

THE SCHOOL OF EDUCATION

The School of Education of University of the Cumberland continually strives to keep pace with current trends and development in teacher training to meet the needs of prospective teachers and to stimulate an increased interest in the improvements in teaching practices. The teaching profession, along with other professions, has the responsibility to ensure that the welfare of society is safeguarded and enhanced. The quality and dispositions of our teachers is of primary importance to the growth and preservation of our society. Consequently, both the public and the teaching profession demand that those who enter the profession be fully qualified to accept the responsibility of being a teacher. Therefore, the Teacher Education/Admissions committee reserves the right to recruit, admit and retain in the Professional Program, only those students who show evidence of being academically, physically, mentally and emotionally capable of performing in an acceptable and professional manner. The standards for admission to Teacher Education are inclusive of those for admission to the University and include other criteria outlined by the Teacher Education/Admissions Committee and the Education Professional Standards Board. Therefore, admission to the University does not automatically guarantee that the student will be admitted to the Teacher Education Program.

Purpose Statement

The purpose of University of the Cumberland's School of Education is to develop entry level education students into highly qualified, knowledgeable and caring teachers. Acknowledging that all children can learn, the School of Education's responsibility is to provide training and experiences using best practices for teacher education candidates.

Program Goals

1. To offer undergraduate programs based upon a strong liberal arts background and to foster both reflective and critical thinking skills. The ultimate goal of the School of Education is to develop entry level education students into highly qualified, knowledgeable and caring teachers who provide for diverse learners.
2. To provide students with the pedagogical instructional methods necessary to meet the Kentucky Teacher Standards and University of the Cumberland's Standards.
3. To develop each student's abilities to critically reflect and assess their skills, thereby providing the opportunity for growth.
4. To continue to both foster and develop appreciation and refinement of ethical and Christian moral values in future teachers.
5. To develop oral, written and information literacy skills.

Admission and Retention in the Teacher Education Program

PLEASE NOTE: Since the Education Professional Standards Board (EPSB) has the sole authority of official certification and licensure, changes in requirements must be adhered to within the effective dates determined by the EPSB, regardless of the student's entry date or time in the program pursued.

All students who plan to prepare for teaching are required to make application through the Office of Teacher Education in the School of Education. This application should normally be completed once the prerequisites are complete, usually in their sophomore year. Students who decide to enter Teacher Education later in their college career may be admitted. This late admission, however, may cause a delay in the actual student teaching experience and recommendation for eligibility for certification. For a thorough description of the guidelines, requirements and procedures related to admission and retention in the Teacher Education Program, see the Teacher Education Handbook available online.

Students transferring to University of the Cumberland or returning student who have not enrolled at the University any semester during the past three years must attend University of the Cumberland for one full semester as a full time student or have completed twelve semester hours in consecutive semesters as a part-time student immediately prior to being considered for admission to Teacher Education.

General Education Curriculum

Candidates pursuing teacher certification must complete the University's General Education Curriculum detailed earlier in this catalog. Within this curriculum all candidates must take PSYC 131 Basic Psychology in fulfillment of Section IVb since this course is a pre-requisite of courses in the Professional Education curriculum. In addition, to fulfill Professional Education requirements, all teacher education candidates should complete COMM 230 Introduction to Public Speaking and BMIS 130 Introduction to Application Software to fulfill the requirements of Section VI.

Depending upon the certification area pursued, candidates should select other General Education courses which may also count towards completion of other Professional Education requirements, or towards Related Studies, Emphasis, or Specialization requirements. These requirements are outlined below for each certification area.

Advisors will assist candidates in selecting and completing all General Education and certification requirements in an efficient and timely fashion.

