



Middle School Education

College of Education

Program Description

The Middle School Teacher Education Program (Middle School TEP) supports the College of Education's focus on the teacher as a reflective decision maker. The program emphasizes the development of professionally trained specialists in teaching early adolescents. As such, the program models team teaching and collaborative learning. Active learning experiences are emphasized, as are real-world connections. Throughout the program, students are encouraged to consider their present position and make plans for improvement. Students are urged to gather data continuously and to use this data in planning effective instruction. Students are required to provide questions for reflection when writing lessons they do not teach and to provide reflective summaries as part of lesson plans which are delivered to students. Students are provided time and resources to revise and improve curricular materials they develop within the program. Students assess their own progress through the program's curriculum, preparing them for the continuous self-assessment required of practicing professionals.

To receive the B.A. degree in Middle School Education, students must: (1) complete the University Studies Program; (2) complete all required program-related studies and the professional education course sequence; and (3) complete the content area requirements in each of two areas of specialization. Available content specialization areas are: English and Communication, Mathematics, Science, Social Studies, and Special Education/LBD.

Continuous Assessment

1. All middle school education students are expected to meet the standards and rules for Admission, Retention and Exit from Teacher Education Programs 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 Middle School Program.** The admission process provides the first point for formal assessment of the competencies outlined by the standards documents which guide the middle school education program. Basic skills standards must be met and students must be making satisfactory progress towards professional and content area proficiency in order for students to win admission

3. **On-going Assessment.** Once a student is admitted to the program, he/she meets with an advisor to plan the remainder of the program. The focus of this initial advising session is to begin a professional development plan which ensures that all standards will be met by program exit.

4. **Exit Assessment.** At the exit assessment, students must show competency in all relevant standard areas. This is done through a final review of the eligibility portfolio, review of information provided by the cooperating teacher and university supervisor, and documentation of remediation of any weaknesses noted at the formal review in the methods semester.

Statement on Student Teaching

Student teaching in middle school education is 16 weeks. Middle school certification requires students to be certifiable in two academic subject areas, which requires two student teaching placements. Students seeking both Middle School and Special Education/LBD certification will register for:

EDC 349 Student Teaching in the Middle School 6
and
EDS 459 Student Teaching in Special Education 6

University Studies Component (39-53 hours)

Note: See the *University Studies Program* section of the 2002-2003 undergraduate *Bulletin* for a listing of allowable courses in each area below.

Basic Skills

- A. MA 109 or Math ACT 26 or UK by-pass exam **or** any calculus course 0-4
- B. Two semesters foreign language **or** two years high school foreign language 0-8

Inference and Communication Skills

- A. Any calculus course **or** STA 200 **and** PHI 120 **or** 320 3-6
- B. (ENG 101 and ENG 102) **or** ENG 105 3-6
- C. Oral Communication 3

Disciplinary Requirements

- A. **Natural Sciences** 6
- B. **Social Sciences** 6
- C. **Humanities** 6

Cross-Disciplinary Requirements 6

Cross-Cultural Requirements 3

Program Related Studies (4-13 hours)

PSY 100 Introduction to Psychology 4

Additional Program Related Studies only for students seeking both Middle School and Special Education/LBD certification:

MA 201 Mathematics for Elementary Teachers 3

MA 202 Mathematical Problem Solving for Elementary Teachers
3

PHY 160 Physics and Astronomy for Elementary Teachers 3

Professional Education Courses (40 hours)

The National Middle School Association (NMSA) describes six broad areas of competence for middle grades teachers. These are: (1) early adolescent development, (2) middle grades curriculum, (3) middle grades instruction, (4) middle grades school organization, (5) families and community relations, and (6) middle grades teaching roles. With the support of a liberal arts foundation provided by the University Studies requirements and the content area knowledge provided by the requirements detailed above, the professional education requirements of the program endeavor to provide a firm foundation in each of these six areas.

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*EDP 202 Human Development and Learning	3
*EDP 203 Teaching Exceptional Learners in Regular Classrooms	3
*EPE 301 Education in American Culture	3

All of the following courses require admission to the teacher education program:

EDC 317 Introduction to Instructional Media	1
*EDC 329 Teaching Reading and Language Arts (EDC 329 is a prerequisite to EDC 330)	3
*EDC 341 Middle School Curriculum and Instruction (spring only)	3
*EDC 330 Designing a Reading and Language Arts Program for the Middle School (fall only)	3
*EDC 343 Early Adolescent Learner: Practicum (fall only)	3
*Special Methods Courses in TWO Areas of Specialization (fall only)	6

Choose from:

EDC 345 Teaching Mathematics in the Middle School	
EDC 346 Teaching Social Studies in the Middle School	
EDC 347 Teaching English and Communication in the Middle School	
EDC 348 Teaching Science in the Middle School	

**EDC 349 Student Teaching in the Middle School	12
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*These courses include clinical and/or field hours.

**Students seeking Special Education/LBD certification register for only six hours of EDC 349.

Note: EDC 330, EDC 343, and the two methods classes will be taken as a block in a fall semester.

Content Area Courses (24-34 hours)

Students wishing to become certified in middle school (grades 5-9) must select two of the following content areas of specialization. Course requirements, particularly in the areas of English and Communication and Mathematics, have been prioritized to reflect prerequisite knowledge. Students should plan course work in these areas with the assistance of an advisor. Students seeking Special Education/LBD certification should meet with their Special Education advisor for assistance with the Special Education/LBD content area.

