

Education (Educ)

200 Educational Foundations for Prospective Elementary, Middle, and Secondary Teachers 3 credit hours

This course provides an overview of education including an historical perspective of American education. Topics studied include; the philosophy and psychology of education, the structure of educational systems and institutions, educational ethics and morals, socio-economic issues relating to education, diversity, the evolving role of technology and the role of teachers and the culture they serve. (Fall and Spring)

201 Basic Concepts and Teaching of Elementary Math I 4 credit hours

A study of the history of numbers, set theory, whole numbers, system of integers, and other bases. An emphasis will be placed on understanding these mathematical concepts and developing strategies for teaching them to elementary school students.

Classroom teaching and observation will be required of all students.

The lab experiences will include areas such as Introduction to NCTM Standards and Analysis of Documents. The introduction of strategies in the use of manipulatives and technology is to be incorporated into the lesson plan process. A field experience of 5 hours is required. Prereq: Math 110, 112, or 113. (Cannot be used to fill Natural Science/Math area of the General Education Requirement.) Lecture, three credit hours; lab, one credit hour. (Fall)

211 Diversity in Education 3 credit hours

This course will discuss, reflect, and analyze the broad reaching concept of diversity from an educational perspective and how it relates to the classroom teacher's role as leader. Within the perspective of the classroom the course will examine the dimensions

of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs and other ideologies. Prereq: Declared Education major. (Fall)

215 Teaching of Writing 3 credit hours

The expectations of this course are that students will be able to describe theories of teaching writing and sort strategies for teaching, managing, and assessing writing and writing instruction based on those theories. They will also be able to apply those strategies to their own, to peers', and to K-12 students' writing. Prereq: None, but preference given to declared education majors. (Spring)

220 Introduction to Education 1 credit hour

This course is designed to provide students with a range of experiences to complement their future coursework in Education 200. The course is designed as a first experience in the education field. It includes a one-hour weekly seminar and 15 observation hours in an assigned public school setting. It is intended to encourage perspective teacher education candidates to examine their assumptions about education. Students will observe a range of classroom settings. (Fall and Spring)

301 Teaching, Managing, and Assessing Mathematics

4 credit hours

A continuation of Math 201; additional topics include rational numbers, real numbers, topics in geometry, and elementary logic. An emphasis will be placed on understanding mathematical concepts and developing strategies for teaching such concepts. The lab experiences will utilize NCTM standards to discover relationships, generalities, and problem solving through the use of manipulatives and technology, which coincide with specific content with innovative strategies, reflected through a well-developed lesson plan. Analyze various learning theories and provide hands on exercises to evoke effective teaching practices through lesson plan design. A field

experience of 5 hours is required. Prereq: Admission to the TEP.
(Cannot be used to fill Natural Science/Math area of the General Education Requirement.) Lecture, three credit hours; lab, one credit hour. (Spring)

303 Teaching Computer Programming in Elementary and Middle School 3 credit hours

This course will introduce pre-service teachers to tools designed to help them bring computer programming into the classroom as a tool for pre-school through middle school students to build computational thinking and problem-solving skills. Admission to the TEP is not required. (As needed)

304 Teaching STREAM 3 credit hours

The expectations of this course are that students will be able to identify the components of STREAM and describe the integration necessary for a STREAM program. They will participate in and develop STREAM experiences and deliver STREAM instruction to K-12 students, assessing their understanding of practices and content in the different areas. Prereq: None (Fall)

306 Educational Psychology 3 credit hours

This course provides an opportunity for prospective teachers to develop an understanding of how the brain and body functions and the implications for those functions on behavior from birth until adolescence. They will learn to apply this knowledge as they develop instructional strategies and learning environments for children and adolescents. Additionally, the many factors that influence development, such as family, community, school socio-economic status, culture, and ethnicity will also be discussed. (Fall)

309 Exceptional Education 3 credit hours

This is the basic foundational course for understanding exceptionality: physical, mental, and emotional disorders are examined, as well as

the special needs of the gifted. Principles, procedures and materials for accommodating the needs of exceptional students in the general education classroom, as well as, special education service provisions, are examined. Prereq: Admission to the TEP. (Spring)

310 Health, Nutrition and Physical Education

for Elementary Grades 3 credit hours

This course is designed to introduce the elementary major to curriculum and practices in the areas of health and physical education. P-5 Practical Living Kentucky Core Academic Standards are addressed. Prereq: Elementary Education (P-5) majors admitted to the TEP, be concurrently enrolled in Educ 311, 312, or 313. (Fall)

311, 312, 313 Practicum in Education 1 credit hour

This is a practical hands on seminar class absorbing all required field experience before student teaching. The student is required to be enrolled in practicum classes each semester they are enrolled in Teacher Education Program courses. The course will be progressive from the first enrollment to the next, culminating to the semester prior to the student teaching experience. Prereq: Admission to the TEP.

