University of the Cumberlands

School of Education
Undergraduate Handbook
2018 - 2019

Think for Tomorrow: Preparing for Tomorrow Today
The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited University of the Cumberlands to award the Bachelor of General Studies, Bachelor of Science, Bachelor of Arts, Bachelor of Music, and the Master of Education Degrees. Additionally, the Kentucky Education Professional Standards Board for Teacher Education and Certification has approved all aforementioned degree programs, and has certified that these degree programs may lead to appropriate teacher licenses based on the National Council of Accreditation for Teacher Education (NCATE) standards.

University of the Cumberlands complies with all applicable federal and state non-discrimination statutes and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, or disability. The University may distinguish on the basis of religion in any position of employment in order to fulfill its purpose.

Member

- American Association of Colleges of Teacher Education
- American Council of Education
- College Entrance Examination Board
- Council of Independent Colleges and Universities -- Council of Independent Colleges
- Council of Kentucky Independent Colleges and Universities -- Association of Independent Kentucky Colleges and Universities
- Kentucky Independent College Fund
- Southern Association of Baptist Colleges and Schools -- International Association of Baptist Colleges and Universities

University of the Cumberlands is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools

The word "candidate" in any official University of the Cumberlands publication is defined to be all persons enrolled full- or part-time in any educator preparation course or program. Candidates are distinguished from “students” in P-12 schools. As much as possible, this distinction is made throughout this document.

University of the Cumberlands reserves the right to make any necessary changes without prior notice. All programs are subject to changes as mandated by the Kentucky Education Professional Standards Board. Failure to read this bulletin does not excuse candidates from the requirements and regulations described herein.
Although University of the Cumberlands makes every effort to maintain current information, the information contained within this handbook is subject to change without notice.

Candidates should maintain regular contact with their advisors to ensure a timely graduation.

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Reflective Constructors of Quality Learning Experiences through Critical Thinking

Introduction

The primary incentive for the preparation of this Handbook is to acquaint the candidate interested in becoming a teacher with the regulations and procedures as required by University of the Cumberlands, Council for the Accreditation of Educator Preparation (CAEP), and the Kentucky Education Professional Standards Board.

The School of Education of University of the Cumberlands strives continually to keep pace with current trends and developments in teacher training to meet the needs of prospective teachers and to provide quality learning experiences. As the University’s Mission Statement affirms, the goal of higher education is to ensure that the welfare of society is safeguarded and enhanced. Because the quality of our teachers is of primary importance to the growth and preservation of our society, the educator preparation programs are designed to help candidates discover, engage, analyze, evaluate in order to construct knowledge and skills, reflect on their professional strengths and growth areas, and provide for a diverse population of learners.

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 Educator Preparation Advisory Committee (EPAC) of University of the Cumberlands reserves the right to recruit, admit, and retain in the Professional Program only those candidates who reveal potential academically, pedagogically, physically, mentally, and emotionally to perform in an acceptable and professional manner. Candidates are expected to consistently demonstrate the dispositions of communication, critical and creative thinking, and professionalism. Candidates should commit to excellence, integrity, and the Kentucky Professional Code of Ethics.

Purpose Statement
The purpose of University of the Cumberlands’ School of Education is to develop entry level education candidates 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 Student Teacher/Teacher Candidate Interns.

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 candidates into highly qualified, knowledgeable, and caring teachers who provide for diverse learners.
2. To provide candidates with the pedagogical knowledge and skills necessary to meet the InTASC Standards, University of Cumberlands’ Standards, KFFT, and any applicable SPA standards.
3. To develop candidates’ abilities in the area of metacognition in order to critically reflect and assess their skills, thereby providing them the opportunity for growth.
4. To continue to both foster and develop the appreciation and refinement of ethical and Christian moral values in future teachers.
5. To develop oral, written, and information literacy skills.
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11 The Teacher demonstrates behavior supportive of the University’s Mission Statement with particular emphasis on the School of Education’s identified dispositions

The teacher evidences behaviors ascribed to in the College's Mission Statement with particular emphasis on communication, critical and creative thinking, and professionalism.

Standard 12 Kentucky School Professional Code of Ethics

The teacher demonstrates behaviors supportive of the Kentucky School Personnel Code of Ethics, demonstrates a commitment to excellence and professional integrity.
Dispositions are a teacher’s beliefs and attitudes that influence behaviors and interactions with students, parents, colleagues, and others. University of the Cumberlands strives to provide teacher preparation programs that nurture the candidate’s dispositions of communication, critical and creative thinking, and professionalism. Each of the three (3) dispositions may be clearly evidenced as candidates demonstrate the following habits and behaviors.

**UC Standard 11: Dispositions**

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**UC Standard 11: Kentucky Teacher Code of Ethics**

Kentucky Professional Code of Ethics

University of the Cumberlands Professional Dispositions (Standard XII)

16 KAR 1:20. Professional code of ethics for Kentucky school certified personnel.

RELATES TO: KRS 161.028, 161.040, 161.120
STATUTORY AUTHORITY: KRS 161.028, 161.030
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless
disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) To parents:
1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:
1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)
Ideally, a planned program should be initiated and approved by the second semester of the sophomore year. Successful progress at University of the Cumberlands does not automatically qualify candidates for admission to the Teacher Education Program. Prior to admission to the program, candidates must have completed at least 30 hours in the general curriculum and shall meet the specific requirements outlined below under Requirements for Admission to Teacher Education. Additionally, candidates are allowed to take no more than 9 hours of introductory course work in the teacher education curriculum prior to admission to the Teacher Education Program. These courses are identified below and provide the basis for School of Education faculty recommendations for admission to the Teacher Education Program. All candidates who plan to prepare for teaching are required to make application through the School of Education’s Office of Teacher Certification. The School strongly recommends that applications be completed during the sophomore year or the first semester of the junior year at the latest. All candidates pursuing Teacher Education must have an advisor in the School of Education. Candidates who decide to enter Teacher Education later in their college careers may be admitted; however, late admission to the program may cause a delay in the actual Student Teaching/Professional Experience, timely graduation, and recommendation for certification eligibility. Candidates who are admitted to the Teacher Education Program after the sophomore year must work closely with their advisors to ensure all required coursework is completed for a timely graduation.

Requirements for Admission to Teacher Education

- Candidates must provide official documentation of the following:

  Beginning September 1, 2014 as identified in 16 KAR 5:020, Standards for admission to educator preparation, the amendments replace the current Praxis Pre-Professional Skills Tests (PPST) with the Praxis Core Academic Skills for Educators: Reading, Writing, and Mathematics.

  Candidates should begin taking the Praxis Core Academic Skills for Educators (CASE) tests with passing scores for all three sections prior to applying to teacher education

  i. Praxis Core Academic Skills for Educators (CASE): Reading (5712) - 156;
  ii. Praxis Core Academic Skills for Educators (CASE): Writing (5722) - 162; and
  iii. Praxis Core Academic Skills for Educators (CASE): Mathematics (5732) - 150.

- Successful completion of EDUC 235 (with a C or better), during which the candidates shall spend a minimum of twenty (20) field hours in the public schools observing, implementing, analyzing, and reflecting on the role of a teacher.
- Become familiar with the Kentucky School Personnel Code of Ethics and sign a statement to personally commit to these standards.
- Complete SPED 233 and EDUC 237 with a C or better.
Complete an initial ePortfolio that will support both the InTASC Standards and the UC Standards.

Sign the Declaration of Understanding of Teacher Education Requirements

Submit documentation of having satisfactorily passed (with grade of C or better) the courses ENGL 131 and ENGL 132. If these classes are transferred to UC, candidates must still have a “C” or better in both.

Complete all field/clinical hour requirements in professional course work. A failing grade will be assigned for any course in which the field/clinical experience requirements are not met.

Achieve a grade point standing of 2.75 or above (4.0 scale) overall and within professional education courses and all emphases, specialty areas, and certifiable majors with no D’s or F’s.

Complete a file review with the Teacher Education Certification Officer in March or October of the semester the candidate wishes to be admitted into the Teacher Education Program. During the file review, the candidate schedules the portfolio interview with the University faculty. The candidate must also present recommendations with dispositions assessments from at least three (3) professors familiar with the applicant’s qualifications.

Submit to the Certification Officer a valid and current medical examination that includes a tuberculosis test.

Sign the Character and Fitness statement and submit to the Certification Officer.

Submit the Pillar I ePortfolio by the dates specified. Requirements for Pillar I may be found in the ePortfolio Guidelines. Candidates must achieve a minimum mean score of 2.75 on a 4.0 scale on the Pillar I portfolio.

Submit documentation of moral, social, and ethical dispositions commensurate with the acceptable standards in the school community as well as in the community at large as stated in the Professional Code of Ethics for Kentucky School Personnel. All candidates must adhere to the rules and regulations of the University as stated in University of the Cumberlands’ Handbook.

Dispositions Check – 3.0 on a 4.0 scale. This score will be derived by averaging dispositions completed by professors in EDUC/EDOL235, SPED/SPOL 233, and a content area professor. Online candidates will also include dispositions from both the online advisor and Teacher Certification Clerk. In addition, any professor can choose to complete a disposition survey for any SOE candidate as deemed necessary.

Candidates failing to meet the academic, professional and/or dispositional standards established by the Institution and School of Education will be required to meet with the Undergraduate Department Chair or any other relevant faculty member to complete an Individual Action Plan.

At the conclusion of each semester, the grade point average of candidates is calculated in the Office of the Registrar. Current GPAs are available to candidates and their advisors on MyUC. Candidates having marginal GPAs or GPAs below 2.75 should discuss concerns during the semester advising sessions. If at any time a candidate has difficulty meeting the academic, dispositional or professional standards as established by the University, state, or national standards; the academic advisor, in collaboration with other relevant faculty, should meet with the candidate to develop an Individual Action Plan.
Individual Action Plan Policy

If at any time during the teacher education program, the candidate fails to achieve State, University and School of Education Standards, the candidate is required to meet with the School of Education Undergraduate Department Chair and faculty member and complete an Individual Action Plan.

Areas of concern may include but are not limited to:

- Academic deficiencies
- Unacceptable dispositions
- Failure to complete requirements in a timely manner
- Failure to demonstrate InTASC and University Standards during courses, field experiences, or Student Teaching/Professional Experience.
- Failure to comply with public school policies and procedures during field experiences and Student Teaching/Professional Experience.
- Failure to pass the ePortfolio on the first attempt.

Remedial actions will be identified on a case-by-case, individual basis. Individual Action Plans may include but are not limited to:

- Enrolling in and successfully completing additional course work
- Weekly meetings with SOE faculty to discuss progress
- Attending counseling sessions to address dispositions
- Repeating a course
- Spending additional time in the public school setting
- Attending tutoring session provided by the SOE at no cost to the candidate

Once the candidate and Chair of the School of Education and/or faculty member have agreed upon and signed the Action Plan, a time frame will be established for completion of the remedial steps. The candidate will be monitored on a weekly basis until all requirements are met.

Procedure for Initiating a Candidate’s Individual Action Plan

The School of Education faculty at University of the Cumberlands is committed to helping all candidates learn. Faculty are prepared to offer assistance and guidance to candidates who may struggle to meet the established standards for content knowledge, pedagogical skills, and professional dispositions. However, if a candidate demonstrates a significant need for growth in any or all of these areas, an Action Plan will be initiated and the candidate will be moved to Probationary Status. The following process is followed when an Action Plan is deemed necessary.