Professional Education Requirements

Any substitutions for curricular requirements detailed below must be recommended to the Registrar by the candidate's advisor and by the Chair of the Undergraduate Department in the School of Education after consultation with appropriate departmental and content area faculty.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN ELEMENTARY EDUCATION –72 semester hours plus emphasis area

Elementary Education (P-5) — The Elementary Education Program (P-5) is designed for those students wishing to be certified in grades P-5. Individual programs should be planned with an advisor from the faculty of the School of Education. In addition to the General Studies and required Professional Education courses (listed below), students pursuing this option must also complete one academic emphasis of Mathematics, Science, English/Communications, Fine Arts/ Humanities, Social and Behavioral Studies, Interdisciplinary, or in Special Education Learning and Behavior Disorders.

General Education Courses – Taking the following General Education courses will facilitate the timely completion of certification requirements detailed below:

MAOL 130 & MATH 230 – These courses are required of all Elementary Education candidates and together fulfill Section IIIa of the General Education Curriculum.

PSYOL 131 (Section IVb) – A prerequisite for courses required Professional Education courses

PLOL 233 (Section IVb)

BMOL 130 (Section VI)

COMOL 230 (Section VI)

When these General Education courses are listed below, they are marked with an asterisk (*).

P-5 Professional Education Courses – 48 credit hours

EDOL 235	Basic Concepts Concerning Education
EDOL 331	Studies in Education: Special Topics in Literacy
EDOL 237	Effective Teaching Practices
ELEMOL 331	Reading and Language Arts I
MAOL 332	P-5 Teaching Math
ELEMOL 334	P-5 Teaching of Social Studies
ELEMOL 338	Reading and Language Arts II
ELEMOL 339	P-5 Teaching of Science
ELEMOL 430	Classroom Management and Behavior
ELEMOL 491	Supervised Student Teaching: P-5
PSYOL 232	Psychology of Human Development (prerequisite: PSYOL 131*)
PSYOL 238	Psychology of Learning and Exceptionality (prerequisite: PSYOL 131*)
SPOLE 233	Survey of Individuals with Exceptionalities (P-12)

Required Related Studies – 24 credit hours

ARTOL 331	School Art
BMOL 130*	Introduction to Application Software
COMOL 230*	Introduction to Public Speaking
ELEMOL 233	Children's Literature
HEOL 438	Health Education in the School and Community
HSOL 337	Race and Diversity
POLS 233*	American National Government
MUOL 331	School Music

Academic Emphasis Area – 21-23 hours

1. Interdisciplinary Studies—23 hours

Required Courses

BLOL 130*	General Biology (with BLOL 110* General Biology Laboratory)
CHOL 140*	Chemistry for Everyday Life OR PHYSOL 137*/117* Physical Science with Lab OR PHYSOL 140 Astronomy
HLOL 137	World Civilization to 1648 or HLOL 138* World Civilization since 1648
MAOL 130*	Concepts of Mathematics for the Elementary and Middle School Teacher I

Electives

The courses chosen as electives cannot have been taken for General Education credit. Some of the courses are taught in a rotation of semesters. Refer to the Undergraduate Catalog for the semesters courses are to be offered. A minimum of nine (9) semester hours may be chosen from the following courses, NO TWO WITH THE SAME PREFIX. Candidates may need to choose an additional elective from the following options in order to meet graduation requirements.

BUOL 135	Principles in Macroeconomics
BUOL 136	Principles in Microeconomics
BLOL 231	Introduction to Environmental Science
COMOL 332	Small Group Communication in Organizations
ENOL 330	Literary Studies
FREOL 131	Elementary French I
GEOL 131	Human Geography
GEOL 231	Environmental Geography
HEOL 234	First Aid and Safety
HEOL 338	Family Life
MUOL 401	World Music
PHYSOL 140	Astronomy
PHYSOL 241	Physics I
PLOL 235	Introduction to International Relations
SPAOL 131	Elementary Spanish I

*Though all of these courses are elective options, all of the above courses may not be offered in an online format through the School of Lifelong Learning.

Description of Courses

Many of the following courses require field experiences. Please refer to the Teacher Education Handbook for current requirements.

