

## Brothers, Sheila C

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**From:** Raphael Finkel [raphael@cs.uky.edu]  
**Sent:** Friday, April 12, 2013 10:04 AM  
**To:** Brothers, Sheila C  
**Cc:** Lowry, Regina; Prats, Armando; Graf, Gregory A; Hayes, Robert Z; Jackson, Vanessa P; Raphael Finkel; Stanley, Aaron D; Rachel McMahan; Lewis, Wayne D; Provost, University of Kentucky; Witt, Don  
**Subject:** SAASC Item 17: College of Education's Policy on Admission, Retention and Completion of Educator Preparation Programs  
**Attachments:** revision.2.pdf

Sheila,

SAASC has approved the attached version of this proposal. My notes follow here.

Raphael

SAASC Item 17: College of Education's Policy on Admission, Retention and Completion of Educator Preparation Programs

Reference

[http://www.uky.edu/Faculty/Senate/curricular\\_proposals/files/COE%20Policy%20on%20Admission,%20Retention%20and%20Completion%20of%20Ed%20Prep%20Programs-revisions.pdf](http://www.uky.edu/Faculty/Senate/curricular_proposals/files/COE%20Policy%20on%20Admission,%20Retention%20and%20Completion%20of%20Ed%20Prep%20Programs-revisions.pdf)

Overview

These are proposed wholesale changes in College of Education policy (last revised 2007) for admission, retention and completion of all students, undergraduate and graduate, in initial educator preparation (should it read "certification?") programs: Communication Disorders, Music and Art Education, School Social Work, World Languages Education, School Media Librarian, and Career and Technical Education.

The impetus for these changes is a revision of the Kentucky Education Professional Standards Board (EPSB) regulations with regard to GPA and standardized exams as admission criteria. All educator preparation programs must meet the standards of the EPSB.

This is a long and complex proposal. There are new sections on rules for student teaching, policy on field experiences, character reviews, appeals, standards, federal reporting requirements, clinical practice, continuous assessment, GPA requirement, and basic skills testing.

Some detail

1. A student must be admitted, retained in, and successfully complete a state-approved educator education program in order to receive a teaching certificate.
2. A candidate's progress through all educator preparation programs

is continuously monitored, assessed, and reviewed. Assessment happens at specified times: (a) Admission (with prerequisites specified, including GPA, credits, standardized tests), (b) Retention: no later than the semester prior to student teaching, (c) Completion of the program.

3. There are GPA rules for admission, both at undergraduate and graduate level, as well as for retention and completion. These rules replicate some of the content in (2) above.

4. There are standards that candidates must meet before completing an educator preparation [sic] program. (a) Core standards, some set by the State, some by the College. (b) Subject-specific standards, which are program-specific.

5. Candidates must complete an array of carefully planned clinical experiences (read: student teaching). There are prerequisites to this activity.

6. All candidates must complete a state-mandated character and fitness review, and this review happens at the three times mentioned in (2) above. They must also complete an state-mandated background checks.

7. There is a mechanism for appealing negative results of the reviews in (2).

My take:

My contact in the College of Education tells me that this proposal is mostly paperwork to comply with the EPSB and does not reflect any substantive changes. I see no difficulties with the content of the proposal.

I have been in contact with Gary Schroeder, Director of Academic Services and Teacher Certification, to try to create consistent language, unifying "teacher preparation program", "certification program", "educator preparation program", and "teacher education program". The revised proposal, which I attach, is mostly his (second) revision, with my further revisions in red.

NEW ADMISSION, RETENTION AND COMPLETION POLICIES FOR EDUCATOR PREPARATION PROGRAMS AT THE UNIVERSITY OF KENTUCKY

Lastedit: 2/26/2013

Version: v6.1

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[Comments in this color are Raphael's]

SECTION 1: OVERVIEW ([T.O.D.](#))

A student must be admitted, retained in, and successfully complete a state-approved educator preparation program in order to receive a teaching certificate. The components of an approved educator 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), e.g., approved majors, major equivalencies, minors, or support areas, as specified by the candidate’s chosen program faculty,
- 3) completion of an educator preparation program, including the final clinical experience, e.g., student teaching,
- 4) and verification by program faculty that all applicable standards in all required standards sets have been met.