English and Communication (30 hours)

Required:

*COM 181 Basic Public Speaking	3
*COM 252 Introduction to Interpersonal Communication	3
*ENG 252 Survey of American Literature II	3
(another American Literature course may be substituted)	

Select three courses from the following group:

ENG 320 Introduction to Literary Study	3
ENG 360 The Short Story	3
CLA 261 Literary Masterpieces of Greece and Rome	3
ENG 211 Introduction to Linguistics I	3
ENG 405 Editing English Prose	3
ENG 509 Composition for Teachers (fall only)	3

Select two courses beyond University Studies in theatre, folklore, journalism, or English as a second language

*Six of these hours can be counted from University Studies.

Mathematics (24-25 hours)

The requirements for students choosing mathematics as a content area of specialization are based on standards developed by the National Council of Teachers of Mathematics, KERA *Goals and Academic Expectations*, and the *Core Content for Assessment*. The NCTM standards for middle grades include four common threads (reasoning, communication, problem solving, and connections) as well as content area standards of number, computation and estimation, probability, statistics, algebra, geometry, and measurement. Kentucky's *Goals and Academic Expectations* and the *Core Content for Assessment* focus mathematics instruction on seven core areas: number, mathematical procedures, mathematical structure, measurement, space and dimensionality, change, and data.

Required

MA 201 Mathematics for Elementary Teachers I	3
MA 202 Mathematical Problem Solving for Elementary Teachers	3
CS 101 Introduction to Computing I	3
*MA 123 Elementary Calculus and Its Applications	3
or	
MA 113 Calculus I	4
**STA 291 Statistical Method	3
MA 310 Mathematical Problem Solving for Teachers	3
MA 341 Topics in Geometry (fall only)	3
MA 162 Finite Mathematics and Its Applications	3

*Up to six credits may be counted from University Studies.

**If STA 200 was taken to fulfill Inference and Communication Skills of University Studies, STA 291 is still required.

Science (31-34 hours)

The content area preparation required for students in the middle school education program is based on the standards adopted by the National Science Teacher's Association as well as Kentucky's *Core Content for Science Assessment* and the *New Teacher Standards*. It is important that science teachers have strong content preparation in the sciences. This is needed to communicate modes of scientific inquiry, select appropriate learning experiences, guide students in their early scientific efforts, and help students apply scientific knowledge and skills in their daily lives.

Required: (12 hours)

BIO 150 Principles of Biology I	3
BIO 151 Principles of Biology Laboratory I	2
BIO 152 Principles of Biology II	3
BIO 325 Introductory Ecology	4

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Select **one** of the following four sequences in Chemistry, Geology, and Physics (9-10 hours)

Sequence 1

CHE 105 General College Chemistry I	3
CHE 107 General College Chemistry II	3
CHE 115 General Chemistry Laboratory	3

Sequence 2

GLY 220 Principles of Physical Geology	4
GLY 230 Fundamentals of Geology I	3
Elective in Earth Science	3

Sequence 3

PHY 211 General Physics (Physics Sequence I)	5
PHY 213 General Physics (Physics Sequence I)	5

In addition, students must complete a minimum of five hours in each of the two physical sciences remaining. These five hours must include laboratory work in each area. * Six credits total can be counted from University Studies (10-12 hours).

*Students who wish to use physics as the science for one five hour block may also choose the sequence: PHY 151 Introduction to Physics; PHY 152, Introduction to Physics; and PHY 153, Laboratory for Middle School Teachers.

Social Studies (33 hours)

The middle school social studies content area teacher preparation program is guided by two principles: first, a commitment to continuous improvement based on reflection, evaluation, and on-going research; second, a commitment to peer collaboration as a source of professional growth. The program is guided by the National Council for Social Studies document, *Expectations of Excellence*, and the Kentucky *New Teacher Standards*.

Area 1 – World Regional Geography and Cultural Anthropology (9 hours)

Required

GEO 152 Regional Geography of the World	3
ANT 241 Origins of Old World Civilization	3

Select one from the following courses:

ANT 242 Origins of New World Civilization	3
GEO 172 Human Geography	3
GEO 160 Lands and Peoples of the Non-Western World	3
SOC 354 The Family in Cross-Cultural Perspective	3

Area 2 – World History (9 hours)

Select nine hours from the following courses:

HIS 104 History of Europe Through the Mid-Seventeenth Century	3
HIS 295 East Asia to 1800	3
HIS 254 History of Sub-Saharan Africa	3
HIS 206 History of Colonial Latin America, 1492-1810	3
HIS 285 History of Russia to 1825	3
HIS 247 History of Islam and Middle East Peoples, 500-1250 AD	3
HIS 248 History Islam and Middle East Peoples, 1250 to the Present	3

Area 3 – American History (9 hours)

While most students will take HIS 108 and 109, those who had either AP American history or received an **A** in their high school American history course, should be advised to select courses above the 100 level.

Select nine hours from the following courses:

HIS 108 History of the United States Through 1865	3
HIS 109 History of the United States Since 1865	3
HIS 260 Afro-American History to 1865	3
HIS 265 History of Women in America	3
HIS 568 Native American History: The East	3
HIS 465 Emergence of Modern America, 1877-1917	3

Area 4 – Sociology, Political Science and Economics

Electives (6 hours)

Students must select six hours from one of the following disciplines: sociology, political science or economics. At least three of the hours must be at the 300 level or above.

Six credits total can be counted towards the Social Studies subject area from University Studies.

Special Education/LBD (34 hours)

(Open only to students seeking both Middle School and Special Education/LBD certification. Students who plan to complete the Special Education LBD requirements complete only one of the above content areas of specialization. If a student changes plans and completes only the Middle School program. An additional approved Middle School content area of specialization must be completed.) Students seeking both Middle School and Special Education/LBD certification will have an advisor in the Department of Special Education and Rehabilitation Counseling.

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