1. A professor, academic advisor, P-12 cooperating teacher, School of Education Chair, or candidates themselves may initiate the Action Plan.
2. Collaboratively, appropriate personnel and the candidate will document:
   a. specific area(s) of concern (growth area)
   b. specific actions and strategies designed to eliminate the identified area of concern
   c. an established time line for completion of the strategies and actions
   d. possible resources to support the candidate’s professional growth
   e. time to meet weekly to monitor progress
3. All involved parties, including the School of Education Undergraduate Department Chair and Program Director, will sign and date the Action Plan.
4. The Action Plan’s timeline should be no longer than one academic year.
5. The Action Plan becomes part of the candidate’s file in the UC teacher certification office.
6. The Program Director will monitor the candidate’s progress and completion of the plan.
7. The EPAC Committee will be notified of the Action Plan and must approve the candidate’s successful completion of the plan. If all requirements have been met, the candidate will be notified of permission to continue in the program and of removal of the Individual Action Plan.
8. Candidates who are unsuccessful in meeting the Action Plan requirements will be given a Remedial Action Plan and moved to Probationary Status.
9. If the candidate has not removed the identified area for growth at the end of the Probationary Status, the candidate will be withdrawn from the program.

**Programs**

The programs outlined herein are currently in effect unless otherwise indicated by another date or subsequently modified by circumstances beyond the control of the School of Education. It is incumbent upon candidates to maintain regular contact with their academic and/or education advisors so changes in coursework will not affect the candidates’ graduation date.

**Five levels of certification offered by the State of Kentucky:**
- Ages Birth - K  Interdisciplinary Early Childhood Education (IECE) Online Only
- Grades P-5  Elementary*
- Grades 5-9  Middle School*
- Grades 8-12  Secondary
- Grades P-12  Physical Education, Health, Art, Integrated Music, French, Spanish

*See Program Course Requirements for specific Specialty and Emphasis Areas

**General Program Requirements**

1. All candidates must take EDUC 237: Effective Teaching and EDUC 331: Special Topics courses at University of the Cumberlands. Therefore, a candidate cannot use transfer credit or substitution courses to meet these requirements.

2. All Elementary candidates must take the methods courses (EDUC/EDOL332,
EDUC/EDOL338, ELEM/ELEMOL 334, ELEM/ELEMOL 339, and MATH/MAOL 332) at the University of the Cumberlands. Therefore, a candidate cannot use transfer credit or substitution courses to meet these requirements.

3. All candidates must take the Capstones course (EDUC 430 or EDUC 432), and must take the Student Teaching/Professional Experience course at University of the Cumberlands. Therefore, a candidate cannot use transfer credit or substitution courses to meet these requirements.

4. One-third of work leading to certification must be completed a University of the Cumberlands.

5. The above requirements also apply to one-third of the certifiable academic emphasis, specialty areas, majors and minors.

6. A senior candidate (96 hours or more) may be allowed to take two graduate courses (500-level only). This allowance is primarily designed to be a head start toward a Master’s degree. Qualifying candidates should study the Graduate Catalog and must see the School of Education Undergraduate Department Chair for permission to take graduate courses. No Course credit awarded to satisfy requirements for the provisional teaching certificate may be applied toward the requirements for the master’s degree.

7. Thirty (30) of the last thirty-six (36) semester hours, exclusive of the Student Teaching/Professional Experience course hours, must be accomplished in residence.

8. A minimum of thirty-six (36) semester hours in courses numbered 300 or above must be presented for graduation.

9. A minimum of 128 semester hours must be presented for graduation.

10. Any course substitutions in an emphasis, major, minor, or specialization must be approved by the Registrar, the content area Chair and the School of Education Undergraduate Department Chair.

11. All coursework must be finished BEFORE Student Teaching.

12. All Praxis Exams must be passed BEFORE Student Teaching.

13. Late Work and Absences:
   - 20% per day late penalty for all late work with no late work being accepted after the 3rd late assignment.
   - An automatic grade of “Absence Fail/aF” will be assigned once a candidate has missed more than 20% of class meetings.
14. **Additional Information for Online Candidates**: The University of the Cumberlands’ online program in Elementary Education adheres to the same academic requirements as the on-site programs. Oral and written communication is vital teaching competencies. In order to maintain classroom interaction that allows assessment of communication skills and mirrors the on-site classroom experience, it is an expectation that those enrolling in the online programs have a computer with high-speed internet capabilities that allows inter-active participation in online coursework. Technical information and requirements for enrollment in undergraduate online programming are listed below.

i. **iLearn** is the University of the Cumberlands online learning and teaching environment. You will use iLearn to access all online classes that you are taking at the University of the Cumberlands. iLearn has tools that will enable you to:
   - Easily interact with the instructor and your classmates
   - View assignments
   - View lessons that the instructor has created
   - Review grades that you have received
   - Submit assignments
   - Have live class meetings

ii. **Hardware and Software Recommendations**
   - PC running Windows 7 or higher. (Other operating systems may work but are not recommended.)
   - Chrome web browser (Other web browsers may work but are not recommended.)

iii. Classes meet weekly for eight weeks. Attendance is a requirement. See the University of the Cumberlands’ attendance policy for more information.

iv. Ideally, a planned program should be initiated and approved by the second semester of the sophomore year. (Community College transfer candidates wishing to enroll in the University’s online Bachelor of Science programs in Education should work closely with their advisors at the Community College level to ensure that they are on track for a smooth transition to the University of the Cumberlands.) Early in the second semester of the sophomore year, the prospective candidate should schedule a meeting with an advisor in the School of Education at the University of the Cumberlands to begin planning a program of study. This can be done online or on the phone. Before candidates can apply for admission to the Teacher Education Program at the University of the Cumberlands, they must first gain general admission to the University. Successful progress at University of the Cumberlands does not automatically qualify candidates for admission to the Teacher Education Program. Prior to admission to the Teacher Education Program, candidates must have completed a total of at least 30 hours in general curriculum coursework and shall meet the specific requirements outlined below under Requirements for Admission to Teacher Education. Additionally, candidates are allowed to take no more than 9 hours of introductory course work (EDOL235, SPOL233, and EDOL237) in the University of the Cumberlands' Teacher Education curriculum prior to admission to the program. These courses provide the basis for School of Education faculty recommendations for admission to the Teacher Education Program. All candidates who plan to prepare for teaching are required to make application through the School of Education’s Office of Teacher Certification. The School recommends that applications be completed during the first semester of the junior year or the second semester of the sophomore year.
The Teacher Education Program is essentially organized into three (3) gateway sections that are designed to provide the candidate with continuous feedback. These sections are referred to as Pillars

**PILLAR 1- (Checkpoint I)**

**Formal Admission to the Teacher Education Program**

This is the first “checkpoint” for all education majors. To be formally admitted into the program the candidate must:

- Apply for and be accepted for formal admission to the Teacher Education Program with approval of the EPAC as described in the requirements for Teacher Education;
- Have and maintain at least a 2.75 G.P.A. (overall, in professional education courses, and in major/minor/specialty and emphasis areas) with no Ds or Fs in Professional Education Courses and in major/minor/specialty and emphasis;
- Have achieved a minimum mean score of 2.75 on a 4.0 scale on the Pillar I ePortfolio requirements and interview;
- Have passed the CASE Praxis exam in all three areas (reading, writing, and math) with official scores on record in the Teacher Certification Office prior to application to Teacher Education. If a candidate has taken all three tests and has failed one, he/she will be allowed to proceed with application to Teacher Education so long as the scores are back to the certification office before the ePortfolio is submitted.
- Take and pass ENGL131, ENGL132, EDUC 235, EDUC 237, and SPED 233 with a “C” or higher.
- Have a dispositions’ score of 3.0 on a 4.0 scale. Dispositions will be taken in EDUC 235, EDUC 237, SPED 233, and a content area class. In addition, online students will also include dispositions from the online advisor and Teacher Certification Clerk.

Note: Admission to the Teacher Education Program is a requirement for enrolling in all education courses beyond the initial EDUC 235, SPED 233, EDUC 237

1) The Educator Preparation Advisory Committee (EPAC) determines final admission to the Teacher Education Program. The committee is composed of the Dean of the Education Department (Chair), the School of Education’s Leadership Team, an Associate Dean of Academic Affairs, a Certification Officer of the School of Education, representatives from Arts and Sciences, and representative members of the School of Education. The committee selects its student and P-12 representatives. The committee is charged to safeguard and assure high-quality personnel in teaching. Acceptance and admission to Teacher Education does not take the place of, nor is it the same as, approval and admission to Student Teaching/Professional Experience.
Pillar II- (Checkpoint II)
Admission to Student Teaching/Professional Experience

Prior to admission to Student Teaching/Professional Experience, all candidates must:

- Complete all professional education course work
- Submit the Professional Data Folder to the Director of Student Teaching the semester prior to Student Teaching/Professional Experience;
- Participate in and successfully complete requirements for all courses;
- Maintain at least a 2.75 G.P.A. (overall, in professional education courses and in major/minor/specialty and emphasis areas) with no Ds or Fs in professional education courses and in major/minor/specialty and emphasis area.
- Achieve a minimum mean score of 3.0 on a 4.0 scale on the ePortfolio requirements;
- With the assistance of the Certification Officer, complete a formal application for admission to Student Teaching/Professional Experience;
- Have been in attendance at University of the Cumberlands for one full semester as a full-time student or have completed twelve semester hours in consecutive semesters as a part-time candidate prior to being considered for admission to Student Teaching/Professional Experience;
- Adhere to the rules and regulations of the University as stated in University of the Cumberlands’ Handbook.
- Successfully complete Special Topics (EDUC 331) and either Fundamentals of Secondary Education (EDUC 432), or Classroom Management and Behavior (EDUC 430) the semester immediately prior to Student Teaching/Professional Experience.
- Take and submit to the Certification Officer PRAXIS PASSING Specialty area(s) scores and sub scores for all respective areas for admission to Pillar II Student Teaching/Professional Experience. Scores must be submitted to the Certification Officer at least one month prior to Student Teaching/Professional Experience (December 30th for Spring Student Teachers/July 30th for Fall Student Teachers).
- Take and submit to the Certification Officer PRAXIS PASSING PLT scores and sub scores for all respective areas for admission to Pillar II Student Teaching/Professional Experience. Scores must be submitted to the Certification Officer at least one month prior to Student Teaching/Professional Experience (December 30th for Spring Student Teachers/July 30th for Fall Student Teachers).
Complete all college work and have no incomplete grades at the time of confirmation for the Student Teaching/Professional Experience semester.

In addition to the formal application for Student Teaching/Professional Experience, submit to the Certification Officer a valid and current medical examination that includes a tuberculosis test.

Maintain a minimum grade point average of 2.75 for all college work as well as in the academic emphasis, specialty area, teaching major(s), and certification or endorsement areas. (no D's or F's are accepted)

Complete all required professional education courses with a minimum standing of 2.75 (no D's or F's).

Demonstrate moral, social, and ethical dispositions commensurate with the acceptable standards in the school community as well as the community at large. All applicants must adhere to the rules and regulations of the University. A review of the Kentucky School Personnel Code of Ethics and reaffirmation of the commitment that the candidate made during EDUC 235 Basic Concepts will be a part of admission to Student Teaching/Professional Experience, an orientation seminar during the Student Teaching/Professional Experience semester, and again at exit from the program.

Demonstrate professional behaviors that include factors such as personal hygiene, acceptable interpersonal skills, and a continuing self-assessment of those qualities and dispositions deemed necessary for a professional working with youth.

Meet with the School of Education Undergraduate Department Chair, Undergraduate Program Director or any other relevant faculty member to complete an Individual Action Plan when failing to meet the academic, professional and/or dispositional standards established by the Institution and School of Education.

Complete the FBI background check and the CAN (Child Abuse or Neglect) Registry Check during EDUC 432 or EDUC 430. Student Teacher/Teacher Candidate Intern are responsible for background check processing fees charged by the P-12 School District.