The College of Education Educator Preparation 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 educator preparation program and to recommend to the Kentucky Education Professional Standards Board (EPSB) that a successful candidate be awarded a state teaching certificate.

SECTION 2: CONTINUOUS ASSESSMENT ([T.O.D.](#))

1. A candidate’s progress through all educator preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their

course work and clinical experience placements, candidates will be assessed a minimum of three times during their program by representatives of their respective program faculty.

2. The candidate assessments will occur upon entry into the educator preparation program, at a midpoint in the program (no later than the semester prior to the final clinical experience, e.g., student teaching), and as candidates exit the program following the final clinical experience, e.g., 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, throughout coursework, and during clinical experiences, (d) artifacts submitted by the candidate that demonstrate their ability to attain of standards, (e) continued adherence to the KY Professional Code of Ethics, and (f) documentation of the following skills: critical thinking, communication, creativity, and collaboration.
3. Professional Growth Plan (PGP) Following admission to an educator preparation program, if problems have been identified at any assessment point, program faculty will prepare a professional growth plan for the candidate which addresses the problems, identifies the scheme to implement the professional growth plan, and provides feedback and direction to the candidate.

#### Section 2A: First Continuous Assessment Point... Admission to educator preparation programs

(commonly termed “*Admission to Teacher Education (TEP)*”) ([T.O.D.](#))

1. A candidate’s progress through all educator preparation programs is continuously monitored, assessed, and reviewed. The first continuous assessment point is admission to educator preparation (TEP). In addition to the general requirements for admission to educator preparation (TEP) listed below, candidates should carefully review the specific requirements of their individual programs.
2. Candidates for admission to educator preparation (TEP) must have completed at least 30 semester hours, or, if pursuing state teacher certification as a certification-only student or a graduate student, must have earned a bachelor’s degree from a regionally accredited institution of higher education.
3. Candidates for admission to educator preparation (TEP) must demonstrate academic achievement by earning a minimum overall GPA of 2.75, or a GPA of at least 3.0 in the final semesters which include the last 30 hours of coursework. Candidates seeking admission to a graduate-level educator preparation program must also satisfy UK Graduate School admission standards. The UK Graduate School requires an overall UG GPA of 2.75 as a minimum for unconditional admission to graduate programs. And, if the candidate has completed any graduate course work, a minimum graduate GPA of 3.0 is required. Candidates intending to use the “GPA of at least 3.0 on the final 30 hours option” should consult with their program’s Director of Graduate Studies for additional information. The UG GPA is taken directly from the transcript showing award of the undergraduate degree.
4. Candidates for admission to educator preparation (TEP) must certify their knowledge of the Kentucky Professional Code of Ethics and must sign a state mandated character and fitness review.

5. Candidates for admission to educator preparation (TEP) must demonstrate aptitude for teaching by presenting three letters of recommendation from individuals who can attest to the candidate's potential success in teaching.
6. Candidates for admission to educator preparation (TEP) must demonstrate that they have reviewed and understand dispositions for teaching. At UK, these dispositions are encoded in the *UK Functional Skills and Dispositions Standards Set*. The UK Functional Skills and Dispositions are listed below:
  - a. The candidate communicates appropriately and effectively
  - b. The candidate demonstrates constructive attitudes
  - c. The candidate demonstrates ability to conceptualize key subject matter ideas and relationships
  - d. The candidate interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
  - e. The candidate demonstrates a commitment to professional ethics and behavior.
7. Candidates must present artifacts that demonstrate their ability to meet standards. In addition to items specified by the candidate's program faculty, the candidate must provide documentation of the following skills:
  - a. Critical Thinking,
  - b. Communication,
  - c. Creativity, and
  - d. Collaboration.
8. For those programs requiring educator preparation- related courses as a prerequisite for admission to educator preparation (TEP), candidates must complete these courses with a grade of C or better.
9. Candidates must undergo a formal interview with their educator preparation program faculty in which they will have the opportunity to discuss the artifacts that demonstrate their ability to meet standards, and engage in a dialog concerning their qualifications for admission to educator preparation (TEP).

