

**B.A. Interdisciplinary Early Childhood Education (IECE) Birth-5  
(120 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	Creativity and Formative Mindsets (QEP)	3		
	<b>Total</b>	<b>6</b>		

**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		
SPE 103	Interpersonal Communication	3		
	<b>Total</b>	<b>10</b>		

Quantitative Reasoning: (1 course)		Credit Hours	Grade	Semester
MAT 111 or above	Contemporary Mathematics or above	3		
	<b>Total</b>	<b>3</b>		

Arts and Humanities: (3 courses), Foreign Language Option <u>or</u> Humanities Options		Credit Hours	Grade	Semester
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Option 1				
Choose 1	Arts Block			
ART 130	Introduction to Art <b>OR</b>	3		
MUS 130	Introduction to Music <b>OR</b>	3		
THE 130	Introduction to Theatre <b>OR</b>	3		
ENG 211	Introduction to Literature	3		
	<b>Arts Total</b>	<b>3</b>		

	<b>AND</b>			
Choose <u>both</u>	Foreign Language Block			
	Foreign Language I	3		
	Foreign Language II	3		
	<b>Languages Total</b>	<b>6</b>		
	<b>Total</b>	<b>9</b>		

*OR*

Option 2				
Choose 1	Arts Block			
ART 130	Introduction to Art <b>OR</b>	3		
MUS 130	Introduction to Music <b>OR</b>	3		
THE 130	Introduction to Theatre <b>OR</b>	3		
ENG 211	Introduction to Literature	3		
	<b>Arts Total</b>	<b>3</b>		

	<b>AND</b>			
<b>Choose 1</b>	<b>Humanities I</b>			
ASP 101	Black Experience in America <b>OR</b>	3		
<b>EDU 204</b>	<b>Cultural Responsiveness (recommended) OR</b>	3		
IGS 200	Foundations of Cultures <b>OR</b>	3		
IGS 201	Convergence of Cultures <b>OR</b>	3		
IGS 300	Search for New Forms of Culture <b>OR</b>	3		
	<b>AND</b>			
<b>Choose 1</b>	<b>Humanities II</b>			
ASP 302	Readings in Black Women's History <b>OR</b>	3		
ASP 303	The American Civil Rights Movement <b>OR</b>	3		
ASP 305	Africana Intellectual Thought <b>OR</b>	3		
ASP 306	Economic Development in the Diaspora <b>OR</b>	3		
BUA 370	Global Business Issues <b>OR</b>	3		
COS 303	Human Perspective on Computing <b>OR</b>	3		
ENG 313	Non-Western Literature <b>OR</b>	3		
MUS/AAS 323	African-American Music <b>OR</b>	3		
IGS 301	Studies in African Cultures <b>OR</b>	3		
IGS 302	Studies in Asian Cultures <b>OR</b>	3		
IGS 303	Studies in Latin American Cultures <b>OR</b>	3		
IGS 304	The African-American Experience <b>OR</b>	3		
IGS 305	The Latino Experience	3		
	<b>Humanities Total</b>	<b>6</b>		
	<b>Total</b>	<b>9</b>		
<b>Natural Sciences: (1 Course)</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Semester</b>
	BIO 101, BIO 103, BIO 111, BIO 112; CHE 109; PHS 201, PHS 202, PHS 211, PHS 221, PHS 231, PHY 130; other courses with approval	3 or 4		
	<b>Total</b>	<b>3 or 4</b>		
<b>Social and Behavioral Sciences: (2 courses from <u>different</u> disciplines)</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Semester</b>
POS 101	American Government <b>OR</b>	3		
FIN 101	Financial Literacy <b>OR</b>	3		
HIS 108 <u>or</u> HIS 103	Intro to African American History <u>or</u> Western Civilization <b>OR</b>	3		
ECO 200 <u>or</u> ECO 201	Survey of Economics <u>or</u> Principles of Economics I <b>OR</b>	3		
PSY 200	General Psychology <b>OR</b>	3		
SOC 203	Principles of Sociology	3		
	<b>Total</b>	<b>6</b>		
<b>Grand Total</b>		<b>31-32</b>		

The four C's of 21<sup>st</sup> 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 310	Introduction to Exceptional Children	3		

**EDUCATION CORE – AFTER EPP ADMISSION**

EDU 311	Legal & Parental Issues	3		
EDU 316	Early Child Education Handicapped	3		
EDU 318	Special Education Practicum I	3		
EDU 404	Designed Curriculum Learning Environments for Young Children with Disabilities	3		
EDU 454	Undergraduate Student Teaching	12		
<b>Total</b>		<b>33</b>		

**EDUCATION CONTENT**

CDF 101	Intro to ECE	3		
CDF 102	Family Development	3		
CDF 203	Child Development I	3		
CDF 204	Child Development II	3		
CDF 206	Music, Games, & Creative Experiences for Young Children	3		
CDF 305	Materials & Methods in Early Childhood Education	3		
CDF 315	Child Guidance	3		
CDF 318	Assessment of Young Child	3		
CDF 409	Organization & Administration of ECE	3		
CDF 420	Parent Education	3		
CDF 421	Cultural Diversity in American Child/Family	3		
ENG 260	Children’s Literature	3		
SOW 497	Special Topics in Social Work	3		
FNU 203	Nutrition and Health	2		
<b>Total</b>		<b>41</b>		

**9 Credit Hours CONTENT ELECTIVES (MUST BE APPROVED BY ADVISOR)**

<b>Total</b>				

*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](http://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.***

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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)