



Early Elementary Education

College of Education

Requirements for Program

The Early Elementary Education Program is aligned with the New Teacher Standards established by the Kentucky Education Professional Standards Board, as well as standards developed by national standards boards and professional organizations in the areas of Language Arts, Mathematics, Science, and Social Studies.

The model for the early elementary education program presumes a collaborative relationship between school and university personnel focused on ensuring a high level of individual attention to the mentoring and socialization of teacher candidates. The faculty recognizes that this is a labor-intensive process, requiring sustained time and effort by all parties. Work in early elementary education must be guided by two principles: first, a commitment to continuous improvement based on reflection, evaluation, and ongoing research; second, a commitment to peer collaboration as a source of professional growth for teacher candidates as well as school and university faculty.

To receive the B.A. degree in Early Elementary Education, students must: (1) complete the University Studies Program; (2) complete at least 128 hours; (3) complete the program related studies courses; (4) complete the professional education component; and (5) complete an area of specialization. Available areas of specialization are Language and Writing, Social and Behavioral Sciences, Mathematics, Science, Creative Arts, and Special Education/LBD.

Continuous Assessment

1. Admission to the program is based on a selective admission process that generally occurs after students have completed 60 hours of university course work. All students are expected to meet the standards and rules for Admission, Retention and Exit from the Teacher Education Program as set forth in the section "Admission, Retention and Exit from Teacher Education Programs" on page 122 of the 2002-2003 undergraduate *Bulletin*.

2. **Assessment at the Point of Entry to the Early Elementary Education Program.** At the point of entry students must present an admission portfolio which includes the following: a) a "best piece" sample of writing which demonstrates ability to research a topic in some depth; b) evidence of multicultural/cross-cultural experience with written reflection on the experience; c) evidence of having completed 30 hours of community service with early elementary age children, including a written reflection on the experience; d) evidence of having completed 20 clock hours of field experience in an elementary school, supervised by a qualified person; and, d) a written autobiography. Also at the time of entry, students will be required to complete an on-demand writing task.

3. **On Going Assessment. Assessment During the Professional Introduction Semester.** Assessment of progress in the Professional Introduction semester includes assessment strategies specific to individual courses, but also includes an overall "Professional Introduction Portfolio." This portfolio is intended to be an extension of the admissions portfolio, adding the following exhibits: a) philosophy of education statement (this will be modified as candidates move through the program); b) "best piece" samples from course work that show evidence of content knowledge, pedagogical content knowledge, and effective

practice (given the students' level of experience); and c) evidence of competence in instructional applications of technology and systems of information management.

4. **Assessment of Progress in the Professional Block.** This includes assessment strategies specific to individual methods courses that confirm content as well as pedagogical knowledge. It also includes some additional assessments. At the beginning of the semester, students' Professional Introduction Portfolios are reviewed and placement needs are discussed. Once the semester begins, students are observed throughout the semester by their supervisor and are assessed using an observation form which directly reflects the New Teacher Standards. Students also submit videotapes of themselves teaching and an analysis of these as well as other lessons they have taught. The supervisors provide feedback on these lessons as well. The faculty also reviews students' Professional Development Plans. Each student develops a Professional Development Plan (PDP) in cooperation with UK faculty and school-based faculty. The PDP includes reflections on the student's strengths and areas that need further work. This document serves as a planning tool for student teaching. Students also continue the development of their teaching portfolio, adding information that demonstrates competence on tasks related to the New Teacher Standards for each Professional Block course.

5. **Assessment During the Student Teaching Semester.** Students are assessed in a variety of ways during this semester. Student assignments include: observations reports, developing a thematic unit, critiquing their own teaching using videotapes, completing two solo weeks, and further developing their teaching portfolios.

Statement on Student Teaching

Students in the early elementary education program complete 16 weeks of student teaching, concentrating on the ages in grades P-5. (See the section on "Student Teaching" on page 124 of the 2002-2003 undergraduate *Bulletin* for additional information on student teaching.) Students selecting Special Education/LBD as their area of specialization will do student teaching in early elementary education, P-5, and also in one of the Special Education/LBD approved grade levels, P-12.

