



**KENTUCKY STATE
UNIVERSITY**

SCHOOL OF EDUCATION

Dr. Phillip Clay

107 Hathaway Hall

Phone: (502) 597 6041

Email: phillip.clay@kysu.edu

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Core Values

Commitment to Learn – We believe that abilities and achievements grow through willingness, effort, experience, and persistence.

Collaboration – We believe that creative ideas and effective solutions stem from openness, partnership, and community.

Cultural Competence – We fully appreciate our own cultural roots and we believe that understanding and valuing the cultures of others leads to authentic connections and relationships.

Social Justice – We believe that equitable access to resources and opportunities is the key to personal growth, professional accomplishments, and systemic change.

Health and Wellness – We believe that excellence comes from enjoying what we do and striving for balance in body, mind, and spirit.

Mission

As the first public institution of higher education to prepare African American teachers in Kentucky, the School of Education, Human Development, and Consumer Sciences is grounded in history, theory, and research. Building on our proud legacy, we now form a diverse, supportive community that promotes cultural competence, provides access to resources, creates opportunities for meaningful learning, engages in effective problem solving, and activates positive system change for all.

Vision

The School of Education, Human Development, and Consumer Sciences collaborates with partners to offer educational opportunities through which individuals from myriad cultures learn together in community and grow into culturally competent, highly skilled, professional leaders in a global society.

Programs

Kentucky State University is a state-approved and nationally accredited Educator Preparation Provider (EPP), offering seven undergraduate and one graduate Teacher Education Programs (TEPs). Four of the TEPs are housed in the School of Education, Human Development, and Consumer Sciences, and are provided in the catalog sections pertaining to those divisions.

The University offers seven undergraduate Teacher Education Programs (TEPs) and one graduate TEP. Each program is state-approved by the Education Professional Standards Board (EPSB, <http://www.epsb.ky.gov>) and nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP, <http://caepnet.org>). The TEPs include:

- Biology Education (6th -12th grade), School of Agriculture, Community, Environment, and the Sciences
- Elementary Education and Teaching (primary-5th grade), School of Education, Human Development, and Consumer Sciences
- English Education (6th -12th grade), School of Humanities and Performing Arts
- Mathematics Education (6th -12th grade), School of Agriculture, Community, Environment, and the Sciences
- Music Education (primary-12th grade), School of Humanities and Performing Arts
- Exercise Science (teaching) (primary-12th grade), School of Education, Human Development, and Consumer Sciences
- Exercise Science (Allied Health), School of Education, Human Development, and Consumer Sciences
- Exercise Science (Sports Management), School of Education, Human Development, and Consumer Sciences
- Social Studies Education (6th -12th grade), School of Behavioral and Social Sciences
- Special Education with a specialization in Learning and Behavioral Disorders (master program, primary-12th grade), School of Education, Human Development, and Consumer Sciences

In addition to the TEPs, the School of Education, Human Development, and Consumer Sciences offers two professional programs that prepares graduates for professional careers in fields other than education: BA Child Development and Family Relations and BA Physical Education (non-teaching) with a track in Exercise and Sports Studies or a track in Sports Management.

Professional Standards

Instruction and assessment are aligned with standards that are determined by state and national organizations. These standards and organizations include the following:

- Council for the Accreditation of Educator Preparation (CAEP);
- InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0;
- 21st Century Skills;
- Standards of the specialized professional association (SPA) of each program.
 - National Organization for the Education of Young Children (NAEYC) for IECE;
 - Council for Exceptional Children (CEC) for Special Education;

- National Association of School Musicians (NASM) for Music Education;

Field Experiences & Degree Completion

Field Experiences

To prepare graduates for the real world of teaching, the School of Education, Human Development, and Consumer Sciences provides multiple opportunities for teacher candidates to practice what they learn through their coursework by engaging in professional experiences in a variety of professional settings. Before being approved to begin field experiences in schools, candidates must have clear criminal history verified each year. Teacher candidates must enter data pertaining to all field experiences in the Kentucky Field Experiences Tracking System (KFETS). Teacher candidates must complete a minimum of 200 hours of field experiences as a prerequisite of admission to student teaching.

