

B.S. in Biology with specialization in Biology Education (6-12)
(123-124 credit hours)

Student Name: _____

Student ID: _____

Transfer students with an Associate of Arts or Associate of Science degree are deemed to have met ALL General Education and University Orientation requirements. These students are considered 'Core Complete'

Transfer students with an Associate of Applied Science Degree are generally NOT 'Core Complete', but may be 'Category Complete' meeting the requirements for specific categories of the General Education Requirements. Please read requirements when advising these students.

| UNIVERSITY REQUIREMENTS | | Credit Hours | Grade | Semester |
|-------------------------|-------------------------------------|--------------|-------|----------|
| KSU 118 | Introduction to University Learning | 3 | | |
| KSU 186 | Navigating the Tech World | 3 | | |
| | Total | 6 | | |

General Education track based on General Education Course List passed by Faculty Senate October 7, 2019.

| Communication: Written and Oral (3 courses) | | Credit Hours | Grade | Semester |
|--|-----------------------------------|--------------|-------|----------|
| ENG 101 | English Composition I | 4 | | |
| ENG 102 | English Composition II | 3 | | |
| COM 103 | Interpersonal Communication | 3 | | |
| | Total | 10 | | |
| Quantitative Reasoning: (1 course) – course specific to BIE | | Credit Hours | Grade | Semester |
| MAT 120 | Precalculus | 4 | | |
| | Total | 4 | | |
| Arts and Humanities: (3 courses), Foreign Language Option <u>or</u> Humanities Options | | Credit Hours | Grade | Semester |
| Option 1 | | | | |
| 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 | | |
| | Arts Total | 3 | | |
| | AND | | | |
| Choose <u>both</u> | Foreign Language Block | | | |
| | Foreign Language I | 3 | | |
| | Foreign Language II | 3 | | |
| | Languages Total | 6 | | |
| | Total | 9 | | |
| OR | | | | |
| Option 2 | | | | |
| 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 | | |
| | Arts Total | 3 | | |

| | | | | |
|--|---|---------------------|--------------|-----------------|
| | AND | | | |
| Choose 1 | Humanities I | | | |
| ASP 101 | Black Experience in America OR | 3 | | |
| EDU 204 | Cultural Responsiveness (recommended) OR | 3 | | |
| IGS 200 | Foundations of Cultures OR | 3 | | |
| IGS 201 | Convergence of Cultures OR | 3 | | |
| IGS 300 | Search for New Forms of Culture OR | 3 | | |
| | AND | | | |
| Choose 1 | Humanities II | | | |
| ASP 302 | Readings in Black Women's History OR | 3 | | |
| ASP 303 | The American Civil Rights Movement OR | 3 | | |
| ASP 305 | Africana Intellectual Thought OR | 3 | | |
| ASP 306 | Economic Development in the Diaspora OR | 3 | | |
| BUA 370 | Global Business Issues OR | 3 | | |
| COS 303 | Human Perspective on Computing OR | 3 | | |
| ENG 313 | Non-Western Literature OR | 3 | | |
| MUS/AAS 323 | African-American Music OR | 3 | | |
| IGS 301 | Studies in African Cultures OR | 3 | | |
| IGS 302 | Studies in Asian Cultures OR | 3 | | |
| IGS 303 | Studies in Latin American Cultures OR | 3 | | |
| IGS 304 | The African-American Experience OR | 3 | | |
| IGS 305 | The Latino Experience | 3 | | |
| | Humanities Total | 6 | | |
| | Total | 9 | | |
| Natural Sciences: (1 Course) – course specific to BIE major | | Credit Hours | Grade | Semester |
| BIO 111 | Principles of Biology | 4 | | |
| | Total | 4 | | |
| Social and Behavioral Sciences: (2 courses from <u>different</u> disciplines) | | Credit Hours | Grade | Semester |
| POS 101 | American Government OR | 3 | | |
| FIN 101 | Financial Literacy OR | 3 | | |
| HIS 108 <u>or</u> HIS 103 | Intro to African American History <u>or</u> Western Civilization OR | 3 | | |
| ECO 200 <u>or</u> ECO 201 | Survey of Economics <u>or</u> Principles of Economics I OR | 3 | | |
| PSY 200 | General Psychology OR | 3 | | |
| SOC 203 | Principles of Sociology | 3 | | |
| | Total | 6 | | |
| Grand Total | | 39 | | |

The four C's of 21st Century skills are;

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication

These four skills are essential for modern students to succeed in school and the workplace and are embedded in the curriculum.

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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 | | |
| EDU 310 | Introduction to Exceptional Children | 3 | | |

EDUCATION CORE – AFTER EPP ADMISSION

| | | | | |
|--------------|---|-----------|--|--|
| EDU 303 | Educational Assessment and Evaluation | 3 | | |
| EDU 413 | Teaching HS Science | 3 | | |
| EDU 445 | Teaching HS Reading in the Content Area | 3 | | |
| EDU 454 | Undergraduate Student Teaching | 12 | | |
| Total | | 36 | | |

EDUCATION CONTENT

| | | | | |
|--------------|--|--------------|--|--|
| BIO 210 | General Zoology | 3 | | |
| BIO 212 | General Botany | 3 | | |
| BIO 302 | General Microbiology | 4 | | |
| BIO 303 | Human Physiology | 4 | | |
| BIO 307 | Genetics | 4 | | |
| BIO 316 | Ecology | 4 | | |
| BIO 401 | Biology Seminar | 1 | | |
| BIO 408 | Cell Biology | 4 | | |
| BIO 410 | Special Problems in Biology | 2 | | |
| BIO ____ | BIO elective course at the 300/400 level | 3/4 | | |
| CHE 101 | General Chemistry I | 3 | | |
| CHE 110 | General Chemistry I Lab | 1 | | |
| CHE 102 | General Chemistry II | 3 | | |
| CHE 120 | General Chemistry II Lab | 1 | | |
| PHY 207 | Physics for Biological Sciences I | 4 | | |
| PHY 208 | Physics for Biological Sciences II | 4 | | |
| Total | | 48/49 | | |

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.

Last modified: Friday, October 12, 2018, 10:23 AM

Updated 7/1/2020

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)