(Fall and Spring)

315 Classroom Management in Elementary (P-5) 3 credit hours

This course is a study of classroom management techniques at the primary level (P-5), utilizing theories of student behavior, effective teacher behavior, effective classroom environments, and conferencing. Prereq: Admission to TEP. (Spring)

316 Pedagogy for Secondary Schools 3 credit hours

An intermediate course for secondary school teacher candidates to explore and demonstrate classroom environment outcomes; class and unit lesson plans that include technology, diversity as related to the content area; creating appropriate assessments and rubrics; analysis of assessment, and preparation of the working portfolio.

Prereq: Admission to TEP, be concurrently enrolled in Educ 311, 312, or 313. (Spring)

***321 Foundations of Teaching Reading* 3 credit hours**

A study of the philosophies, principles and strategies for teaching reading and language arts. Emphasis is placed on the foundations of reading development as well as all aspects of literacy development.

Prereq: Admission to TEP, be concurrently enrolled in Educ 311, 312, or 313. (Fall)

***322 Content Area Literacy* 3 credit hours**

This is a basic course in methods and procedures for teaching reading and language arts in grades 5-12. The course is designed to address the various aspects of teaching reading and writing in the content areas of curriculum. Instructional strategies for fostering independent reading and writing in content areas are emphasized.

Prereq: Educ 321; Admission to TEP or permission of the instructor, be concurrently enrolled in Educ 311, 312, or 313. (Spring)

***323 Teaching, Managing, and Assessing Reading and Language Arts* 3 credit hours**

This course is an in-depth study of reading and language arts education for children at the primary level (P-5). Emphasis is placed on theory, techniques and procedures for reading and language arts with special students serving as a focal point. Areas of study include emergent literacy, comprehension, motivation, creativity, and lesson plan development. Prereq: Educ 321; Admission to TEP or permission of the instructor, be concurrently enrolled in Educ 311, 312, or 313. (Spring)

***324 Assessment in Exceptional Education* 3 credit hours**

This is a course that teaches a comprehensive study of diagnostic and assessment procedures in Exceptional Education. The course emphasizes tests and measures commonly used in

Exceptional Education, formative and summative assessments, test administration, and the use of assessment data in instructional applications. Prereq: Admission to the TEP and successful completion of Educ 309 with a 'C' or better, be concurrently enrolled in Educ 311, 312, or 313. (Fall)

325 Methods of Teaching Exceptional Children P-5

3 credit hours

This course teaches best practice methods in the teaching of exceptional students from preschool through grade 5. The course emphasizes reading, writing and mathematics remedial instructional strategies, materials, and procedures common to the field. The methods include strategies applied in a pull out, tutoring, or collaborative setting. Prereq: Admission to the TEP and successful completion of Educ 309 with a 'C' or better, be concurrently enrolled in Educ 311, 312, or 313. (Spring)

326 Methods of Teaching Exceptional Children 6-12

3 credit hours

This course teaches best practice methods in the teaching of exceptional students from middle school through high school. The course emphasizes reading, writing and mathematics remedial instructional strategies, materials, and procedures common to the field. The methods include strategies applied in a pull out, tutoring, or collaborative setting. Prereq: Admission to the TEP and successful completion of Educ 309 with a 'C' or better, be concurrently enrolled in Educ 311, 312, or 313. (Spring)

327 Processes, Programs and Procedures in Exceptional

***Education* 3 credit hours**

This course teaches basic legal processes, common program models, and compliance procedures in all aspects of public school exceptional education. The course emphasizes the Child Find

Process, Assessment Process (including RTI), IEP process, and Legal Due Process and procedures. In addition, the course looks at common legal precedents, federal and state compliance mandates and procedures, as well as collaboration required in today's Exceptional Education. Prereq: Admission to the TEP and successful completion of Educ 309 with a 'C' or better, be concurrently enrolled in Educ 311, 312, or 313. (Fall)

328 Behavior Management for Exceptional Students

3 credit hours

This course teaches techniques and basic knowledge needed to manage behaviors of children with disabilities. The course emphasizes classroom management, collaboration around behavioral problems and management, behavioral theory and positive behavioral supports. The course also teaches how to construct a quality Functional Behavioral Analysis as well as a Positive Behavior Intervention Plan. Prereq: Admission to the TEP and successful completion of Educ 309 with a 'C' or better, be concurrently enrolled in Educ 311, 312, or 313. (Fall)

330 Methods and Materials in the Middle and Secondary School

3 credit hours

This course is designed to acquaint prospective middle and secondary education teachers with materials, methods, and strategies for teaching and planning the middle or secondary curriculum. In addition to a study of the principles and techniques of teaching and classroom management, students are expected to select, develop, and demonstrate appropriate materials and strategies for teaching their content areas. Prereq: Admission to TEP, be concurrently enrolled in Educ 311, 312, or 313. (Fall)

340 Assessment in Education **3 credit hours**

The expectations of this course are that students will be able to

define and describe different types of educational assessment, their purposes, and their instructional power. They will be able to analyze, use, and develop various types of assessment and assessment data to inform and improve instruction for diverse student populations.