Degree Completion

To earn an undergraduate degree from the School of Education, Human Development, and Consumer Sciences a student admitted to KSU must complete all course, field and clinical experiences. Students should consult with their academic advisors and the faculty to learn more about their specific programs. Requirements for admission to the University, admission to a Teacher Education Program (TEP), admission to student teaching, and/or program completion may be changed by a decision or action of an accrediting agency, the Kentucky Legislature, KSU Faculty Senate, KSU administration, the Teacher Education Committee (TEC), or the TEP. Students who are admitted to a TEP and then are not enrolled in courses for a period of 18 months or longer, are withdrawn from the TEP. When students re-enroll in the University, they must meet the criteria for admission to their TEP that are in place at that time.

Teacher Education Program

Admission to a Teacher Education Program

Completed application; minimum 42 semester credit hours; cumulative grade point average (GPA) of 2.75 or 3.0 for the most recent college-level courses; grades of C or above in designated courses; 25 field hours with all data submitted in Kentucky Field Experiences Tracking System (KFETS) and verified through documentation signed by mentor teachers; three professional dispositions instrument; passing scores on the Core Academic Skills for Educators (CASE), a test of academic content published by the Educational Testing Service (ETS; <http://www.ets.org>): Reading (5713) score of 156; Writing (5723) score of 162; and Mathematics (5733) score of 150; well-written autobiographical sketch, impromptu writing interview; and any other prerequisites as determined by the TEC.

[Five Options for EPP Admittance, per EPSB](#)

Option 1- ACT Scores: Reading 20, Writing 18, and Math 19

Option 2- A composite ACT score of 22

Option 3- CASE (Praxis I) Reading 156, Writing 162, and Math 150

Option 4- Combination of ACT and Praxis CASE scores that demonstrates academic competency in reading, writing and math

Option 5- GPA of 3.0 or better with CASE scores within 1-5 points below identified min. score of each assessment area (Reading, Writing, and Math)

Admission to Student Teaching

Completed application; 200 field hours with all data submitted in Kentucky Field Experiences Tracking System (KFETS) and verified through documentation signed by mentor teachers; cumulative grade point average (GPA) of 2.75 or higher, at the end of the semester prior to the semester of student teaching; passing grades in all courses in the Liberal Studies Core; grades of C or above in all education foundation courses and education content courses; three professional dispositions instrument; an official score on ETS Praxis II content and/or pedagogical exams, as determined by the Education Professional Standards Board (EPSB) and required by the TEC; clear state- and national- level criminal report submitted to the placement district; current physical examination report, including a TB skin test or x-ray (available through KSU Betty White Clinic); verification of current liability insurance obtained through Kentucky Education Association (KEA); forms and fees required for graduation; and other prerequisites as determined by the TEC. Note: Student teaching placements are the result of collaboration between the School of Education and Human Development and school district leaders. While student preferences and requests are taken into consideration in placement decisions, other factors are considered as well, including diversity of field and life experiences, teaching and learning opportunities offered by districts, research being conducted, and supervision logistics. While the University understands and supports district needs for diversity and "grow-your-own" initiatives, the norm is for student teachers not to be placed in schools they attended as P-12 students.

Teacher Education Program Completion

70 documented days of student teaching, with each day being a minimum of six hours; electronic submission of multiple assignments that demonstrate competency in teaching; professional dispositions at the expected level; and cumulative grade point average (GPA) of 2.75 or higher, at the end of the student teaching semester. Note: Student teaching is a demanding and continuously assessed experience of fully engaged, unpaid teaching in P-12 schools. Candidates may not be employed during the hours of student teaching, which often surpass the students' school day due to before- and after-school planning and meetings. Students are encouraged to think and plan ahead financially and logistically for their full-time semester of student teaching.

The University's liberal study requirements strengthen all baccalaureate programs within the College and are compatible with the accreditation requirements of the Council for Accreditation of Educator Preparation (CAEP), the Kentucky Education Professional Standards Board (EPSB), the National Association of Schools of Public Policy, Affairs and Administration (NASPAA), and the Council on Social Work Education (CSWE).

1. Context & Knowledge

1. Clinical Partnership

1. Candidate Quality

1. Program Impact

1. Provider Quality

InTasc Standards (Interstate Teacher Assessment and Support Consortium)

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Content Application
6. Assessment
7. Planning
8. Instructional Strategies
9. Professional Learning
10. Leadership/Collaboration

Teach America

Juanita Losey Scholarship- Awarded by the Board of Trustees of the Teachers Retirement System of Kentucky