EDOL 235. Basic Concepts Concerning Education

An overview of teaching through a study of historical, social, and philosophical foundations of American Education with an orientation to an analysis of the organization and function of today's school. Litigation and legislation related to schools are also presented. This course is required of all students in teacher education. Credit, 3 hours. Offered Fall and Spring semesters. Field experience required.

EDOL 237. Effective Teaching Practices

This course is designed to assure that candidates will understand the concept of pedagogy and explore the various instructional strategies, methods and materials specific to teaching in the content areas. Specific pedagogical approaches congruent with CHETL standards and appropriate to Language Arts, English, Math, Science, Social Studies, Art, and Special Education will be investigated and practiced. Candidates will investigate and practice lesson planning assessment, classroom management, co-teaching strategies and best practice in the content areas. They will engage in practical application of these concepts in their areas of concentration in the public school classroom through teaching lessons and completing prescribed reflections on their experiences. Clinical Hours: Forty hours for elementary, middle school and 45 hours for high school are required. Fee: \$50. Credit: 3 hours. Offered every semester.

EDOL 331. Studies in Education: Special Topics in Literacy

This course is designed to address the demands, pedagogy, and possibilities of reading and writing in the content areas, P-12. The course will emphasize "both halves of literacy," not simply reading, in all public school classrooms. While writing as communication will merit attention, writing for other reasons

(especially learning) will also be featured. Similarly, reading in subjects other than Language Arts/English will be studied, especially why and how language varies from one discipline to another and from one grade level to another. There will also be attention to new literacies and technologies that have become increasingly important and powerful in the new millennium. Emphasis will also be placed on student diversity specifically the study of meeting the educational needs of diverse learners. Prerequisite: Formal admission to the Teacher Education Program. Credit, 3 hours. Offered each semester. Field experience required.

ELEMOL 331. Reading and Language Arts I

An overview of methods, principles, and practices in teaching of reading and language arts. Various teaching techniques used in developing basic reading and writing skills are studied. Demonstrations of teaching reading at various grade levels are required. Prerequisite: Formal admission to the Teacher Education Program. Credit, 3 hours. Offered Fall semester only. Field experience required.

MAOL 130. Concepts of Mathematics for the Elementary and Middle School Teacher I

This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky Core Academic Standards. It is a study of our numeration system and bases, number theory, and the real number system with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout. Critical thinking is sharpened through problem solving investigations requiring the use of fractions, decimals, and per cents. Manipulative aids and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit, 3 hours. Offered Fall and Spring Semesters.

MAOL 230. Concepts of Mathematics for the Elementary and Middle School Teacher II

This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky Core Academic Standards. It is a study of probability, statistics, measurement, and geometry with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout with various problem-solving techniques. Manipulative aids, cooperative learning, and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit, 3 hours. Offered Fall and Spring Semesters.

MAOL 332. P-5 Teaching Math

This is a course in modern methods and teaching mathematics in grades P-5 with emphasis upon practical demonstrations and critiques of methods. The class focuses on the fundamental core of effective teaching of mathematics which combines an understanding of how students learn, how to promote that learning by teaching through problem-solving, and how to plan for and assess that learning on a daily basis. The class provides perspectives on trends in mathematics education and the process of doing mathematics. Additional perspectives on mathematics for children with diverse backgrounds and the role of technology are also discussed. Prerequisites: Formal admission to the Teacher Education Program. Credit, 3 hours. Offered Fall and Spring semesters. Field experience required.

ELEMOL 333. Children's Literature

This course is a comprehensive study of children's literature. Practical laboratory experiences are provided in storytelling, puppetry, dramatization, choral reading, and the use of instructional media aids. Credit, 3 hours. Offered Fall and Spring Semesters.

ELEMOL 334. P-5 Teaching of Social Studies

Methods, principles, and practices in teaching social studies. Techniques, strategies, observations, and demonstrations of lessons are required. Prerequisite: Formal admission to the Teacher Education Program. Credit, 3 hours. Offered Spring Semester only.