Have a dispositions’ score of 3.0 on a 4.0 scale. Dispositions will be taken in EDUC 331, EDUC 430/432, and a content area class.

All 200 clinical hours with experiences in all required categories completed. The total clinical hours in the UC Database and KFETS must match.

Beginning September 1, 2013, prior to admission to student teaching/professional experience, each teacher candidate shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

(a) Engagement with diverse populations of students that include:
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
2. Students from different socioeconomic groups;
3. English language learners;
4. Students with disabilities; and
5. Students from across elementary, middle school, and secondary grade levels;
(b) Observation in schools and related agencies, including:
1. Family Resource Centers; or
2. Youth Service Centers;
   (c) Student tutoring;
   (d) Interaction with families of students;
   (e) Attendance at school board and school-based council meetings:
   (f) Participation in a school-based professional learning community; and
   (g) Opportunities to assist teachers or other school professionals.

Note:
Candidates pursuing teacher certification must be admitted to the Teacher Education Program prior to enrolling in any 300-level Professional Education Courses including: EDUC 331 Studies in Education: Special Topics in Literacy should be taken with either EDUC430 for elementary and middle school candidates or EDUC432 for P-12 and secondary candidates. Both classes should be taken together the semester before student teaching.

Candidates enrolling in EDUC 331 Studies in Education: Special Topics in Literacy, EDUC 432 Fundamentals of Secondary Education, and EDUC 430 Classroom Management and Instruction will be placed in the course by the Certification Officer. The candidate’s education advisor will inform the Certification Officer when the candidate is ready to take one of these classes. Candidates may not add these courses to their carts on MyUC. Candidates must complete the application for graduation and send the confirmation email from the Registrar to the Teacher Certification Clerk before they can be enrolled in EDUC 331 and EDUC 430.

The Director of Undergraduate Student Teaching will place all candidates with a cooperating teacher in the public school system to complete the required clinical hours for the courses of EDUC 331 Special Topics and either EDUC 432 Fundamentals of Secondary Education or EDUC 430 Classroom Management and Instruction. The candidate will remain with the same cooperating teacher(s) during Supervised Student Teaching/Professional Experience Semester. If the candidate is seeking a secondary certification, they will remain in the original placement throughout the entire semester. If they are elementary or middle school, the candidate will be placed according to their content/emphasis area, by the Director of Undergraduate Student Teaching.

ONLINE STUDENTS: Due to the fact that online classes are only eight weeks long and the workload for the capstone courses (Topics and Management) is intense, candidates will not be allowed to take more than 15 hours this final semester before student teaching (6 hours Term I when taking Topics, 9 hours Term II when taking Management).
Pillar III- (Checkpoint III)
Exit from Student Teaching/Professional Experience

The Student Teaching/Professional Experience is the culmination of the Teacher Education Program. During the actual Student Teaching/Professional Experience semester candidates have the opportunity to refine and use their conceptual, strategic, evaluative and communicative knowledge. They receive feedback from cooperating teachers, university coordinators, other P-12 faculty, and peers as well as engage in self-assessment. They must:

- Maintain at least a 2.75 G.P.A. (overall, in professional education courses and in major/minor/specialty and emphasis areas) with no Ds or Fs in professional education courses and in major/minor/specialty and emphasis areas.
- Complete and submit all required university documents and forms;
- Complete and submit all requirements as specified in the course syllabus and University of the Cumberlands’ Student Teacher/Teacher Candidate Intern (Professional Semester) Handbook;
- Achieve a score of 3.5 on a 4.0 scale on the ePortfolio requirements.
- Have a dispositions’ score of 3.0 on a 4.0 scale.
- Complete the TC1 form with the Certification Officer;
- Achieve a minimum grade of “C” for successful completion of the Student Teaching/Professional Experience course;
- Submit the appropriate PRAXIS II (PLT and Content) scores to the Certification Officer.

Candidates failing to meet the academic, professional and/or dispositional standards established by the Institution and School of Education will be required to meet with the School of Education Undergraduate Department Chair or any other relevant faculty member to complete an Individual Action Plan or the Disposition Feedback Form.

All Student Teaching/Professional Experience course requirements are specified in the handbook available on the Undergraduate Education web page. The University will not recommend licensure until the candidate has met all state and institutional requirements.
Field/ Clinical Experiences

The School of Education defines field experiences as:

A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research.

The intent of field/clinical experiences is to provide candidates with opportunities to:

- Relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;
- Create meaningful, quality learning experiences for all students;
- Study and practice in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations;
- Encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers;
- Answer the question, "Is teaching the career for me?"

As preparation for the student teaching experiences, candidates should have as many authorized field experiences as possible with children and school age young people. The course instructors in the Professional Education block will place candidates in P-12 settings. Candidates must NEVER go to a school to work with pupils without proper clearance from the Superintendent and/or Principal. An unauthorized visit is grounds for disciplinary action.

Several schools are located in the area and may provide classroom or individual experiences in observing, participating, and teaching. Field/clinical experience is one of the requirements for completion of work toward a degree in education.

Failure to successfully complete all field/clinical experiences requirements, as specified by each course instructor, will lead to a failing grade for the class.

Field/ Clinical Experiences and Meeting the Needs of Diverse Populations

University of the Cumberlands’ Education Program has designed field/clinical experiences that prepare candidates to meet the needs of diverse populations and help ALL students learn. Candidates must interact with, document, and reflect on public school experiences with a minimum of:

- two (2) ethnic or culturally diverse groups of which the candidates would not be considered a member,
• different socioeconomic groups,
• English Language Learners (ELL)
• students with disabilities
• students across elementary, middle and secondary levels.

Documentation of course embedded interactions must be submitted to the course instructor and recorded on the University’s electronic Field Experience Reporting Timesheet (Undergraduate Education Website).

**Observation Guidelines for Field/Clinical Placement**

In concert with the National Council for Accreditation of Teacher Education (CAEP), the Kentucky Education Professional Standards Board (EPSB) requires that all candidates have early and on-going experiences in working with diverse populations. Experiences may occur in settings such as public and/or private schools. Candidates are required to **properly document** field/clinical experience hours at the elementary, middle and high school levels. During field/clinical experiences, candidates must be provided with opportunities to observe, participate, assist, and instruct. Professional education field/clinical experiences are designed to provide the candidate with a gradual induction into the roles and responsibilities of teaching.

Candidates should refer to the class syllabus for specific guidelines and hours required. They should enter field/clinical experiences on the electronic timesheet as evidence of meeting the University, EPSB, and CAEP requirements.

The course instructors must approve and arrange all observation placements. Candidates should never ‘just show up’ and expect to be accommodated by school personnel. The instructor makes every effort to make the best placements for all involved. **Changing placements and/or not attending as assigned is NOT PERMITTED** and could lead to a failing grade in field/clinical experience and/or the course as well as disciplinary action.

**Field and Clinical Experiences when Employed by District**

*Education candidates (except student teachers) may be paid for observation hours that also fulfill course requirements.*

*For example:*

- Paraeducators may count hours on the job **as long as the hours fulfill course requirements** as determined by the professor.
- Substitute teachers may count hours on the job **as long as the hours fulfill course requirements** as determined by the professor.

*EDUC/EDOL 235 is an exception to this policy since all field experiences in that course are observational and impossible to complete in a paid setting.*

*Pursuant to 16 KAR 5:040, student teachers **may not** conduct their student-teaching in a*
Frequently asked by candidates:

1) **Who signs my timesheet for approved clinical experiences obtained during my work as a paraeducator or substitute teacher?**
   For approved hours obtained as a paraeducator, the classroom teacher signs the timesheet. For approved hours obtained as a substitute, the principal will sign the timesheet.

2) **Whose demographics do I enter for approved clinical experiences obtained as a substitute teacher?**
   Enter the principal's information into the timesheet since s/he is responsible for supervising substitute teachers.

**Professional dress and field/clinical experience guidelines:**

Candidates shall act professionally as a representative of University of the Cumberlands School of Education and the teaching profession.

1. **Dress should reflect the culture of the school.**
   - Professional dress e.g., khakis, dress slacks/capris, skirts, blouses, collared shirts, shirt with tie, etc. but may not be informal unless approved for school spirit/activities as designated by school administration.
   - Inappropriate dress e.g., low cut or midriff tops, too short skirts/shorts, sagging or low riding/hipster pants, and other restrictive or suggestive clothing is not acceptable.
     - Graphic printed clothing is unacceptable.
     - Tattoos must be covered.
     - Facial/tongue/cartilage piercings must be removed.
     - Chewing gum and tobacco products are prohibited.
   - Eating/drinking during instructional time is prohibited.
     - Proper verbal and written grammar should be used at all times.
   - Inappropriate relationships/behaviors with students and/or other school personnel are prohibited.
   - University/school approved electronic devices may only be used for instructional purposes during observation/classroom time. This includes smart phones, iPods, iPads, eReaders, etc.
     - Personal use of technology for any of the following is prohibited: phone calls, texting, use of Bluetooth, use of social media (i.e. Facebook etc.), online shopping/gaming, etc.

2. **Confidentiality must be maintained at all times- Family Education Rights and Privacy Act (FERPA).** All personally identifiable student educational information is confidential. Confidentiality and Professional Ethics are violated when:
   - any authorized faculty/staff/clinical candidates discuss a student(s) in inappropriate places or situations.
   - faculty/staff/clinical candidates repeat rumors about student(s) or the family.
✓ faculty/staff/clinical candidates discuss personal identifiable information that is confidential in the presence of individuals who are not a part of student(s) education
✓ faculty/staff/clinical candidates discuss personal identifiable information about student(s) that is confidential in a public place

Four tests to support your decision to discuss private student information with other professionals
• What is discussed? (public or private information)
  • Where does the discussion take place? (public or private place)
  • Who may be listening?
  • Why are you discussing this information?

For further information on FERPA you may access the information on this website

The following chart shows the relationship of the Conceptual Framework Knowledge Strands, the InTASC and University Standards and the required number of clinical hours for each course.

