course each from subfields listed for the major (12 hours)

Psychology Major for Secondary Education (30 hours)

Required (13 hours)

PSY 100 Introduction to Psychology 4
 PSY 313 Personality and Individual Differences 3
 PSY 314 Social Psychology and Cultural Processes 3
 PSY 533 Abnormal Psychology 3

Select one (3 hours)

PSY 331 The Psychology of Adjustment 3
 PSY 448 Applied Social Psychology 3
 PSY 449 Interpersonal Processes 3

Select one (4 hours)

PSY 215 Experimental Psychology 4
 PSY 430 Research in Personality 4
 PSY 440 Research in Social Psychology 4
 PSY 460 Processes of Psychological Development 4

The remaining hours are elective (10 hours)

Psychology Minor for Secondary Education (19-20 hours)

The required courses are the same as for the major (13 hours)

Select one (3 hours)

PSY 331 The Psychology of Adjustment 3
 PSY 448 Applied Social Psychology 3
 PSY 449 Interpersonal Processes 3

Select one (3-4 hours)

PSY 215 Experimental Psychology 4
 PSY 311 Learning and Cognition 3
 PSY 312 Brain and Behavior 3
 PSY 430 Research in Personality 4
 PSY 440 Research in Social Psychology 4
 PSY 460 Processes of Psychological Development 4

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 six 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 six of the nine hours must be at the 300 level or higher.

Electives: Variable, to meet 128 hours Total Program Requirement.

DEGREE PROGRAMS OUTSIDE THE COLLEGE OF EDUCATION

B.A. with a major in ARTEducation

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

COMMUNICATION DISORDERS

The undergraduate and graduate programs in communication disorders are now part of the Department of Rehabilitation Sciences 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.

BACHELOR OF SCIENCE IN CAREER AND TECHNICAL EDUCATION

Requirements are listed in the *College of Agriculture and School of Human Environmental Sciences* section of this Bulletin.

Undergraduate Initial Educator Licensure Programs for Persons Already Holding a Bachelor's Degree

The College of Education offers undergraduate programs leading to initial certification in early elementary education and middle school education for candidates who already hold a bachelor's degree from a regionally accredited institution of higher education. These expedited programs are designed to take advantage of candidates' age and life experiences and to shorten the time required for program completion. They do not lead to a UK bachelor's degree. Documents describing these programs are available from Academic Services and Teacher Certification, 166 Taylor Education Building, or from the Department of Curriculum and Instruction, 335 Dickey Hall. All College of Education Admission, Retention and Exit to Teacher Education Programs rules apply to these programs. In addition, candidates must adhere to policies relating to field placements and character and fitness reviews. Interested persons are encouraged to see an advisor before enrolling in any courses associated with these programs.

Business and Marketing Education

Teacher certification in business and marketing education is available at UK through the masters of arts in education with initial certification. Students completing a degree in an area of business may seek admission to the program by contacting Dr. Douglas Smith, Chair, Program Faculty in Business and Marketing Education, Department of Curriculum and Instruction.