ELEMOL 338. Reading and Language Arts II

A continuation of Reading and Language Arts I with the addition of a study of reading disabilities, their diagnosis, and correction. An in-depth focus of the writing process and its implementation in the classroom will be examined as well. Prerequisite: Formal admission to Teacher Education Program. Credit, 3 hours. Offered Spring semester only. Field experience required.

ELEMOL 339. P-5 Teaching of Science

Focuses on methods and materials of teaching sciences in grades P-5. Techniques of questioning used in lesson plans, demonstrations, experiments, and evaluations are emphasized. Demonstrations of teaching science at various levels are required. Prerequisite: Formal admission to Teacher Education Program. Credit, 3 hours. Offered Fall semester only.

ELEMOL 430. Classroom Management and Instruction

This course serves as the professional education capstone experience. Candidates will analyze the scope, functions, and types of elementary and middle school education. Research-based practices in content specific subject areas are studied through lecture, cooperative group work, independent study, technologies, case studies and simulations. Candidates are required to spend time with public school content area teachers to engage in coursework and pedagogical practice in an effort to develop, practice, implement, assess and reflect teaching strategies and skills. Candidates will identify curriculum issues, disaggregate and analyze classroom, district, anecdotal, personal and school data in an effort to realize and understand the impact of current instructional and reform initiatives in the P-12 school environment. Candidates utilize conceptual, strategic, evaluative and communicative knowledge as they prepare to help all students learn and close the achievement gap. The Kentucky and University Teacher Standards and Unbridled Learning are an integral part of the course content. Field experience required. Prerequisite: Formal admission to Teacher Education program. Credit, 3 hours. Offered Fall and Spring semesters. Field experience required.

ELEMOL 491. Supervised Student Teaching - Elementary

Actual classroom teaching under the supervision of a cooperating teacher(s) of the same areas or levels as required for certification. Teacher candidates will participate and refine skills in all areas of teaching such as lesson planning and implementation, assessment and analysis, management and problem solving for the best interest of the students. Reflective conferences are held with the Cooperating Teacher, University Coordinator, and the Teacher Candidate. Seminars to further professional skills are conducted at appropriate times during the semester. (ELEMOL 491 is taken for six (6) hours credit if SPED 499 is taken during the same semester.) ELEMOL 430, ELMOL 430 or EDOL 432 with a C or better, Application to Student Teaching Credit, 12 hours. Offered Fall and Spring semesters. Fee required.

SPOL 233. Survey of Individuals with Exceptionalities (P-12)

This course, required for all students pursuing teacher certification, is an overview of learners with exceptionalities and is required for all education majors and serves as a pre-requisite for all other special education courses. Emphasis is on characteristic analysis, understanding, identification, and prioritization of educational practices, learning environments, instruction strategies, and accommodations for learners with disabilities. Credit, 3 hours. Offered Fall and Spring semesters. Field experience required.

Other Courses Offered to Support Teacher Education Program

ARTOL 331. School Art

A study of the child and the elementary art curriculum with pertinent productive studio/laboratory activities. Note: ARTOL 131 is strongly recommended as a prerequisite for those students who have had no art in high school. Credit, 3 hours.

COMOL 230. Introduction to Public Speaking

An introductory course designed to help students effectively research, organize, construct and deliver their ideas in a variety of speech forms. Other topics include critical listening, audience analysis and language usage. Credit, 3 hours.

HEOL 438. School Health Education

This course examines instructional methods and strategies relevant to implementing comprehensive health education content for grades P-8. Credit, 3 hours.

MUOL 331. School Music

A course designed for elementary classroom teachers dealing with the fundamentals of music and materials for grades P-5. Credit, 3 hours.

PSYOL 238. Psychology of Learning and Exceptionality

This course is designed primarily for Education majors and is required to complete a teaching degree. It is a study of learning as a process of change. The scope of the course includes investigations of the relationship of behavioral, social, cognitive, and information processing learning and motivational theories to instruction, principles of behavior and classroom management, standardized and teacher-constructed tests, exceptionality, and planning of instruction. Prerequisites: PSYOL131, PSYOL 232. Credit, 3 hours.