### Clinical Experience - Undergraduate

<table>
<thead>
<tr>
<th>Courses (Knowledge Strands)</th>
<th>InTASC Standards</th>
<th>UC Standards</th>
<th>Clinical Hours In Seat</th>
<th>Clinical Hours Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 235 Basic Concepts Concerning Education (CP, E)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>20 (30 for Secondary/ P-12)</td>
<td>20</td>
</tr>
<tr>
<td>EDUC 130 Educational Technology</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>10 (20 for Secondary/ P-12)</td>
<td>20</td>
</tr>
<tr>
<td>SPED 233 Survey of Individuals with Exceptionalities (CP, E, S)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>30 (35 for Secondary/ P-12)</td>
<td>20</td>
</tr>
<tr>
<td>EDUC 237 Effective Teaching Practices (CP, S, E, CM)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>40 (45 for Secondary/ P-12)</td>
<td>20</td>
</tr>
<tr>
<td>EDUC 331 Studies in Education: Special Topics in Literacy (CP, S, E, CM)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>30 (35 for Secondary/ P-12)</td>
<td>30</td>
</tr>
<tr>
<td>EDUC 430 Classroom Management and Behavior (CP, S, E, CM)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>EDUC 432 Fundamentals of Secondary Education (CP, S, E, CM)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>SPED 234 Special Education Instructional Programs (P-12) (CP, S, E)</td>
<td>X X X X</td>
<td>X X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 236 Special Education Programs for Adolescents with Mild</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SPED 238 Special Education Early Childhood Programs (CP, S, E)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SPED 336 Educational Assessment and Prescriptive Programming of Individuals with Disabilities Part I (CP, S, E)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 337 Educational Assessment and Prescriptive Programming of Individuals with Disabilities Part II (CP, S, E)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>InTASC Standards</td>
<td>UC Standards</td>
<td>Clinical Hours</td>
<td></td>
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<td>-------------------------------------</td>
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<td></td>
<td>1    2    3    4    5    6    7    8    9    10    11    12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 130 Concepts of Math for the Elementary and Middle School Teacher (CP, S, CM)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 230 Concepts of Math for the Elementary and Middle School Teacher (CP, S, CM)</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>MATH 332 Math Methods P-5 (CP, S, CM)</td>
<td>X    X    X    X    X    X    X    X    X    X    X    X</td>
<td>X    X</td>
<td>10 10</td>
<td></td>
</tr>
<tr>
<td>MATH 333 Middle School Math Methods (CP, S, CM)</td>
<td>X    X    X    X    X    X    X    X    X    X    X    X</td>
<td>X    X</td>
<td>10 10</td>
<td></td>
</tr>
<tr>
<td>ELEM 333 Children’s Literature (CP, S, E)</td>
<td>X    X    X    X    X    X    X    X    X    X    X    X</td>
<td>X    X</td>
<td>10 10</td>
<td></td>
</tr>
<tr>
<td>ELEM 334 P-5 Teaching of Social Studies (CP, S, E, CM)</td>
<td>X    X    X    X    X    X    X    X    X    X    X    X</td>
<td>X    X</td>
<td>10 10</td>
<td></td>
</tr>
<tr>
<td>ELEM 339 P-5 Teaching of Science</td>
<td>X    X    X    X    X    X    X    X    X    X    X    X</td>
<td>X    X</td>
<td>10 10</td>
<td></td>
</tr>
<tr>
<td>ELMS 335 The Middle School (CP, S, E, CM)</td>
<td>X    X    X    X    X    X    X    X    X    X    X    X</td>
<td>X    X</td>
<td>10 10</td>
<td></td>
</tr>
<tr>
<td>ARTOL 331 School Art</td>
<td>X    X    X    X    X    X    X    X    X    X    X    X</td>
<td>X    X</td>
<td>10 10</td>
<td></td>
</tr>
</tbody>
</table>
Undergraduate placement decisions will:

- Be made by the Director of Student Teaching in collaboration with candidates, principals and teachers of the host public schools;
- Adhere to Education Professional Standards Board requirements for cooperating teachers;

According to 16 KAR 5.040, Cooperating Teachers should exhibit the following criteria:

- A valid teaching certificate for each grade and subject taught;
- At least three (3) years of teaching experience as a certified educator;
- A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
- An ability to model best practices for the delivery of instruction;
- A mastery of the content knowledge or subject matter being taught;
- The demonstration of an aptitude and ability to contribute to the mentoring and development of a pre-service educator;
- An ability to use multiple forms of assessment to inform instruction; and
- An ability to create a learning community that values and builds upon students’ diverse cultures.

The Director of Undergraduate Student Teaching will place all candidates with a cooperating teacher in the public school system to complete the required clinical hours for the courses of EDUC/EDOL 331: Special Topics and either EDUC 432 Fundamentals of Secondary Education or EDUC/EDOL 430 Classroom Management and Instruction. The candidate will remain with the same cooperating teacher for their Supervised Student Teaching/Professional Experience Semester.

Whenever possible,

- cluster Student Teacher/Teacher Candidate Interns in host public schools in an effort to enhance peer support;
- provide Student Teacher/Teacher Candidate Intern with the opportunity to be supervised or collaborate with P-12 faculty members from a diverse population;
- be based on the Student Teacher/Teacher Candidate Intern’s certification area(s), previous field experiences, and the individual needs of the Student Teacher/Teacher Candidate Intern.

Student Teacher/Teacher Candidate Intern will **not** be placed;

- under the supervision of their spouse, or a relative.
- in a classroom with their spouse, or a relative.
- in schools where their children attend.
• in counties or school systems other than those that are contiguous to Whitley County except in extenuating circumstances with the approval of the Director of Student Teaching.

Additionally, all placement decisions are contingent upon the availability of cooperating teachers. Placements are made thoughtfully with the best interest of each individual candidate and teacher in mind.

Questions or Concerns Related to Student Teacher/Teacher Candidate Intern Placements:

Any questions or concerns regarding placement decisions should be made to the Director of Undergraduate Student Teaching. An appeal of the placement decision must be made in accordance with the Appeals Process (waiver request form p. 47) as specified in the University Catalog.

Withdrawal from Student Teaching/Professional Experience:

Student Teacher/Teacher Candidate Intern must be aware that the cooperating teacher’s first responsibility is to the students in his/her classroom. If, at any time, the Student Teacher/Teacher Candidate Intern’s professional skills or personal behavior is such that the classroom students' learning or well-being is being compromised, the cooperating teacher will recommend removal from the classroom. The circumstances surrounding the request for removal will be evaluated by the School of Education Undergraduate Department Chair.

Assuming that no behavior has occurred which violates the Kentucky Code of Ethics or the University of the Cumberlands standards, every effort will be made to reassign the candidate to a new classroom for the remainder of the placement.

Continuous Assessment

The Kentucky Education Professional Standards Board (EPSB) has approved a standards-based teacher certification for Kentucky’s teachers. This type of certification moves away from granting teaching certificates solely on the basis of course work and completion of a field experience. Instead, certification will be based on the addition of the successful performance of the standards-based ePortfolio and the Sources of Evidence (SOE) tasks, which provide excellent sources for assessing teaching performance for several reasons.

First—teaching is a complex activity: — In recent years, teaching has been viewed as a multi-faceted activity through which teachers orchestrate students, curriculum, instruction, assessment, resources, and clerical duties on an hour-by-hour basis. Daily interactions between teachers and others number in the hundreds. Researchers estimate that teachers make over one thousand decisions per day. Successful teachers learn to manage all of these elements as part of their daily routine. Portfolios and SOE tasks provide reviewers with evidence of the candidate’s competencies across a myriad of professional responsibilities.

Second—teaching is contextual: — No two students, classes, schools, or communities are
alike. The decisions that teachers make must be based on their knowledge of the students, the school, and the community. For this reason, a clearly defined set of rules for teaching does not exist. What might work in one situation may not work in another situation. Successful teachers develop the ability to analyze, draw upon their knowledge of people and resources, and make decisions. Because an ePortfolio is developed within the individual teacher’s environment, it reflects that context.

Third—learning about teaching continues beyond formal college study: — Lifelong learners continue to learn about teaching throughout their careers. ePortfolios, because they are completed over extended periods of time, enable reviewers to determine growth in teaching ability. Reviewers may judge how teachers reflect, construct new knowledge, change over time, and learn from their experiences.

Fourth—instructional decisions are data driven: — The ePortfolio offers evidence of the candidate’s and new teacher’s ability to develop and administer pre, post, formative, and authentic assessments. The ability to use data derived from multiple assessment sources in making differentiated instructional decisions as well as identifying professional strengths and growth areas may be clearly documented in the standards-based ePortfolio.

Rationale:
The ePortfolio and SOE tasks provide a way for candidates and teachers to present themselves as thoughtful, competent professionals and to document their experiences during pre-service education and Student Teaching/Professional Experience. The ePortfolio includes carefully selected evidence of performance and self-reflection on each of the InTASC and the two University of the Cumberlands Standards.

Purpose:
The primary purpose of a standards-based ePortfolio is to provide evidence that new teachers have the knowledge, skills and dispositions necessary to become effective teachers. The ePortfolio and SOE tasks should provide evidence of meeting the Kentucky and University Teacher Standards.

Continuous Assessment ePortfolios:
ePortfolios should reflect a candidate’s ability to effectively orchestrate learners, curriculum, and resources in planning and implementing lessons. The following information should be demonstrated within each ePortfolio:

- Evidence that lessons address the needs of learners by being motivating, developmentally appropriate, and student centered;
- Provide evidence that assessment data and contextual factors drive the planning process;
- Indicate that candidates are sensitive to diverse populations, especially with regard to gender, ethnicity, and culture;
- Demonstrate a curriculum that adheres to the guidelines of the Kentucky Curriculum Framework including: Kentucky Core Academic Standards(Academic Expectations, Core Content, Program of Studies,), Quality Core Standards, Program Reviews;
- Demonstrate that through the use of differentiated instructional strategies, connections are made to the student’s world. Inter and intra-disciplinary relationships lead students to view issues from multiple perspectives;
- Establish that candidates have command of their content area and communicate it effectively;
• Provide documentation of the appropriate use of resources, especially technology, appropriately drawn from the school and community;
• Specify that candidates have the ability to develop a variety of appropriate formative and summative assessment approaches, especially those consistent with current P-12 state testing format;
• Show that candidates are encouraged to develop their own strategies for self-reflection and assessment;
• Verify that candidates are capable of establishing a supportive classroom climate;
• Establish that interactions should be positive and challenging, reflecting high expectations for all students;
• Indicate whether or not candidates are sensitive, flexible and have the dispositions necessary to meet the needs of diverse student groups;
• Provide evidence of the candidate’s ability to collaborate effectively;
• Demonstrate leadership, initiative, and tolerance.

Finally, professional growth through reflection should be evident in the standards-based ePortfolio and SOE tasks. They should provide clear evidence that candidates have the ability to improve their teaching through reflection and continued professional development.

Requirements, Content, & Continuous Assessment:
The process for developing the portfolio at University of the Cumberlands is one of growth, learning, and continuous reflective assessment. The process begins with the EDUC 235 Basic Concepts of Education class and concludes with the exit ePortfolio during the Student Teaching/Professional Experience semester. Every item should be original and be evidence of competency in the Kentucky and University Teacher Standards. The entries, taken collectively, must provide evidence that the candidate has met all ten Kentucky Standards as well as the two University of the Cumberlands Standards. Obviously, entries may provide evidence for meeting more than one Standard.

EPortfolio Development
(See ePortfolio requirements.)

<table>
<thead>
<tr>
<th>Pillar I</th>
<th>Successfully meet the requirements for the admission to Teacher Education. (Minimum mean score of 2.75 on a 4.0 scale on the ePortfolio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pillar II</td>
<td>Successfully meet the requirements for admission to Student Teaching/Professional Experience. (Minimum mean score of 3.0 on a 4.0 scale on the ePortfolio)</td>
</tr>
<tr>
<td>Pillar III</td>
<td>Successfully meet the requirements for completion of the Student Teaching/Professional Experience. (Score of 3.5 on a 4.0 scale on the ePortfolio)</td>
</tr>
</tbody>
</table>
Kentucky Association of Professional Educators:
The Kentucky Association of Professional Educators (KAPE) is a professional organization for all Teacher Education candidates at the elementary, middle and secondary levels. Membership is taken at the beginning of each semester for a calendar year. Upon joining the association, the student is a member of the state and national (Association of American Educators, AAE) organizations and receives professional literature and liability insurance.

Kentucky Association of Education (KEA):
The Kentucky Education Association (KEA) is a professional organization for all Teacher Education candidates at the elementary, middle and secondary levels. Membership is taken at the beginning of each semester for a calendar year. Upon joining the association, the student is a member of the state organization and receives professional literature and liability insurance.

Kappa Delta Pi:
The Alpha Delta Upsilon Chapter of Kappa Delta Pi, the International Honor Society in Education, inducts education majors who are first semester sophomores, juniors, and seniors ranking in the top 20 percent of their class, have a minimum G.P.A. of 3.0 on a 4.0 scale, and have 12 semester hours of professional education courses programmed, in progress, or completed. Graduate candidates must have a G.P.A. of 3.25 on a 4.0 scale, be enrolled in a degree program, have completed 6 hours of graduate work, and have 12 hours of professional education courses programmed, in progress, or completed. Induction ceremonies are held in the spring semester.

