

Early Elementary Education

College
of Education

Requirements for Program

The Early Elementary Education Program is aligned with the Kentucky Teacher Standards of the Kentucky Education Professional Standards Board, and the national standards for elementary education approved by the National Council for the Accreditation of Teacher Education.

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 on-going 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 UK Core requirements; (2) complete the program related studies courses; and (3) complete the professional education component.

Continuous Assessment

1. Admission to the program is based on a selective admission process that generally occurs after students have completed at least 45 hours of university course work. All students are expected to meet the standards and rules for Admission, Retention and Completion from the Teacher Education Program as set forth in the section “Admission, Retention and Completion from Teacher Education Programs” in the *College of Education* section of the *2017-2018 UK 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) 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 16-18 weeks of student teaching, concentrating on the ages in grades P-5. (See the section on “Student Teaching” in the *College of Education* section of the *2017-2018 UK Bulletin* for additional information on student teaching.)

UK Core Requirements

See the *UK Core* section of the *2017-2018 Undergraduate Bulletin* for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 111 Introduction to Contemporary Mathematics 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

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University of Kentucky is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call 404-679-4500, or online at www.sacscoc.org for questions about the accreditation of University of Kentucky.

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Graduation Composition and Communication Requirement (GCCR)

EPE 301 Education in American Culture 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Program Related Studies (47 hours)

A-E 200 Workshop in Design Education for Elementary Teachers 3

MUS 266 Teaching Music in Elementary Grades 3

MA 201 Mathematics for Elementary Teachers 3

MA 202 Mathematics for Elementary Teachers 3

PSY 100 Introduction to Psychology 4

EES 160 Geology for Teachers 3

PHY 160 Physics and Astronomy for Teachers 3

BIO 103 Basic Ideas of Biology 3

BIO 111 General Biology Laboratory 1

HIS 104 A History of Europe through the Mid-Seventeenth Century
and

HIS 105 A History of Europe from the Mid-Seventeenth
Century to the Present

OR

HIS 108 History of the United States Through 1876

and

HIS 109 History of the United States Since 1877 6

Choose **one** of the following courses:

HIS 580, PS 456G, APP 200, GEO 322, HIS 240 3

LIS 510 Children's Literature and Related Materials 3

Select **two** courses from the following:

†MA 310, MA 241, EDC 334, ENG 207, LIN 211, ENG 230, ENG 260, ENG 280, ENG 290, WRD 205 6

Free Elective 3

Professional Education Requirements (48 hours)

EDP 202 Human Development and Learning 3

EPE 301 Education in American Culture 3

*KHP 380 Health Education in the Elementary School 2

*KHP 382 Physical Education for Elementary School Teachers 2

*EDC 329 Teaching Reading and Language Arts 3

*EDP 303 Teaching Exceptional Learners
in the Elementary Classroom 2

*EDC 323 Classroom Management and Discipline 3

*EDC 322 Elementary Practicum 3

*EDC 326 Teaching Social Studies in the Elementary School 3

*SEM 328 Teaching Science in the Elementary School 3

*SEM 337 Teaching Mathematics in Elementary Schools 3

*EDC 339 Designing a Reading and Language
Arts Program for the Elementary School 3

*EDC 317 Introduction to Instructional Media 1

*EDS 447 Strategies for Including Students with
Disabilities in the Elementary Classroom 2

*EDC 433 Student Teaching in the Elementary School 12

†Course not recommended for ELED majors.

*These courses require admission to the Teacher Education Program.

**EDS 447 is no longer offered; EDS 547 (3 hours) is acceptable as a substitute course.

Electives

Electives for 120 total credit hours chosen with the help of an advisor.

TOTAL HOURS **120**