University Studies Component (43-57 hours)

Basic Skills

- A. MA 109 or MA 110 or Math ACT 26 or UK by-pass exam or any calculus course 0-3
- B. Two semesters foreign language or two years high school foreign language 0-8

Inference and Communication Skills

- A. Calculus (MA 123) or STA 200 plus PHI 120 or PHI 320 3-6
- B. Writing (ENG 101 and 102) or ENG 105 6
- C. Oral Communication (COM 181) 3

Disciplinary Requirements

- A. **Natural Sciences**
BIO 102 and BIO 103 and BIO 111 7

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B. Social Sciences

Select a total of two different courses from among anthropology, economics, geography, political science, and sociology. For example, choose one sociology course and one anthropology course for a total of six credits from two different disciplines. 6

C. Humanities 12

HIS 104, HIS 105, ENG 261 and ENG 262

or

HIS 108, HIS 109, ENG 251 and ENG 252

These courses will fulfill the Cross-Disciplinary requirement as well.

Cross-Disciplinary 6

See notation under Humanities above.

Cross-Cultural 3

One course from anthropology, geography, or political science. The course must be in a discipline other than those chosen to fulfill the requirements for the disciplinary Social Sciences requirements.

Program Related Studies (27-30 hours)

A-E 270 Introduction to Art Education 2

A-E 272 Workshop in Design Education 2

MUS 260 Teaching Music in the
Elementary Grades I (fall only) 2

MUS 261 Teaching Music in the Elementary
Grades II (spring only) 2

MA 201 Mathematics for Elementary Teachers 3
(Prereq: MA 109)

MA 202 Mathematical Problem Solving for Elementary
Teachers (spring and summer only) 3
(Prereq: A grade of **C** or better in MA 201. Also recommended:

a course in logic [e.g. PHI 120] or a course in calculus [e.g. MA 123])

PSY 100 Introduction to Psychology 4

*PHI 100 Introduction to Philosophy: Knowledge and Reality
or

*PHI 130 Introduction to Philosophy: Morality and Society 3

GLY 160 Geology for Elementary Teachers 3

PHY 160 Physics and Astronomy for Elementary Teachers 3

*If PHI 120 was not taken to fulfill USP Inference and Communication Skills area.

Social Science 3

Take one additional social science course from one of the same social science disciplines taken in USP Disciplinary Requirements Social Sciences area.

Professional Education Requirements (53 hours)

EDP 202 Human Development and Learning 3

EDP 203 Teaching Exceptional Learners in Regular Classrooms
3

EPE 301 Education in American Culture 3

FAM 554 Working with Parents 3

All of the following courses require admission to the Teacher Education Program:

KHP 380 Health Education in the Elementary School 2

KHP 382 Physical Education for Elementary School Teachers 2

Professional Introduction Semester (To be taken the semester prior to the Professional Block. These four courses should be scheduled during the same semester. Students may take other courses at the same time.)

EDC 317 Introduction to Instructional Media 1

EDC 323 Classroom Management and Discipline 3

*EDC 329 Teaching Reading and Language Arts 3

LIS 510 Children's Literature and Related Materials 3

*EDC 329 is prerequisite to EDC 339.

Professional Block (To be taken the semester prior to student teaching. Students should take no other courses when enrolled in this block.)

EDC 322 Elementary Practicum 3

EDC 326 Teaching Social Studies in the Elementary School
(Prereq: 15 hours social science) 3

EDC 328 Teaching Science in the Elementary School
(Prereq: 12 hours science) 3

EDC 337 Teaching Mathematics in Elementary Schools
(Prereq: MA 202) 3

EDC 339 Designing a Reading and Language Arts Program
for the Elementary School (Prereq: EDC 329) 3

Student Teaching Semester

EDC 433 Student Teaching in the Elementary School
(seminar included) 12

See "Student Teaching" section on page 112 of the 2002-2003 undergraduate *Bulletin* for rules regarding student teaching.

Students electing to be certified in both Special Education/LBD and Early Elementary Education will register for EDC 433, Student Teaching in the Elementary School (six hours), and EDS 459, Student Teaching in Special Education (six hours).

Area of Specialization Early Elementary (21 hours)

Students must complete an Area of Specialization by meeting the requirements in one of the six options listed below. This area of specialization will consist of 21 semester hours, with at least 12 semester hours being taken beyond the University Studies and Related Studies requirements.