Departmental Awards

Departmental Awards are presented at the School of Education Spring Banquet for the top candidates in following programs: Elementary, Elementary Online, Middle School, Secondary, P – 12, and Special Education. When possible, both a male and a female candidate will be chosen for each program. Recipients are selected based on the following criteria:

- GPA
- Dispositions Score
- Praxis Content Score (Points above cut score)
- Praxis PLT Score (Points above cut score)
Candidates can be removed from consideration for awards for any of the following:
- Having an Action Plan at any point in the program.
- Missing the deadline for Praxis scores to be submitted to UC.
- Failing to have passing Praxis scores on file at UC.

Initial certification of all new teachers requires the successful completion of appropriate written tests (PRAXIS) selected by the Education Professional Standards Board (EPSB). Tests shall measure those concepts, ideas, and facts that are being taught in teacher education programs in Kentucky. The EPSB shall determine the minimum acceptable level of achievement on each test. Upon completion of the tests and the approved teacher preparation program, a professional certificate valid for five (5) years shall be issued.

A reasonable fee to be paid by the candidate and directly related to the actual cost of the administration of the tests shall be established by the EPSB. Provisions shall be made for persons having less than minimum levels of performance on any test to repeat the test, and candidates will be informed of their strengths and weaknesses in the specific performance areas. Scores will be available only to the candidate and to the education officials who are responsible for determining whether established certification standards have been met. Scores will be used only in the assessment for certification of new teachers and of out-of-state teachers with less than two (2) years teaching experience who are seeking initial certification in Kentucky.

All new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one-year internship. The teacher shall be a full-time employee with supervision, assistance, and assessment during the one-year internship.

Program Requirements

Candidates must be aware that some courses are taught in a rotation of semesters. Refer to the University Catalog for the semesters courses are to be offered.

Elementary Education

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 assigned 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, Spanish, French, or in Special Education Learning and Behavior Disorders.
Course requirements for emphasis areas are found on page 30 and 31.

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

- MATH 130 & MATH 230 – These courses are required of all Elementary Education candidates and together fulfill Section IIIa of the General Education Curriculum.
- PSYC 131 (Section IVb) – a prerequisite for courses required Professional Education courses
- COMM 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**

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

**Required Related Studies -- 24 credit hours**

- ART 331 School Art
- EDUC 130* Educational Technology
- COMM 230* Introduction to Public Speaking
- ELEM 233 Children’s Literature
- HLTH 438 School Health Education
- HSRV 436 Human Diversity and Ethics
- POLS 233* American National Government
- MUED 331 School Music

**Middle School Education**

**Middle School Education (5-9)** — Middle School Education (5-9) is designed for Candidates wishing to be certified to teach in grades 5-9. In addition to the General Studies and required Professional Education courses (listed below), students pursuing this option must also complete two specializations each from Mathematics, Science, English/Communications, Social and Behavioral Studies or Special Education Learning and Behavior Disorders. Required courses for each specialization component are found on page 32.

**General Education Courses** – Taking the following General Education courses will facilitate the timely completion of certification requirements detailed below:
• MATH 130 & MATH 230 – These two courses are usually selected as an option in general education to fulfill Section IIIa for those specializing in mathematics.
• PSYC 131 (Section IVb)
• COMM 230 (Section VI)
When these General Education courses are listed below, they are marked with an asterisk (*).

5-9 Professional Education Courses – 48 credit hours
EDUC 130* Educational Technology
EDUC 235 Basic Concepts Concerning Education
EDUC 331 Studies in Education: Special Topics in Literacy
EDUC 237 Effective Teaching Practices
EDUC 332 Reading and Language Arts
ELMS 335 The Middle School
EDUC 338 Reading and Language Arts II
EDUC 430 Classroom Management and Behavior
ELMS 491 Supervised Student Teaching: Middle Grades
HSRV 436 Human Diversity and Ethics
PSYC 232 Psychology of Human Development (prerequisite: PSYC 131*)
PSYC 238 Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
SPED 233 Survey of Individuals with Exceptionalities (P-12)

Secondary Education
The School of Education in cooperation with other departments offers courses leading to certification to teach in grades 8-12 or P-12. Individual programs should be planned in partnership with the candidate’s content major advisor and education advisor.

General Education Courses – Taking the following General Education courses will facilitate the timely completion of certification requirements detailed below:
   PSYC 131 (Section IVb)
   COMM 230 (Section VI)
When these General Education courses are listed below, they are marked with an asterisk (*).

Professional Education Courses -- 42 credit hours
Required Professional Education courses include the following for both 8-12 and P-12 certification:
   EDUC 130* Educational Technology
   COMM 230* Introduction to Public Speaking
   EDUC 235 Basic Concepts Concerning Education
   EDUC 237 Effective Teaching Practices
   EDUC 331 Studies in Education: Special Topics (prereq: Formal admission to TE)
   EDUC 432 Fundamentals of Secondary Education (prereq: Formal admission to TE)
   EDUC 492 Supervised Student Teaching: Secondary Education
   HSRV 436 Human Diversity and Ethics
   PSYC 232 Psychology of Human Development (prerequisite: PSYC 131*)
   PSYC 238 Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
   SPED 233 Survey of Individuals with Exceptionalities (P-12)

REQUIREMENTS FOR A GENERAL EDUCATION MAJOR (NON-TEACHING)
This program is an alternate program for those students who cannot complete the necessary requirements for a certification program. **Candidates who complete this major will not be eligible for certification.**

**Option I (for students formerly in the P-5 program) -- 36 hours**

- ART 331 School Art
- EDUC 130* Educational Technology
- EDUC 235 Basic Concepts Concerning Education
- ELEM 333 Children’s Literature
- HLTH 438 School Health Education
- HSRV 436 Human Diversity and Ethics
- MATH 130* Concepts of Mathematics for the Elementary and Middle School Teacher I
- MATH 230* Concepts of Mathematics for the Elementary and Middle School Teacher II
- MUSC 401* World Music
- PSYC 232 Psychology of Human Development (prerequisite: PSYC 131*)
- PSYC 238 Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
- SPED 233 Survey of Individuals with Exceptionalities (P-12)

**Option II (for students formerly in the Middle grades program) – 33 hours**

- EDUC 130* Educational Technology
- EDUC 235 Basic Concepts Concerning Education
- EDUC 331 Studies in Education: Special Topics in Literacy
- EDUC 237 Effective Teaching Practices
- ELMS 331 Language Arts and Reading
- ELMS 335 The Middle School
- ELMS 338 Language Arts and Reading Disabilities
- ELMS 430 Classroom Management and Behavior
- PSYC 232 Psychology of Human Development (prerequisite: PSYC 131*)
- PSYC 238 Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
- SPED 233 Survey of Individuals with Exceptionalities (P-12)

Candidates in Option I may use the Academic Emphasis as a minor if the minor has 21 or more hours and at least six hours of 300/400 level courses.

Candidates in Option II may use one of the Specialty Areas as a minor if the minor has 21 or more hours and at least six hours of 300/400 level courses.

All Candidates must complete 128 hours to complete a Bachelor’s degree; and 36 hours of these hours must be from 300/400 level courses.

**REQUIREMENTS FOR A MINOR IN ELEMENTARY EDUCATION (NON-TEACHING) - 24 semester hours as follows:**

**Option I:**

- MATH 130 Concepts of Mathematics for the Elementary and Middle School Teacher I
- MATH 230 Concepts of Mathematics for the Elementary and Middle School Teacher II
- EDUC 235 Basic Concepts Concerning Education
- PSYC 232 Psychology of Human Development
- PSYC 238 Psychology of Learning and Exceptionality
ELEM 333 Children’s Literature
SPED 233 Survey of Individuals with Exceptionalities (P-12)
ART 331 School Art
OR
MUED 331 School Music

**Option II:**
EDUC 235 Basic Concepts Concerning Education
PSYC 232 Psychology of Human Development
PSYC 238 Psychology of Learning and Exceptionality
ELEM 333 Children’s Literature
SPED 233 Survey of Individuals with Exceptionalities (P-12)
SPED 234 Special Education Instructional Programs (P-12)
SPED 236 Special Education Programs for Adolescents with Mild Disabilities (5-12)
SPED 238 Special Education Early Education (P-5)
This minor may be used in any non-teaching Baccalaureate Degree.
### Elementary Emphasis Areas at a Glance *In Seat*

<table>
<thead>
<tr>
<th>English (21hrs)</th>
<th>Fine Arts/Humanities (21hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 131* English Composition I</td>
<td>ART 331* School Art</td>
</tr>
<tr>
<td>ENGL 132* English Composition II</td>
<td>ELEM 333 Children’s Literature</td>
</tr>
<tr>
<td>ENGL 438 Advanced Writing or ENGL 439</td>
<td>ESS 233 Physical Education in Elementary School</td>
</tr>
<tr>
<td>Descriptive Linguistics</td>
<td>MUED 331* School Music</td>
</tr>
<tr>
<td>ENGL 334* American Literature through 1865 or ENGL</td>
<td>Remaining nine (9) hours may be chosen from:</td>
</tr>
<tr>
<td>335* American Literature since 1865</td>
<td></td>
</tr>
<tr>
<td>COMM 230* Introduction to Public Speaking</td>
<td>ART 134* Drawing I</td>
</tr>
<tr>
<td></td>
<td>ENGL 337 Adolescent Literature</td>
</tr>
<tr>
<td></td>
<td>ESS 332 Techniques of Teaching Rhythmic Activities</td>
</tr>
<tr>
<td></td>
<td>THTR 130* Introduction to Theatre</td>
</tr>
<tr>
<td>The remaining 6 hours may be chosen from:</td>
<td>THTR 131* Acting I</td>
</tr>
<tr>
<td>COMM 331 Performance Studies</td>
<td></td>
</tr>
<tr>
<td>COMM 332 Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 432 Theories of Persuasion</td>
<td></td>
</tr>
<tr>
<td>ENGL 230 Literary Criticism</td>
<td></td>
</tr>
<tr>
<td>ENGL 431 Romantic Literature</td>
<td></td>
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<tr>
<td>ENGL 433 Women in Literature</td>
<td></td>
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<tr>
<td>ENGL 432 Studies in Modern Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 437 Studies in British and American Authors or</td>
<td></td>
</tr>
<tr>
<td>Any of the options from choices above: ENGL 334/335*,</td>
<td></td>
</tr>
<tr>
<td>ENGL 438/439</td>
<td></td>
</tr>
</tbody>
</table>

### Science (22-24hrs)

A candidate must select courses from four requirements in this section:

1. CHEM 140* Chemistry for Everyday Life
2. One course selected from the following:
   - BIOL 130*/110* General Biology/Laboratory
   - BIOL 133*/113* Introduction to Population Biology/Laboratory
   - BIOL 134*/114* Introduction to Cellular Biology/Laboratory
3. One course selected from the following:
   - PHYS 137*/117* General Physical Science/Laboratory
   - PHYS 140* Astronomy
   - CHEM 132*/CHEM 111* General College Chemistry I/Laboratory
4. Three courses (at least 9 semester hours) with at least 2 courses (6 semester hours) at or above the 200 level.