Section 2B: Testing requirements for admission to educator preparation programs (TEP). ([TOD](#))

1. All candidates for admission to an educator preparation program at UK must demonstrate successful completion of the following pre-professional skills assessments of basic knowledge administered by the Educational Testing Service with the corresponding minimum scores:
  - a. Pre-Professional Skills Test: Mathematics (test code 0730) with a cut score of 174; or  
Computerized Pre-Professional Skills Test: Mathematics (test code 5730) with a cut score of 174;
  - b. Pre-Professional Skills Test: Reading (test code 0710) with a cut score of 176; or  
Computerized Pre-Professional Skills Test: Reading (test code 5710) with a cut score of 176;  
and
  - c. Pre-Professional Skills Test: Writing (test code 0720) with a cut score of 174; or  
Computerized Pre-Professional Skills Test: Writing (test code 5720) with a cut score of 174.
2. Candidates for admission to a graduate level educator preparation program may demonstrate basic skills in the following manner.

- a. Completion of the pre-professional skills assessment as listed in section 1) a-c; or
- b. Successful completion of the Graduate Record Exam (GRE) with the following corresponding scores:
  - i) Required minimum GRE scores for tests taken prior to August 1, 2011
    - (1) Verbal with a minimum score of 450
    - (2) Quantitative with a minimum score of 490
    - (3) Analytical Writing with a minimum score of 4.0
  - ii) Required minimum GRE scores for tests taken on or after August 1, 2011
    - (1) Verbal with a minimum score of 150
    - (2) Quantitative with a minimum score of 143
    - (3) Analytical Writing with a minimum score of 4.0
3. Recency Requirements for testing: Candidates must present scores that are no older than five years. This corresponds to the rule of the Educational Testing Service that scores older than five years cannot be supplied to a candidate.

Section 2C: Second Assessment Point... Retention of candidates in educator preparation programs [\(T.O.D.\)](#)

1. The progress of candidates who have been admitted to an educator preparation program is continuously monitored. A retention review may be conducted at any time by the educator preparation program faculty, but is required no later than the semester prior to the final clinical experience, e.g., student teaching. In addition to the general requirements for the retention review listed below, candidates should continue to carefully review the specific requirements of their individual programs.
2. If at the time of admission to educator preparation (TEP), a professional growth plan was prepared for the candidate, progress on implementing the professional growth plan will be reviewed, and the plan will be updated as necessary.
3. Some of the items which are monitored in the retention review are:
  - a. Whether a candidate continues to earn grades of C or better in professional education classes;
  - b. Whether a candidate continues to maintain a 2.75 minimum GPA overall, or a minimum 3.0 GPA in the final semesters, including the last 30 hours;
  - c. Whether a candidate has demonstrated improved competence with the skills of communication, critical thinking, creativity, and collaboration;
  - d. Whether a candidate has demonstrated improved competence with the College of Education Functional Skills and Dispositions;
  - e. Whether a candidate continues to demonstrate adherence to the EPSB Professional Code of Ethics;
  - f. Whether adequate progress is being made toward meeting all required standards sets; and
  - g. Whether adequate progress is being made toward completing subject matter coursework requirements for the candidate's chosen ~~teacher certification~~ <sup>educator preparation</sup> program. If a review of the candidate's subject matter coursework identifies any problem areas, a professional growth plan will be developed to address the problems. Or, if the candidate already has a

professional growth plan, it will be amended to include attention to subject matter coursework problems. (See SECTION 2 item 3)

