

Note: Names have been redacted from quotes, including names of faculty or staff mentioned by students.

Completers

What have been the two or three most effective elements of your program?



- EDC 362 was a great course for my program.
- My advisor was great on helping me work through certain situations.
- Small classes, hands on experience
- The hands-on opportunities early in the major and the connections made by being in the school.
- The Imbedded cohorts and seminars really help develop and strengthen the program.
- Great professors, a lot of time in school setting, good CT's
- K-2 preparation. I feel that most of the teacher prep program focused on the primary grades. The phonics and teaching reading instruction was top-notch.
- The student teaching seminars, the supervisors, and the embedded cohorts.
- The content they teach you and how to teach it, the time they give you to complete certain tasks, the amount of time discussing classroom management.
- Differing the type of school you are placed with between practicum and student teaching, and differing between primary and intermediate during student teaching.
- One of the most effective elements in the program was the opportunity to be in the field throughout my educational career. This has given me experience working with multiple grade levels as well as experience with a diverse group of students. Another element that was most effective was UK supervisors. Supervisors not only evaluated our teaching and gave helpful feedback but they also provide us with support.
- The program provided lots of hands-on experiences through the cohorts. This was extremely effective because we were able to learn strategies on a Monday, and implement them in a real classroom on a Wednesday. It allowed for immediate reflection and feedback. Another thing I felt was effective in my program was the collaboration required on many assignments. I felt that it reflected the teaching field in that we will often be working in teams.
- Some of the most effective elements I learned was classroom management and ways to keep students engaged.
- Getting us into school classrooms and professional development
- The small cohort size
- We had the same professors for most of class time
- Constant communication with our program director.
- The professors are all very kind, approachable, knowledgeable, and very willing helpers. This makes the world of the difference from the beginning of my college experience in the College of Engineering. At the College of Education I felt like there were people in my corner doing the best they could to help me every step of the way.
- [My Professor] is the element that made me interested in college again and realize it wasn't just to get a piece of paper to say I have a degree and am qualified for some position. It's about starting a cycle of growth and professionalism that doesn't end once we leave the University of Kentucky.
- Communication with me with what is needed and being open to new ideas.
- The most effective elements of the program are how research based and hands on it is. Being placed in cohorts prepared me so much for student teaching and I feel very prepared for the next step.

- About half way through my career I decided I wanted to pursue law instead of education. However, the vast course load that my major allowed me to engage in led me to be able to pursue a wide variety of different skills. My programs connection with the history department really allowed me to gain affective research and writing skills that I feel have helped prepare me for law school.
- Learning about cultural, social, and economic inequalities and institutionalized inequalities has been extremely eye-opening and useful. This sort of information is essential to being a teacher, especially these days.
- Great professors who really care about you and what you want to do.
- We start writing lesson plans and teaching the first semester of freshman year and continue to improve from there.
- Constant professional development and collaboration among the industry and our cohort
- The practicum placement in your student teaching classroom is great because you get used to the way that teacher, classroom, and school work before you're expected to take on real teaching responsibilities. The small cohort model has really helped me grow as an educator...these peers are my friends and my support network, especially through student teaching.
- Diverse placements in various grades so you're sure of your degree.
- Supportive instructors who pushed you to go further and be your best teacher-self, student-self, and individual.
- Amount of time spent in the classroom was great
- Gave us lots of opportunities to use STEM in the community
- Prepared me for a future in education
- being in the schools more than enough and all the reflections/observations
- Accessible Professors
- Real world experience
- Networking
- Caring professors and thoughtful practicum placements
- The strong professor-student relationships and the ability to customize the program of study with student teaching abroad experiences.
- One was the effective and open line of communication that [my professor] had. She was always quick to answer or help us with anything we needed. The second would be the connections and resources we received. [My professor] would ensure we would provided resources that would help us to be effective in the future and also gave us the opportunity to meet with future teachers in order to build positive report.
- The professors set high expectations for SPED majors. Students are held accountable for their professionalism. Students get many practicum hours of real life experience.
- Developing materials and being able to appropriately run procedures and collect data in the field.
- Opportunities to practice skills in class, receive feedback, and reflect on performance, opportunities to use skills in practicum setting, receive feedback, and reflect on performance, discussing teaching strategies and student progress with peers and instructors
- Professors who are extremely willing to make accommodations to make sure their students succeed.
- Clearly outline expectations for each assignment.
- Ease of access to fitness equipment. Close connection with athletics allowing us to use their facilities/equipment.
- Ability to work with the facility and Ability to complete labs important to our major.
- I liked the practicum. That was helpful for physical therapy school.