### Social and Behavioral Studies (21hrs)

<table>
<thead>
<tr>
<th>HIST 137</th>
<th>World Civilization to 1648</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 138*</td>
<td>World Civilization since 1648</td>
</tr>
<tr>
<td>HIST 231*</td>
<td>American History to 1877</td>
</tr>
<tr>
<td>HIST 232</td>
<td>American History since 1877</td>
</tr>
</tbody>
</table>

Remaining three (3) hours may be chosen from:

<table>
<thead>
<tr>
<th>HIST 331</th>
<th>Kentucky</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 235*</td>
<td>Introduction to International Relations</td>
</tr>
<tr>
<td>GEOG 131</td>
<td>Human Geography</td>
</tr>
<tr>
<td>GEOG 231</td>
<td>Environmental Geography</td>
</tr>
</tbody>
</table>

The remaining six (6) hours must include three (3) semester hours each from two of the following disciplines:

<table>
<thead>
<tr>
<th>BADM 135*</th>
<th>Macroeconomics</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 136*</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>HSRV 436</td>
<td>Human Diversity and Ethics</td>
</tr>
<tr>
<td>POLS 131*</td>
<td>Introduction to Political Science</td>
</tr>
<tr>
<td>SOCI 131*</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

### Mathematics (21hrs)

<table>
<thead>
<tr>
<th>MATH 130*</th>
<th>Concepts of Mathematics for the Elementary and Middle School Teacher I</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 132</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MATH 136</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>MATH 230*</td>
<td>Concepts of Mathematics for the Elementary &amp; Middle School Teacher II</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Geometry for the Elementary and Middle School Teacher</td>
</tr>
<tr>
<td>MATH 335</td>
<td>Introduction to Probability and Statistics Mathematics elective or PHYS 241 Physics I</td>
</tr>
</tbody>
</table>

### LBD (21 hrs.)

<table>
<thead>
<tr>
<th>SPED 234</th>
<th>Special Education Instructional Programs (P-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 236</td>
<td>Special Education Programs for Adolescents with Mild Disabilities (5-12)</td>
</tr>
<tr>
<td>SPED 238</td>
<td>Special Education Early Childhood</td>
</tr>
<tr>
<td>SPED 336</td>
<td>Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part I</td>
</tr>
<tr>
<td>SPED 337</td>
<td>Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part II</td>
</tr>
<tr>
<td>SPED 435</td>
<td>Special Education Methods and Materials (Mild Disabilities) P -12</td>
</tr>
<tr>
<td>SPED 436</td>
<td>Special Education Methods and Materials Emotional/Emotional Disabilities (P-12)</td>
</tr>
</tbody>
</table>
### Interdisciplinary Studies (22hrs)

#### Required Courses
- BIOL 130* General Biology (with BIOL 110* General Biology Laboratory)
- CHEM 140* Chemistry for Everyday Life OR PHYS 137*/117* Physical Science with Lab OR PHYS 140 Astronomy
- HIST 137 World Civilization to 1648 or HIST 138* World Civilization since 1648
- MATH 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 University catalogue 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.

- BADM 135 Principles in Macroeconomics
- BADM 136 Principles in Microeconomics
- BIOL 231 Introduction to Environmental Science
- COMM 332 Small Group Communication in Organizations
- ENGL 330 Literary Studies
- FREN 131 Elementary French I
- GEOG 131 Human Geography
- GEOG 231 Environmental Geography
- HESS 234 First Aid and Safety
- HLTH 338 Family Life
- MUSC 401 World Music
- PHYS 140 Astronomy
- PHYS 241 Physics I
- POLS 235 Introduction to International Relations
- SPAN 131 Elementary Spanish I

### Spanish (25 hrs.)

#### Required Courses
- SPAN 131 Elementary Spanish I
- SPAN 132 Elementary Spanish II
- SPAN 231 Intermediate Spanish I
- SPAN 232 Intermediate Spanish II
- SPAN 331 Spanish Composition and Conversation
- SPAN 411 Content Knowledge in Spanish
- SPAN 431 Methods of Teaching World Languages

#### Two (2) or more of the following are required:
- SPAN 333 Survey of Peninsular Spanish Literature
- SPAN 334 Survey of Spanish American Literature
- SPAN 335 Culture and Civilization of Spain
- SPAN 336 Culture and Civilization of Spanish America
- SPAN 433 Topics in Hispanic Literature
- SPAN 434 Topics in Hispanic Literature
- SPAN 490 Special Topics in Spanish
- SPAN 491* Cultural Immersion in Spanish
- SPAN 492* Independent Research in Spanish

*requires department chair approval

### French (25 hrs.)

#### Required Courses
- FREN 131 Elementary French I
- FREN 132 Elementary French II
- FREN 231 Intermediate French I
- FREN 232 Intermediate French II
- FREN 331 French Composition and Conversation
- FREN 411 Content Knowledge in French
- FREN 431 Methods of Teaching World Languages

#### Two or more of the following are required:
- FREN 332 Francophone Culture and Communication
- FREN 334 French Literature and Culture
- FREN 401 Trends and Themes in French Cinema
- FREN 490 Special Topics in French
- FREN 491* Cultural Immersion in French
- FREN 492* Independent Research in French

*requires department chair approval
# Elementary Emphasis Areas at a Glance Online

<table>
<thead>
<tr>
<th>Required Courses (9 hours)</th>
<th>Interdisciplinary (23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENOL 131 English Composition I</td>
<td>1) BLOL 130 General Biology and BIOL 110 General Biology</td>
</tr>
<tr>
<td>ENOL 132 English Composition II</td>
<td>2) Lab CHOL 140 Chemistry of Everyday Life OR PHYSOL 137*/117* Physical Science with Lab OR PHYSOL 140 Astronomy (4)</td>
</tr>
<tr>
<td>COMOL230 Public Speaking</td>
<td>3) HIOL 138 World Civilization since 1648 (3) OR HIOL 138 World Civilizations since 1648</td>
</tr>
<tr>
<td>Choose one of the following (3 hours)</td>
<td>4) MAOL 130* Concepts of Mathematics for the Elementary and Middle School Teacher I</td>
</tr>
<tr>
<td>ENOL 334 American Literature through 1865</td>
<td>The courses chosen as electives cannot have been taken for General Education credit. 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.</td>
</tr>
<tr>
<td>ENOL 335 American Literature since 1865</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following (3 hours)</td>
<td></td>
</tr>
<tr>
<td>ENOL 438 Advanced Writing</td>
<td>BUOL 135 Principles of Macroeconomics (3) OR BUOL 136 Principles of Microeconomics (3)</td>
</tr>
<tr>
<td>ENOL 439 Descriptive Linguistics</td>
<td>BLOL 231 Introduction to Environmental Science</td>
</tr>
<tr>
<td>Electives: Choose two of the following (6 hours)</td>
<td>COMOL 130. Interpersonal Communication (3) OR COM 332 Small Group Communication in Organizations</td>
</tr>
<tr>
<td>COMOL 331 Performance Studies</td>
<td>ENOL 330 Literary Studies</td>
</tr>
<tr>
<td>COMOL 332 Small Group Communication</td>
<td>FREN 131 Elementary French I</td>
</tr>
<tr>
<td>COMOL 432 Theories of Persuasion</td>
<td>MUOL 401. World Music (3)</td>
</tr>
<tr>
<td>ENOL 230 Literary Criticism</td>
<td>PLOL 131 Intro to Political Science OR</td>
</tr>
<tr>
<td>ENOL 337 Adolescent Literature</td>
<td>PLOL 235. Introduction to International Relations (3)</td>
</tr>
<tr>
<td>ENOL 431 Studies in British Literature</td>
<td>SPAOL 135 Hispanic Popular Culture (3)</td>
</tr>
<tr>
<td>ENOL 432 Studies in Modern Literature</td>
<td>FREOL 135 French Popular Culture</td>
</tr>
<tr>
<td>ENOL 433 Women in Literature</td>
<td>GEOL 131 Human Geography OR</td>
</tr>
<tr>
<td>ENOL 437 Studies in British and American Authors</td>
<td>GEOL 231 Environmental Geography</td>
</tr>
<tr>
<td>ENOL 334 English Literature 1660-1830</td>
<td>HEOL 234 First Aid and Safety</td>
</tr>
<tr>
<td>*ENOL334 American Literature through 1865</td>
<td>HEOL 338 Family Life</td>
</tr>
<tr>
<td>*ENOL335 American Literature since 1865</td>
<td>SOCOL 131 Introduction to Sociology</td>
</tr>
<tr>
<td>*ENOL438 Advanced Writing</td>
<td></td>
</tr>
<tr>
<td>*ENOL439 Descriptive Linguistics</td>
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<tr>
<td>*Can be used as an elective if not already chosen in another section of the area of emphasis.</td>
<td></td>
</tr>
</tbody>
</table>

## Social and Behavioral Studies (21hrs)

<table>
<thead>
<tr>
<th>Required Courses (12 hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIOL 137 World Civilization to 1648</td>
<td></td>
</tr>
<tr>
<td>HIOL 138 World Civilization since 1648</td>
<td></td>
</tr>
<tr>
<td>HIOL 231 American History to 1877</td>
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<tr>
<td>HIOL 232 American History since 1877</td>
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</tr>
<tr>
<td>Choose one of the following 3 hours</td>
<td></td>
</tr>
<tr>
<td>HIOL 331 Kentucky</td>
<td></td>
</tr>
<tr>
<td>PLOL 235 Introduction to International Relations</td>
<td></td>
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<tr>
<td>GEOL 131 Human Geography</td>
<td></td>
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<tr>
<td>GEOL 231 Environmental Geography</td>
<td></td>
</tr>
<tr>
<td>Electives: Choose two of the following 6 hours</td>
<td></td>
</tr>
<tr>
<td>BUOL 135 Principles of Macroeconomics OR</td>
<td></td>
</tr>
<tr>
<td>BUOL 136 Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>HSOL 436 Human Diversity and Ethics</td>
<td></td>
</tr>
<tr>
<td>PLOL 131 Introduction to Political Science</td>
<td></td>
</tr>
<tr>
<td>SOCOL 131 Introduction to Sociology</td>
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</tr>
</tbody>
</table>
EARLY CHILDHOOD EDUCATION (IECE) ONLINE PROGRAM —90 Program Hours

Interdisciplinary Early Childhood Education (IECE) – The Interdisciplinary Early Childhood Education Program (IECE) is an online program designed for those candidates who plan to enter the field of Birth-Primary Interdisciplinary Early Childhood Education with competencies in Literacy, Math, Science, Social Studies, Art, Music, Movement, Adaptive Behaviors, Health and Safety, Special Education, and Family Involvement Strategies. This program leads to the degree of Bachelor of Science and certification for Birth-Primary Interdisciplinary Early Childhood Education. Individual programs should be planned in partnership with the candidate’s education advisor.

IECE Professional Education Courses – 63 credit hours

IECEOL 234 Early Childhood Curriculum & Methods
IECEOL 236 Screening & Assessment in Early Childhood
IECEOL 232 Child Development and Learning II
IECEOL 330 Teaching Diverse Learners
IECEOL 331 Teaching Infants and Toddlers
IECEOL 332 Teaching Language and Literacy
IECEOL 333 Teaching Math, Science and Social Studies
IECEOL 334 Teaching Arts, Humanities
IECEOL 335 Instructional and Assistive Technology
IECEOL 430 Strategies, and Interventions for Exceptional Learners
IECEOL 431 Classroom Management and Positive Behavioral Supports
IECEOL 432 Working with Parents and Children of all Cultures
IECEOL 433 Methods and Materials for teaching Kindergarten
IECEOL 434 Advanced Assessment in Early Childhood
IECEOL 435 Early Childhood Administration and Leadership
IECEOL 436 Advanced Curriculum Planning and Delivery
IECEOL 437 Health and Safety Issues and Services
IECE 491 Supervised Student Teaching: Early Childhood Education

Required Related Studies – 27 credit hours

IECEOL 128 Overview of the Early Childhood Profession
IECEOL 130 Foundations of Early Childhood Education
IECEOL 132 Child Development and Learning I
IECEOL 134 Guidance in Early Childhood Education
IECEOL 233 Introduction to Early Childhood Special Education
HEOL 236 Health and Wellness
PLOL 233 American National Government

Technology Elective (Choose one of the following)
EDOL 130 Technology in the P-12 Classroom
ITSSOL 130 Intro to Application Software

Diversity Elective (Choose one of the following)
FREOL 135 French Popular Culture
HSOL 436 Human Diversity and Ethics
SPAOL 135 Hispanic Popular Culture
Many candidates in the Early Childhood Program will be transfers from the KCTCS system. The following table contains the Interdisciplinary Early Childhood Education Clinical Hours requirement matrix with KCTCS course equivalents where applicable.