4. Continued progress through the educator preparation program will be contingent on the results of the midpoint retention review. Following a retention review, candidates may be continued in good standing in the program, cautioned about identified problems which have been included in the professional growth plan, placed on probation in the program, or dropped from the program.
  - a. If a candidate is placed on probation in the educator preparation program following a retention review, the time and conditions of the next review will be identified and communicated to the candidate by the Director of Academic Services and Teacher Certification.
  - b. If a candidate is dropped from the educator preparation program following a retention review, the Director of Academic Services and Teacher Certification will notify the candidate of this action. Candidates who have been dropped from an educator preparation program following a retention review may take no further professional education coursework in the program. (See SECTION 7 “Appeals” for additional information.)
5. Admission to the Final Clinical Experience, e.g., Student Teaching. Admission to the final clinical experience, e.g., student teaching, requires a successful retention review and recommendation by the program faculty that the candidate be allowed to student teach.
6. State Mandated Examinations for Teacher Certification. The Kentucky Education Professional Standards Board (EPSB) requires that all applicants for a state teaching certificate present passing scores on the appropriate required PRAXIS 2 examinations. Although taking and passing the Kentucky mandated PRAXIS 2 examinations is not a requirement for completion of an educator preparation program at UK, candidates are encouraged to complete the required state-mandated examinations prior to beginning student teaching so that the process of applying for and receiving a state teaching certificate can proceed in a timely manner. Candidates are encouraged to consult with their program faculties for advice on taking the required PRAXIS 2 examinations.

Section 2D: Third Assessment Point... Completion of educator preparation programs ([T.O.D.](#))

1. The progress of candidates who have been admitted to an educator preparation program is continuously monitored. Each program faculty will conduct a Completion Review of all candidates, typically at the end of the final clinical experience, e.g., student teaching.
2. All candidates for completion of an educator preparation program must continue to meet all standards for admission and retention at the time of program completion, including GPA requirements.
3. Candidates must have completed the subject matter requirements for his/her chosen educator preparation program.
4. Candidates must have successfully completed all professional education requirements for his or her program, including successful performance in the final clinical experience, e.g., student teaching.
5. At program completion, all candidates must present final evidence for review (typically this includes required and optional artifacts that demonstrate attainment of standards) in the format designated by the candidate’s program faculty.

6. The program faculty must certify that a review of the final evidence and other pertinent documents has demonstrated that the candidate has met all of the required standards as a prerequisite to recommending the candidate for a state teaching certificate.

### SECTION 3: GPA RULES FOR EDUCATOR PREPARATION PROGRAMS THAT LEAD TO A STATE TEACHING CERTIFICATE ([T.O.D.](#))

#### Section 3A: GPA rules for admission to an undergraduate educator preparation program

Admission to an undergraduate educator preparation program shall require the following: A cumulative grade point average of 2.75 on a 4.0 scale or a grade point average of at least 3.00 on a 4.0 scale in the final semesters that include the last thirty (30) hours of credit completed. These will be taken directly from the most recent original transcripts supplied by the candidate.

#### Section 3B: GPA rules for admission to a graduate level educator preparation program

Admission to a graduate level educator preparation program shall require the following: A bachelor's degree or advanced degree awarded by a regionally accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale.

OR a grade point average of at least 3.00 on a 4.0 scale in the final semesters that include the last thirty (30) hours of either undergraduate or graduate credit completed. This information will be taken directly from the most recent original transcript(s) supplied by the candidate. Candidates intending to use this "3.0 minimum GPA in the final semesters that include the last 30 hours of coursework" option should consult with their program faculty chair and the departmental Director of Graduate Studies concerning the use of this option for gaining admission to the UK Graduate School.

#### Section 3C: Rules for using of the "final semesters that include the last 30 hours of credit" option.

If the candidate uses the "final semesters that include the last 30 hours of credit" option, the following procedure shall be used to calculate the last 30 hour GPA. The completed quality hours and quality points for each of the final terms that include the last 30 hours of credit shall be identified. The last 30 hours GPA shall be calculated using the statistics from the entire terms encompassing the last 30 hours. This means that in some instances, the number of hours used to calculate the last 30 hours GPA will be greater than 30.