Language and Writing (12 hours beyond USP/Program Related Studies)

EDC 334 Oral and Written Language Development in
the Elementary School 3

Plus one course from each of the following areas (1, 2, and 3):

Area 1

ENG 205 Intermediate Writing 3

ENG 207 Beginning Workshop in Imaginative Writing 3

ENG 509 Composition for Teachers 3

Area 2

ENG 201 (JOU 250) Etymology 3

ENG 414G Introduction to Modern English Linguistics 3

COM 350 Language and Communication 3

ENG 211 (LIN 211) Introduction to Linguistics I 3

ANT 215 Introduction to Anthropological Linguistics 3

CD 277 Introduction to Disorders of Speech and Language 3

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Area 3

ENG 374 American Folklore	3
ENG 473G Survey of World Folklore	3
ENG 478G Appalachian Folklore	3
*ENG 251 Survey of American Literature I	3
*ENG 252 Survey of American Literature II	3
ENG 356 Studies in Black American Literature	3
ENG 369 Studies in Southern American Literature	3
ENG 375 The Woman Writer	3
ENG 513 Teaching English as a Second Language	3
ENG 418 History of the English Language	3
ENG 320 Introduction to Literary Study	3

*These courses may only be used if they were not taken to fulfill USP requirements.

Social and Behavioral Sciences (12 hours beyond USP/Program Related Studies)

A. Choose two courses (six hours) from one discipline already taken to fulfill University Studies Area III-B.

B. Choose one course (three hours) from one of the following disciplines not taken previously as part of Areas IIIB, IV, or V (history, sociology, anthropology, geography, economics, political science, psychology).

C. Complete at least one Kentucky Studies course (HIS 240, History of Kentucky, or GEO 322, Geography of Kentucky).

Mathematics (12 hours beyond USP/Program Related Studies)

Choose 12 semester hours of course work from the following courses and additional mathematics courses with the aid of an advisor.

MA 112 Trigonometry (only two hours credit)	2
*MA 123 Elementary Calculus and Its Applications	
or	
MA 113 Calculus I	3-4
MA 310 Mathematical Problem Solving for Teachers	3
MA 341 Topics in Geometry	3
MA 162 Finite Mathematics and Its Applications	3
MA 199 Topics in Mathematics	3
MA 261 Introduction to Number Theory	3
STA 291 Statistical Method	3

*Only if MA 123 was not taken to fulfill USP requirements.

Science (12-13 hours beyond USP/Program Related Studies)

A. Choose one course in each of the following science disciplines: chemistry, geology, physics.

B. Choose additional electives from biology, chemistry, geology, physics, astronomy, or climatology for a total in the science area of at least 12 semester hours beyond USP/Program Related Studies.

Creative Arts (12 hours beyond USP/Program Related Studies)

Choose three credit hours from each of the following four areas:

A. **Music**

B. **Art**

C. **Dance**

Choose from:

KHP 147 Dance Foundations I (spring only)

KHP 154 Dance Foundations II (fall only)

KHP 390 Dance Activities in the Elementary School (fall and 4-week summer only)

KHP 393 Rhythmical Forms, Improvisation, and Analysis (every other spring only)

D. **Theatre Arts**

Choose one of the following courses:

TA 126 Acting I: Fundamentals of Acting

TA 150 Fundamentals of Design and Production

Special Education/LBD (34 hours)

(Open only to students seeking both Early Elementary and Special Education/LBD certification. Students who plan to complete the Special Education LBD requirements do not complete one of the above Areas of Specialization. If a student changes plans and completes only the Early Elementary program, an approved Early Elementary Area of Specialization must be completed.)

Special Education Core Courses

EDS 357 Initial Practicum in Special Education	1
EDS 375 Introduction to Education of Exceptional Children	3
(Must have earned a C or better in the above courses before admittance to TEP.)	
EDS 510 Early Childhood Special Education	3
EDS 513 Legal Issues in Special Education	3
EDS 514 Instructional Technology in Special Education	3
EDS 516 Principles of Behavior Management and Instruction	3
EDS 517 Assistive Technology in Special Education	3

LBD Area Requirement Courses

EDS 528 Educational Assessment for Students with Mild Disabilities	3
EDS 529 Educational Programming for Students with Mild Disabilities	3
EDS 589 Field Experiences: Mild Disabilities	3
EDS 459 Student Teaching in Special Education (to be completed the same semester as elementary student teaching)	6