<table>
<thead>
<tr>
<th>UC COURSE</th>
<th>UC FIELD HOURS REQUIREMENTS</th>
<th>KCTCS EQUIVALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENOL 131</td>
<td></td>
<td>ENG 101</td>
</tr>
<tr>
<td>ENOL 132</td>
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<td>ENG 102</td>
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<td>MAOL 131 OR 132</td>
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<td>MT 110</td>
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<td>PSYOL 131</td>
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<td>ARTOL 131</td>
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<td>MUOL 130</td>
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<td>MUSC 100</td>
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<td>THROL 130</td>
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<td>THA 101</td>
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<td>COMOL 130</td>
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<td>COM 181 OR 252</td>
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<td>ITSSOL 130 OR EDUCOL 130</td>
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<td>CIT 05</td>
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<td>HEOL 236</td>
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<td>KHP 120 OR 230</td>
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<td>IECEOL 128</td>
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<td>IECE 101</td>
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<tr>
<td>IECEOL 134</td>
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<td>IECE 200</td>
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<tr>
<td>IECEOL 130</td>
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<td>IECE 102</td>
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<td>IECEOL 132</td>
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<td>IECE 130</td>
</tr>
<tr>
<td>IECEOL 232</td>
<td>10</td>
<td>IECE 170 or IECE 190</td>
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<tr>
<td>IECEOL 236</td>
<td>10</td>
<td>IECE 180</td>
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<tr>
<td>IECEOL 233</td>
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<td>IECEOL 330</td>
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<td>IECE 216</td>
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<td>IECEOL 331</td>
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<td>IECE 246</td>
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<td>IECEOL 334</td>
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<tr>
<td>IECEOL 335</td>
<td>10</td>
<td>IECE 240</td>
</tr>
<tr>
<td>IECESPOL 430</td>
<td>10</td>
<td>IECE 210</td>
</tr>
<tr>
<td>IECEOL 431</td>
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<td>IECE 250</td>
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<td>IECEOL 432</td>
<td>10</td>
<td>IECE 221</td>
</tr>
<tr>
<td>IECEOL 433</td>
<td>10</td>
<td>IECE 240</td>
</tr>
<tr>
<td>IECEOL 434</td>
<td>10</td>
<td>VARIOUS COURSES FILL THIS REQUIREMENT AT KCTCS</td>
</tr>
<tr>
<td>IECEOL 435</td>
<td>10</td>
<td>VARIOUS COURSES FILL THIS REQUIREMENT AT KCTCS</td>
</tr>
<tr>
<td>IECEOL 436</td>
<td>10</td>
<td>VARIOUS COURSES FILL THIS REQUIREMENT AT KCTCS</td>
</tr>
<tr>
<td>IECEOL 437</td>
<td>10</td>
<td>VARIOUS COURSES FILL THIS REQUIREMENT AT KCTCS</td>
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<tr>
<td>LSCIENCE 4 HRS</td>
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<td>VARIOUS COURSES FILL THIS REQUIREMENT AT KCTCS</td>
</tr>
<tr>
<td>HISTORY 3 HRS</td>
<td></td>
<td>VARIOUS COURSES FILL THIS REQUIREMENT AT KCTCS</td>
</tr>
</tbody>
</table>
# Middle School Specialty Areas at a Glance

## English/Communication (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 131*</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENGL 132*</td>
<td>English Composition II</td>
</tr>
<tr>
<td>ENGL 337</td>
<td>Literature of Adolescence</td>
</tr>
<tr>
<td>COMM 230*</td>
<td>Introduction to Public Speaking</td>
</tr>
<tr>
<td>ENGL 438</td>
<td>Advanced Writing or ENGL 439</td>
</tr>
</tbody>
</table>

Descriptive Linguistics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 334*</td>
<td>American Literature through 1865 or</td>
</tr>
<tr>
<td>ENGL 335*</td>
<td>American Literature since 1865</td>
</tr>
</tbody>
</table>

**The remaining 6 hours may be chosen from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 332</td>
<td>Small Group Communication in Organizations</td>
</tr>
<tr>
<td>COMM 432</td>
<td>Theories of Persuasion</td>
</tr>
<tr>
<td>ENGL 230</td>
<td>Literary Criticism</td>
</tr>
<tr>
<td>ENGL 431</td>
<td>Studies in British Literature</td>
</tr>
<tr>
<td>ENGL 433</td>
<td>Women in Literature</td>
</tr>
<tr>
<td>ENGL 432</td>
<td>Studies in Modern Literature</td>
</tr>
<tr>
<td>ENGL 437</td>
<td>Studies in British and American Authors</td>
</tr>
</tbody>
</table>

Any of the options from choices above: ENGL 334*, ENGL 335*, ENGL 438, or ENGL 439

## Mathematics (25 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 130*</td>
<td>Concepts of Mathematics for the Elementary and Middle School Teacher I</td>
</tr>
<tr>
<td>MATH 132</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MATH 136</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 230*</td>
<td>Concepts of Mathematics for the Elementary and Middle School Teacher II</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Geometry for the Elementary and Middle School Teacher OR MATH 331 College Geometry</td>
</tr>
<tr>
<td>MATH 333</td>
<td>Middle School Math Methods</td>
</tr>
<tr>
<td>MATH 335</td>
<td>Introduction to Probability and Statistics</td>
</tr>
</tbody>
</table>

A second option for the math specialization allows for the substitution of a secondary teaching major or minor in Mathematics that includes MATH 331, 334, and 335 plus a two-course sequence in mathematics for the elementary school teacher (i.e., MATH 130 & 230).

## Science (26 Hours)

### Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BIOL 133/113*</td>
<td>Introduction to Population Biology/Laboratory</td>
</tr>
<tr>
<td>BIOL 134/114*</td>
<td>Introduction to Cellular Biology/Laboratory</td>
</tr>
<tr>
<td>BIOL 246*</td>
<td>Biodiversity</td>
</tr>
<tr>
<td>PHYS 241*</td>
<td>Physics I</td>
</tr>
<tr>
<td>CHEM 132/CHEM 111*</td>
<td>General College Chemistry</td>
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<tr>
<td>I/Laboratory</td>
<td></td>
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</tbody>
</table>

**6 Hours of Electives:**

Two additional courses (minimum 6 semester hours) in Biological, Physical, Earth Sciences, or Astronomy

## Social and Behavioral Studies (27 hours)

### Social Studies—27 hours (minimum)

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>HIST 137</td>
<td>World Civilization to 1648</td>
</tr>
<tr>
<td>HIST 138*</td>
<td>World Civilization since 1648</td>
</tr>
<tr>
<td>HIST 231*</td>
<td>American History to 1877 HIST 1877</td>
</tr>
<tr>
<td>232</td>
<td>American History since 1877</td>
</tr>
<tr>
<td>POLS 233</td>
<td>American National Government</td>
</tr>
<tr>
<td>GEOG 131</td>
<td>Human Geography OR GEOG 231 Environmental Geography</td>
</tr>
<tr>
<td>POLS 235</td>
<td>Introduction to International Relations</td>
</tr>
<tr>
<td>BADM135*</td>
<td>Macroeconomics OR BADM136* Microeconomics</td>
</tr>
<tr>
<td>SOCI 131*</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

## LBD (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>SPED 234</td>
<td>Special Education Instructional Programs (P-12)</td>
</tr>
<tr>
<td>SPED 236</td>
<td>Special Education Programs for Adolescents with Mild Disabilities (5-12)</td>
</tr>
<tr>
<td>SPED 238</td>
<td>Special Education Early Childhood</td>
</tr>
<tr>
<td>SPED 336</td>
<td>Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part I</td>
</tr>
<tr>
<td>SPED 337</td>
<td>Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part II</td>
</tr>
<tr>
<td>SPED 435</td>
<td>Special Education Methods and Materials (Mild Disabilities) P -12</td>
</tr>
<tr>
<td>SPED 436</td>
<td>Special Education Methods and Materials Emotional/Emotional Disabilities (P-12)</td>
</tr>
</tbody>
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Declaration of Understanding
University of the Cumberlands’ Teacher Education Program

Upon asserting my intention to become a teacher and to pursue a program of studies leading to eventual certification as such, I, the undersigned, do understand that:
I, if transferring to University of the Cumberlands, or if returning after an absence of more than one full semester, must attend University of the Cumberlands for one full semester as a full-time student, or have twelve semester hours completed in consecutive semesters as a part-time student. This must occur immediately prior to seeking admission to Teacher Education. Also, I may not seek admission to Student Teaching/Professional Experience until such time as I have completed one full semester or twelve hours subsequent to having been admitted to the Teacher Education Program. Furthermore, I must satisfactorily complete thirty of the last thirty-six hours, exclusive of the Student Teaching/Professional Experience block, in residence at University of the Cumberlands, and present a total of thirty-six hours or more in courses numbered 300 or above for graduation.

I understand the minimum requirements for admission to the Teacher Education program, in addition to the above, are as follows:
I must...

Beginning September 1, 2014 as identified in 16 KAR 5:020, Standards for admission to educator preparation, the amendments replace the current Praxis Pre-Professional Skills Tests (PPST) with the Praxis Core Academic Skills for Educators: Reading, Writing, and Mathematics.

Candidates should begin taking the Praxis Core Academic Skills for Educators (CASE) tests beginning September 1, 2014.

i. Praxis Core Academic Skills for Educators (CASE): Reading (5712) - 156;
ii. Praxis Core Academic Skills for Educators (CASE): Writing (5722) - 162; and
iii. Praxis Core Academic Skills for Educators (CASE): Mathematics (5732) - 150.

✓ have satisfactorily passed (with a grade of C or better) the courses ENGL 131 and 132
✓ have satisfactorily completed (grade of ‘C’ or better) the course Basic Concepts Concerning Education
✓ have an acceptable criminal background check on file.
✓ have satisfactorily completed (grade of ‘C’ or better) or be currently enrolled in Survey of Individuals with Exceptionalities and Introduction to Effective Teaching.
✓ complete all required observation/field hours in order to successfully complete the above listed professional education courses.
✓ become familiar with the Kentucky School Personnel Code of Ethics and sign a statement of commitment to these standards.
✓ have on a 4.0 scale, a grade point average of 2.75 or above OVERALL and within professional education courses and all emphases, specialization areas, certifiable majors and minors with no D’s or F’s.
✓ individually schedule with the School of Education Certification Officer, a file review and portfolio interview provided by the Educator Preparation Advisory Committee (EPAC)and
✓ present, prior to said interview, favorable dispositions surveys from at least three professors familiar with my applicable qualifications, as well as, a physical and a TB skin test.

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✓ present the process portfolio components by given due date.
✓ Will be evaluated on oral communication skills as part of the interview process.
✓ Demonstrate the dispositions of communication, critical/creative thinking, and professionalism commensurate with the standards of the University and in the school community as well as in the community at large. These dispositions are congruent with the Professional code of Ethics for Kentucky School Personnel.

**I understand that:**

- Recommendation to the Educator Preparation Advisory Committee (EPAC) for admission to the Teacher Education program will be subsequent to satisfactory completion of the above.
- If I make application while enrolled in Survey of Individuals with Exceptionalities and/or Introduction to Effective Teaching and do not satisfactorily complete these courses with a grade of ‘C’ or better, my acceptance into the Teacher Education program will be nullified. I may reapply upon successful completion of the required course(s) identified above.
- Teacher Education admission is required before I may be granted permission to enroll in any 300 level or above Professional Education course.