#### Section 3D: GPA rules for retention and completion

Candidates must maintain a minimum overall GPA of at least 2.75 for retention in the program. Candidates who used the "final semesters that include the last 30 hours of credit" rule for admission to the program may continue to calculate whether a 3.0 minimum GPA is being maintained at the time of the retention review (normally the two semesters prior to student teaching). Candidates who do not meet this requirement may not student teach.

Candidates must maintain a minimum overall GPA of at least 2.75 for completion of ~~a teacher~~ <sup>an educator</sup> preparation program. Candidates who used the "final semesters that include the last 30 hours of credit" rule for admission to the program may continue to calculate whether a 3.0 minimum GPA is being maintained at the time of the final completion review. Candidates who do not meet this requirement will not be considered to have completed the program, and may not be recommended for a state teaching certificate.



Section 3E: The rule of “no grade less than C in professional education courses.”

Candidates may have no grade less than C in any course defined in the program as being a part of the professional education component. Any professional education grades less than C must be retaken prior to the final clinical experience, e.g., student teaching.

Section 3F: Special GPA Rule requiring a 2.75 GPA in program sub areas

Some programs require that candidates earn and maintain a 2.75 GPA in the majors, minors, support areas, and professional education course sequences as specified in the program curriculum description as approved by the UK Senate. The application of this rule means that candidates must demonstrate these 2.75 GPAs at the time of admission, retention, and completion of the program.

Sec 3F.1 Programs that the use of this special GPA rule are as follows:

1. All STEM educator preparation programs, e.g., Mathematics Education, Science Education (all areas) and Computer Science Education.

#### SECTION 4: STANDARDS AND STANDARDS SETS IN UK EDUCATOR PREPARATION PROGRAMS (T.O.D.)

Section 4A: All UK educator preparation programs are standards-based

All UK educator preparation programs are standards-based, requiring candidates to meet these standards before completing the program. Candidates are assessed on these standards at the three continuous assessment points: admission to educator preparation (TEP), prior to final practicum experiences e.g., student teaching, and at the program completion.

Section 4B: There are three UK required core standards sets

There are three core standards sets required for completion of all UK educator preparation programs. They are:

Interdisciplinary Early Childhood Education Standards (IECE), or Kentucky Teacher Standards (whichever is appropriate for the candidate’s program.)

College of Education Functional Skills and Dispositions

College of Education Technology Standards

Section 4C: Discipline (subject) specific standards also required

In addition to these three core standards sets, each candidate must demonstrate mastery of the subject specific standards set(s) associated with their individual program.

#### SECTION 5: POLICIES ON CLINICAL EXPERIENCES, INCLUDING THE FINAL CLINICAL EXPERIENCE, e.g., STUDENT TEACHING (T.O.D.)

Section 5A: General Policy on Intensive Clinical Experiences

The University of Kentucky College of Education is committed to preparing candidates for the teaching profession who are effective, reflective leaders and decision makers. To that end, and in order to meet state teacher certification regulations and national accreditation requirements, educator preparation candidates complete an array of carefully planned clinical experiences. These experiences are systematically integrated into the educator preparation program curriculum. In order to ensure high quality experiences, the College has established a network of clinical sites

where candidates complete clinical 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 educator preparation program). Selection decisions are made using specific criteria that are directly linked to program goals, accreditation standards, and certification requirements. All candidates are expected to complete their intensive clinical experiences. e.g., practica and the final clinical experience, e.g., student teaching in these approved clinical sites.

#### Section 5B: General Rules for the final clinical experience, e.g., 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 an educator preparation program;
2. maintained a grade-point standing of at least 2.75 overall or a minimum 3.0 GPA in the final terms that include the last 30 hours of coursework;
3. completed all professional education courses except the final clinical experience, e.g., student teaching;
4. completed a minimum of 75 percent of the required subject matter courses;
5. applied and been accepted for the final clinical experience, e.g., 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 the final clinical experience, e.g., student teaching;
8. scheduled no more than 3 hours of college work to be carried during the final clinical experience, e.g., student teaching with no classes scheduled to interfere with the student teaching assignment; and
9. presented evidence of having had a specified physical examination.

