

B.S in Exercise Science with specialization in Education (K-12)

(120 Credit Hours)

Student Name: _____

Student ID: _____

Communication: Written and Oral (3 courses)		Credit Hours	Grade	Semester
ENG 101	English Composition I	3		
ENG 102	English Composition II	3		
COM 103	Interpersonal Communication	3		
	Total	9		
Quantitative Reasoning: (1 course) – courses specific to major		Credit Hours	Grade	Semester
MAT 111	Contemporary Mathematics OR higher	3		
	Total	3		
Arts and Humanities: (2 courses)		Credit Hours	Grade	Semester
Choose 1	Arts Block			
ART 130	Introduction to Art OR	3		
MUS 130	Introduction to Music OR	3		
THE 130	Introduction to Theatre OR	3		
ENG 211	Introduction to Literature	3		
	Total Arts Total	3		
	AND			
Choose 1	Humanities			
EDU 204	Cultural Responsiveness OR	3		
BUA 120	Business and Society OR	3		
HIS 103	Western Civilization OR	3		
HIS 108	Intro to African American History OR	3		
	Humanities Total	3		
	Total	6		
Natural Sciences: (1 Course) – courses specific to major		Credit Hours	Grade	Semester
BIO 111	Principles of Biology OR	4		
	Total	3/4		
Social and Behavioral Sciences: (2 courses from <u>different</u> disciplines)		Credit Hours	Grade	Semester
FIN 101	Financial Literacy OR	3		
ECO 201	Principles of Economics I	3		
PSY 200	General Psychology OR	3		
SOC 203	Principles of Sociology	3		
	Total	6		
Global/Civic (1 Course)		Credit Hours	Grade	Semester
AFE 117	Global Perspective Ag/Food/Env OR	3		
ASP 303	American Civil Rights Movement OR	3		
POS 361	World Politics	3		
POS 101	American Government	3		
	Total	3		
GENERAL EDUCATION TOTAL		31		

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EDUCATION FOUNDATIONS – PRIOR TO EPP ADMISSION

EDU 202	Foundation of Teaching and Education	3		
EDU 203	Introduction to Technology in Education	3		
EDU 302	Child and Adolescent Development	3		
EDU 304	Classroom/Learning Management	3		
PHE 421	Organization and Administration	3		
EDUCATION FOUNDATIONS TOTAL		15		

EDUCATION SPECIALTY COURSES

BIO 301	Human Anatomy	4		
PHE 331	Kinesiology/Biomechanics	4		
PHE 324	Sport Injury	3		
PHE 401	Test/Measurements	3		
PHE 333	Psychological and Sociological Aspects of Sports	3		
BIO 303	Human Physiology	4		
PHE 330	Physiology of Exercise	4		
HED 321	Community Health	3		
PHE 380	Coaching Competitive Athletics	2		
ALH 210	Terminology for Healthcare Professionals	2		
PHE 299	Sports Concepts	3		
PHE 218	Teaching Body Conditioning	1		
PHE 355	Sports Officiating	2		
FNU 104	Basic Nutrition	3		
EDUCATION SPECIALTY COURSE TOTAL		41		

**PRIOR TO EDUCATIONAL CLINICAL COURSES ALL ABOVE REQUIREMENTS MUST BE COMPLETED
ALONG WITH ADMISSION INTO THE EDUCATION PREPARATORY PROGRAM**

EDUCATION CLINICAL COURSES – AFTER EPP ADMISSION

PHE 320	Adaptive Physical Education	3		
EDU 422	Teaching Health and Physical Education in Schools	3		
HED 300	Foundations of Health Education	3		
EDU 450	Clinical Education Experience I	6		
EDU 452	Clinical Education Experience II	6		
EDU 454	Undergraduate Student Teaching	12		
EDUCATION CLINICAL COURSE TOTAL		39		
		120		

Praxis Test disclaimer: Teacher certification requirements are subject to change. Before registering for the Praxis test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Professional Learning and Assessment at 502-782-5778 or toll free 888-598-7667.

I have received a copy of the Professional Code of Ethics and Benchmarks for the School of Education.

Candidate Signature

Date

Education Professional Standards Board – Professional Code of Ethics

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

Certified Personnel in the Commonwealth

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

To students

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

To parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the education profession

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

School of Education and Human Development Benchmarks for Undergraduate Teacher Certification

#1 Admission to Educator Preparation Program (EPP)

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 instruments; passing scores on the Praxis Core Academic Skills for Educators (CORE), 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, interview; and any other prerequisites as determined by the School of Education and Human Development.

The student candidate will have a formal application procedure for admission that includes; critical thinking, communication, creativity, and collaboration.

The student candidate will sign will sign document during interview process indicating that they have read the Professional Code of Ethics document.

#2 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 instruments; passing scores on ETS Praxis II PLT and passing scores on content exam(s) or at least attempted the content exam(s); 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.

#3 Educator Preparation 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.

#4 Degree Completion

To earn an undergraduate degree from the School of Education and Human Development, 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 the Educator Preparation Program (EPP), 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 EPP. Students who are admitted to the EPP and then are not enrolled in courses for a period of 12 months or longer, are withdrawn from the EPP. When students re-enroll in the University, they must meet the criteria for admission to their EPP that are in place at that time.

After Degree Completion

☐ Alumni Graduate/Exit (Follow-up Survey)