After being formally admitted to Teacher Education, if my overall GPA or my GPA in my major, minor, Professional Education block, emphases and /or specialization areas falls below the required 2.75, I will be placed on Academic Teacher Education Probation for one semester. While on Probation, I must meet with my academic advisor and devise an individual action plan. If after said semester my GPA(s) is not at the required 2.75 level, I will be exited from the Teacher Education program and must reapply at such time as I meet all GPA requirements.

**Praxis Requirements**
**I understand that I must...**
- Take and pass all appropriate Praxis II exams for the Kentucky certification. Out-of-state requirements for licensure are NOT the responsibility of University of the Cumberlands. Candidates must check with out-of-state agencies for that particular state’s requirements.
- Take and submit to the Certification Officer PRAXIS PASSING Specialty area(s) scores and sub scores for all respective areas for admission to Pillar II Student Teaching/Professional Experience. Scores must be submitted to the Certification Officer at least one month prior to Student Teaching/Professional Experience (December 30th for Spring Student Teachers/July 30th for Fall Student Teachers).
- Take and submit to the Certification Officer PRAXIS PASSING PLT scores and sub scores for all respective areas for admission to Pillar II Student Teaching/Professional Experience. Scores must be submitted to the Certification Officer at least one month prior to Student Teaching/Professional Experience (December 30th for Spring Student Teachers/July 30th for Fall Student Teachers).

I have read and understand all additional information and requirements as stated in the current Teacher Education Handbook as published by the School of Education at University of the Cumberlands, specifically entitled Selection, Admission and Retention in Teacher Education Programs, which have not been included and interpreted herein. I understand that I must follow specifically stated guidelines as requested by any school district whenever I desire to do observations, field experiences, and Student Teaching/Professional Experience. I know I will not be placed for Student Teaching/Professional Experience in the school(s) where I attended primary, intermediate, middle or secondary school. Additionally, I will not be placed in a school where a relative as outlined by KERA 1990, of the candidate or UC Education Faculty member is employed. Every effort shall be made to place me in a school district where I will be successful as a pre-service teacher education candidate in the state of Kentucky given reasonable travel requirements for University Supervisors.

Pre-Service Teacher Education Candidate Signature

Date

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Questions and Answers

What do I need to know if I did not take Basic Concepts {EDUC 235} at University of the Cumberlands?

- The programs available at University of the Cumberlands
- The course sequences
- Current state curriculum standards and accountability testing measures
- How to get admitted to Teacher Education
- How to create a well-written philosophy of education
- The testing required for Teacher Education Admission
- The testing required for certification
- Other opportunities for professional development
- Twenty field/clinical hours
- Introduction to the InTASC Standards and the two University of the Cumberlands Standards

Why must I take Effective Teaching Practices, EDUC 237, at University of the Cumberlands?

- To observe, analyze, and reflect upon certain modeled and discussed behaviors and techniques
- To learn and practice various methods of teaching
- To learn about and observe resources and programs available in the school to educate the whole child
- To begin uploading documents in the ePortfolio in preparation for admission to Teacher Education
- To experience microteaching lessons, and
  - To learn how to plan and reflectively execute & evaluate a lesson
  - To practice evaluating self and peers
  - To practice and be evaluated on oral communication skills
  - To complete various pieces for the interview ePortfolio showing competency in the InTASC Standards and the two University of the Cumberlands’ Standard
- To complete forty hours of field experience requirements.

Why must I take Effective Teaching Practices, Methods Courses, EDUC 331 and EDUC 430/432, at University of the Cumberlands?

- To observe, analyze, and reflect upon certain modeled and discussed behaviors and techniques
- To learn and practice various methods of teaching
- To learn about and observe resources and programs available in the school to educate the whole child
- To begin uploading documents in the ePortfolio in preparation for Pillar II
To develop a unit with lessons that will be taught in clinicals, and
- To learn how to plan and reflectively execute & evaluate a unit/lessons
- To practice evaluating self and peers
- To practice and be evaluated on oral communication skills
- To prepare for Praxis II exams.
- To complete required hours of field experience requirements.

**How do I earn admission to Teacher Education?**
- First, please carefully read the Teacher Education Handbook to become knowledgeable of all the steps needed to gain admission.
- Secondly, the certification officer will take you through a teacher education file review prior to admission (*Please note it is the responsibility of prospective candidates to make an appointment for this review and to inform the advisor of this meeting and the results of the meeting*)
- Third, be certain to complete each of these three very important requirements for Teacher Education Admission in a timely manner:
  - Successful test results of the CASE
  - 2.75 G.P.A. overall, in professional education courses, and certifiable areas (examples: areas of emphasis, specialization, majors, etc.)
  - ePortfolio and interview

**How do I obtain certification in other states?**
- First, it is HIGHLY recommended to obtain a Kentucky teaching certificate.
- See the Teacher Certification Officer in for web sites for State Departments of Education/Certification.
- Request a certification packet from the other state to complete and mail.

**Why do I need an education advisor if I have another advisor?**
- It is a requirement for all Teacher Education candidates.
- An Education Advisor will help you be responsible for taking the correct Professional Education courses in the appropriate sequence.
- An Education Advisor will mentor you through the Teacher Education Admission process and ePortfolio preparation (continuous assessment process).
- An Education Advisor will help you be aware of PRAXIS (or testing) deadlines.

**Special Note:**
*ALL COLLEGE TRANSFERS MUST COMPLETE A CRIMINAL BACKGROUND CHECK*
Dear Principal,

One of our students, __________________________ has requested to observe in a __________________________ class with ______________________ in your school, __________________________. We ask that the student observe a certified teacher in a classroom situation, so s/he can start to gain an understanding of the full scope of teaching. S/he will record activities in the classroom and write a short summary. The teacher will sign the timesheet for documentation.

Our candidates have had a criminal records check and have been trained in the following:

- 704 KAR 7:160 Physical Restraint and Seclusion
- PBIS/Positive Behavior in the Classroom
- FERPA/Confidentiality

To signify your permission for our student to observe in your school, please complete the form and sign below.

Principal Signature __________________________________________________________

Position ________________________________________________________________

Name of School __________________________________________________________

Phone/email _____________________________________________________________

Address ________________________________________________________________

Teacher to observe ________________________________________________________

Subject/Grade ____________________________________________________________

Date signed ______________________________________________________________

For further information, you may contact me by phone (606-539-4654), Education office phone (606-539-4433), fax (606-539-5554) or email (bobbie.huff@ucumberlands.edu).

We very much appreciate your help with our aspiring teachers.

Sincerely,

Bobbie Huff, Undergraduate Department Chair
University of the Cumberlands
7792 College Station Drive
Williamsburg, KY 40769
## University of the Cumberlands

### Individual Action Plan

**University of the Cumberlands**

Candidate’s Name:                       Candidate’s ID:                           Date:

Dean of the School of Education:  Dr. Shannon Deaton
Department Chair/Professor:  Dr. Bobbie Huff
Director of Student Teaching:  Bonnie Butcher
Professor:                           Advisor:

### Priority Area for Growth:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline &amp; Completion Dates</th>
<th>Assistance/Resource Needed</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### Comments:

Status: _____Initial Action Plan                                        _____Initial Action Plan Complete

    _____Remedial IAP/Probationary Status                          _____Remedial IAP Complete/ Removed from Probation

    _____Remedial IAP not Completed/Recommended Removal from Program

Candidate’s Signature__________________________                      Date_________

Chair’s Signature__________________________________________________ Date_________

Advisor/Professor’s Signature____________________________            Date_________
A copy of this report will be kept in the Candidate’s file in the office of Teacher Education.
CONFIDENTIAL
University of the Cumberlands
Candidate Disposition Feedback
(To be used as a supplement to the Individual Action Plan)

Please check area(s) of concern

<table>
<thead>
<tr>
<th>UC Standard 11 – Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>_____Verbal Skills</td>
</tr>
<tr>
<td>_____Writing Skills</td>
</tr>
<tr>
<td>_____Social Skills</td>
</tr>
<tr>
<td>_____Collaboration Skills</td>
</tr>
<tr>
<td><strong>Critical &amp; Creative Thinking</strong></td>
</tr>
<tr>
<td>_____Problem-Solving Skills</td>
</tr>
<tr>
<td>_____Innovative Thinking</td>
</tr>
<tr>
<td>_____Personal Reflection</td>
</tr>
<tr>
<td>_____Self-Directed Learning</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
</tr>
<tr>
<td>_____Leadership Skills</td>
</tr>
<tr>
<td>_____Ethical Conduct</td>
</tr>
<tr>
<td>_____Equitable Treatment of Others</td>
</tr>
<tr>
<td>_____Self-Initiative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UC Standard 12 - KY Professional Code of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Demonstrates behavior aligned with the KY Professional Code of Ethics and University standards for attitude and conduct</td>
</tr>
</tbody>
</table>

Explain and document incidents and/or reasons for concern:

Describe a plan to remediate negative dispositions:

Candidate’s Name (please print): _

*Candidate’s Signature: _ Date: __________________________

Chair (please print): __________________________________________

School of Education Chair’s Signature: _ Date: _

*Candidate’s signature does not necessarily imply agreement; it does indicate the receipt of a copy of this form. The candidate has the right to submit a written rebuttal/response within five working days of the receipt of this form. A copy of this report and the rebuttal/response will be kept in the student’s file in the office of Teacher Education.
Waiver Request Form

**Directions:** This form should be completed by students seeking a waiver on a School of Education policy at University of the Cumberlands*. Completion of this form serves as a formal appeal to the School of Education Leadership Team and the Vice President of Academic Affairs.

---

Teacher Candidate Name (Print)  
Teacher Candidate ID #

Program of Enrollment  
Date

Please describe the policy in which you are seeking a waiver, and provide a rationale for why this policy should be waived:

---

**TO BE COMPLETED BY UNIVERSITY OF THE CUMBERLANDS:**

This waiver request has been (check):  
Approved_________  
Declined_________

Comments:

School of Education Designee Signature: ______________________________

Date:__________________

---

*Please note that this form cannot be used to waive state or federally mandated policies, requirements, or regulations.
### Types of Experience

(b) Observation in schools and related agencies, including:
   1. Family Resource Centers; or
   2. Youth Service Centers;
(c) Student tutoring;
(d) Interaction with families of students;
(e) Attendance at school board and school-based council meetings:
(f) Participation in a school-based professional learning community; and
(g) Opportunities to assist teachers or other school professionals.

### Diverse Populations Abbreviations

(AA=African American, A=Asian, AI=American Indian/Alaskan Native,
C=Caucasian, H=Hispanic/Latino, P=Pacific Islander, N=Non-resident
alien/International, O=other)

EX- Exceptional
L- English Language Learners/Linguistic
S- Low socioeconomic

---

### Supervising District Personnel Information

Name: __________________________ Email: __________________________
Certification Area: __________________________ Rank: I, MA/MS, BA/BS, Other
Gender(circle): M  F  Race: __________________________
Grade Level: ________ Course Name: __________________________ Course Number: ________
Course Section: ________ School Name: __________________________

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<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Experience</th>
<th>Diverse Populations Present</th>
<th>Summary of your observation</th>
<th>Minutes/Hours</th>
<th>Supervising District Personnel Signature and Contact Number</th>
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</thead>
<tbody>
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Total Number of Hours:
<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Experience</th>
<th>Diverse Populations Present</th>
<th>Summary of your observation</th>
<th>Minutes/Hours</th>
<th>Supervising District Personnel Signature</th>
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**Total Number of Hours:**

Electronic Signature___________________________

Student ID #_________________________________