- I loved hands on courses like CPR. I also liked the internship portion of my degree because it allowed me to find a career path.
- How open the teachers are to helping and teacher office hours.
- Instructors are great, workload was mostly relevant and not much busy work
- some of the core classes that I feel truly educate you regarding information you will need for your career.
- The amount of support from every single professor I have had the pleasure of having class with has been astounding. The professors truly care about me as a student, and want to see me succeed.
- Clarity of what classes I need to take and when.
- The most effective elements are the stuff we learned about middle school students and their needs and classroom management.
- Being in a cohort and the amount of time we get to spend in the schools
- Developing programs to address severe behavior (e.g., understanding the function of behavior, various modes to determine function, various behavior analytic programs to address severe behavior).
 - Professors who are engaged and care, (2) program requirements are laid out to help ensure graduation in 2 years, (3) scope of core topics
- Instructors were very helpful. Canvas was utilized well. Availability by the instructors
- great instructors, important course content that is broadly applicable to many industries
- teachers are well educated in their subject matter
- The most effective elements are the networking that is provided by taking classes with other disciplines (sport leadership, counseling, clinical, etc).
- The diversity of the classes.
- My program incorporates a large variety of knowledge areas (e.g., sport psychology, counseling, leadership, diversity, health promotion, ethics, etc.).
- My program incorporates an internship with athletes in which we can gain experience in mental skills consulting.
- My peers (i.e., cohort members), instructors, and mentor were very supportive. It is evident that they care about my current and future success.
- The background behind ABA and how to implement principles of ABA in the classroom were extremely helpful, and I feel confident I would be able to use them in the classroom when managing behaviors. I also feel I can now look at literature to determine effective practices and analyze data for changes in behavior.
- Student teaching and being in the classroom a lot.
- Having people from outside the university come in and talk to us about mental health, data, and many other things.

Alumni

What were the two or three most effective elements of your program?

- My English/grammar/writing skills improved immensely thanks to the feedback and support of my graduate advisor. I really enjoyed the camaraderie that is encouraged and supported in the program, even between faculty and students.
- Being a relatively small program, I was able to get to know many of the other students. I also like the degree of freedom I had to choose coursework specific to my interests.

- I appreciated the introspection, which forced us to address our implicit biases and how they can impact any job.
- The expertise of the faculty and ability to model the elements using technology.
- The ability to connect with the professors throughout the program was an invaluable part of my journey. The various strengths of the faculty enriched my learning experience.
- Working closely with faculty on research and on coursework; the strong support of departmental staff, which was helpful in the application process for funding to attend and present at conferences; and the dedication to teaching/requiring students to understand, and be able to knowledgeably and appropriately utilize both QUAL and QUAN methods in their research. The instruction I received in my program was outstanding.
- Teaching and learning utilizing theoretical frameworks for research was very helpful. Econ of Higher Ed was an excellent course as well. History of Higher Edu. is also a good foundation.
- Flexibility, variety in course work including electives outside the Kinesiology department, research opportunities
- One of the most effective courses I took was Exercise Physiology. Another effective element was having various options for electives
- strong social justice focus
- lots of research opportunities
- The staff teaching the courses while I was in the programs was excellent. Like stated before, working under [my advisor] was the best thing that could have happened for my career.
- All of the instruction in the college of Fine Arts was wonderful. In one of my ed classes we read books like "Bad Boys" and "Hollywood Goes to High School" and did a lot of discussions which were very eye opening.
- Hands on hands experiences at our face to face sessions at Kentucky School for the Blind, discussion formatted classes so we could ask questions, knowledgeable helpful professors.
- Student teaching was the single most helpful part of the program.
- Near perfect professors who were not only knowledgeable on subject matter but were skilled in teaching said knowledge. The multiple hands on experiences in not only lab courses but also lecture courses.
- As someone who is not interested in conducting research, I found KHP 644 very usual for better understanding and interpreting research. I also enjoy the faculty of my program.
- Learning of social justice aspects. Being aware of how your identities and potential biases can play a role in the therapeutic relationship.
- Assessment knowledge, knowing how to correctly write an IEP goal and classroom management
- The online community created by the students in my cohort was magical
- Behavioral Skills Training, projects that were directly applicable to real-world and practitioner. I also refer often to meetings with individuals with ASD diagnosis, as part of the ASS certificate.