#### SECTION 6: CODE OF ETHICS AND CHARACTER AND FITNESS REVIEWS ([T.O.D.](#))

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 teacher certification, 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.

#### SECTION 7: APPEALS ([T.O.D.](#))

1. The progress of all candidates in educator preparation programs is continuously reviewed and assessed at least three times: at the points of admission, retention, and completion of program. Candidates who are denied admission to an educator preparation program, not retained in the program, or denied completion of the program may appeal the decision of the program faculty. There are two grounds on which a candidate may appeal an unfavorable continuous assessment

review: 1) a candidate may appeal if s/he has clear evidence that his/her rights to equal opportunity or due process were violated during the review process (i.e., evidence of discrimination on the basis of race, gender, sexual orientation, age, etc.) or 2) a candidate may appeal if there is new and substantial evidence pertaining to his/her review that was not available for Program Faculty consideration at the time the candidate applied and/or was reviewed (test scores were late or missing; transcripts were inaccurate, etc.). These are the only two grounds on which an appeal may be filed.

2. Any candidate considering an appeal of a program faculty decision at any of the required Continuous Assessment Review points is encouraged to first meet with the program faculty chair to discuss the program faculty's decision and to review grounds for the appeal.
3. If an appeal is to be made, candidates must request reconsideration of the program faculty's decision within 15 business days of the date on the letter notifying the candidate of an unfavorable continuous assessment review. The request for reconsideration must clearly state the grounds on which the appeal is made and demonstrate that one of the two conditions for appeal applies. Written requests should 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.
4. If the program faculty does not alter its initial decision, the candidate may use the same procedures and appeal to the Appeals Sub-committee of the Program Faculty Chairs Committee. Candidates wishing to appeal to the Program Faculty Chairs Appeals Sub-committee must present their request for sub-committee review to the Associate Dean for Academic and Student Services. The Associate Dean will assemble the necessary materials, call the sub-committee together to hear the appeal, and inform the candidate of the committee's decision. The program faculty chairperson for the applicant's program may not serve as a member of the Appeals Sub-committee that hears the case. The Associate Dean will notify the Director of Academic Services and Teacher Certification of the decision of the appeals sub-committee so that student records may be updated. For purposes of admission, retention, or completion of educator preparation certification programs, the decision of the Appeals Sub-committee of the Program Faculty Chairs Committee is final.
5. This policy addresses all faculty continuous assessment reviews of a candidate's progress through an educator preparation program, including admission to the program, retention reviews of progress through the program, and the final review for completion of the program.

[\(TOD\)](#)

## Brothers, Sheila C

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**From:** Ett, Joanie M  
**Sent:** Wednesday, December 19, 2012 2:53 PM  
**To:** Brothers, Sheila C; Ellis, Janie  
**Subject:** COE Policy on Admission, Retention and Completion of Educator Prep Programs  
**Attachments:** COE Policy on Admission, Retention and Completion of Ed Prep Programs-revisions.pdf

Hi Sheila,

Undergraduate Council has reviewed and recommends approval of the College of Education's Policy on Admission, Retention and Completion of Educator Prep Programs.

Thanks,  
Joanie

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## Brothers, Sheila C

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**To:** Brothers, Sheila C; Ellis, Janie; Gebert, Frieda; Hanson, Roxie; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Blonder, Lee  
**Cc:** LENNIE, TERRY A; Buntin, William J; Sellnow, Deanna D  
**Subject:** GC Transmittals  
**Attachments:** GC in Instructional Comm.pdf; LIS MA Suspension.pdf; LIS Program Change.pdf; PhD in NUR Admission Criteria.pdf; COE Policy-revisions.pdf

TO: Lee Blonder, Chair and Sheila Brothers, Coordinator  
Senate Council

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator  
Graduate Council

The Graduate Council approved the following program, Certificate, and Policy proposals and is now forwarding them to the Senate Council to approve.

Change in MS in LIS  
Suspension of MA in LIS  
PhD in NUR Admission Criteria  
Instructional Comm. Certificate

COE Policy on Admission, Retention and Completion of Educator Preparation Programs

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