Prereq: Admission to the TEP. (Fall)

343 Children's Literature 3 credit hours

A survey of children's literature from oral tradition through contemporary times including different types of literature and media appropriate for elementary and middle school. Emphasis is on criteria for evaluation selection and use of books and materials as related to the developmental needs and interests of children.

Prereq: Admission to TEP, be concurrently enrolled in Educ 311, 312, or 313. (Spring)

350 Teaching, Managing, and Assessing Science

3 credit hours

This course examines specific concepts and instructional techniques appropriate for teaching science to elementary children. Teacher candidates will gain an understanding of how students learn science, how to address common misconceptions, and how to employ science practices as students learn science content. Prereq: be concurrently enrolled in Educ 311, 312, or 313, Admission to TEP. (Fall)

353 Classroom Management in Middle and Secondary

Schools 3 credit hours

The course provides instruction for establishing a positive learning climate with the use of differentiated instructional strategies that provide for diverse learners. Various research-based discipline models are addressed. Consideration is given to at risk students in rural schools. Prereq: Admission to TEP, be concurrently enrolled in Educ 311, 312, or 313. (Spring)

360 Teaching, Managing, and Assessing Social Studies

3 credit hours

This course will explore the scope and sequence of understandings, attitudes and skills taught in an elementary social studies program, and will examine methodologies used in the elementary grades.

Prereq: Admission to TEP, be concurrently enrolled in Educ 311, 312, or 313. (Spring)

370 Computers and Multimedia for Teachers **3 credit hours**

The purpose of this course is to integrate electronic media into the school classroom. Each project is designed to forge electronic communication media with constructivist learning theory. Students will develop and construct useful electronic multimedia skills and abilities that are necessary in today's modern school classroom.

Electronic digital equipment will be manipulated and structured into the instructional course of studies to enhance the teacher's classroom performance. Prereq: Admission to TEP, be concurrently enrolled in Educ 311, 312, or 313. (Fall and Spring)

380 Praxis II Workshop **no credit hours**

This workshop provides students with information regarding the Praxis II series including registration information, preparation tips, test-taking skills, and study sessions. Prereq: Junior status and admission to the TEP. (As needed)

409 Clinical Practicum **6 credit hours**

For students seeking the LBD certification or an extra major (e.g. P-5 and Middle School) this course is to be taken the semester prior to student teaching. Teacher candidates will be assigned to a teacher in a local school to gain knowledge, skills, and professional dispositions to promote learning in all students. Teacher candidates will complete a minimum of 110 hours in the school setting and attend a practicum class each week. Required if certifying in two or

more areas or needs more teaching time prior to student teaching.

(As needed)

410 Student Teaching and Seminar-Elementary (P-5)

12 credit hours

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Teaching experience will be divided between K-3 and 4-5. Student teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone course for the Elementary Education (P-5) major. Prereq: Admission to Student Teaching. (Fall and Spring)

411 Student Teaching and Seminar-Middle School (5-9)

12 credit hours

(or students who have not taken EDUC 409, this course is taken in lieu of and adds a minimum of 15 days to student teaching) Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Teaching experience will be students' areas of concentration. Student teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone course for the Middle School Education (5-9) major. Prereq: Admission to Student Teaching. (Fall and Spring)

412 Student Teaching and Seminar (8-12) **12 credit hours**

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor.

Teaching experience will be provided in students' major subjects fields. Student teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly

scheduled seminars will be conducted during the semester. This is the capstone course for the Education major in the following areas: Biological Sciences (8-12), English (8-12), Mathematics (8-12) and Social Studies (8-12). Prereq: Admission to Student Teaching. (Fall and Spring)

413 Student Teaching and Seminar- Physical Education (P-12)

12 credit hours

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Teaching experience will be divided between elementary and middle/high. Student teachers will meet with their cooperating and campus supervisor on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone course for the Physical Education (P-12) major. Prereq: Admission to Student Teaching. (Fall and Spring)

414 Student Teaching and Seminar Learning and Behavior

Disorders Dual Certification (P-12) 12 credit hours

(For students who have not taken EDUC 409, this course is taken in lieu of and adds a minimum of 15 days to student teaching.) Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Teaching experience will be provided in students' major subject fields as well as in the secondary certification field. Student teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone course for the Education major in the following areas: Learning and Behavior Disorders and one of the following: P-5, 5-9, Biological Sciences (8-12), English (8-12), Mathematics (8-12) and Social Studies (8-12). Prereq: Admission to Student Teaching. (Fall and Spring)

420 Diagnostic Assessment for Instructional Planning

3 credit hours

This course will prepare students to administer and score various diagnostic instruments. Students will be able to utilize diagnostic assessments to assist in developing written educational profiles for individual students with school-related problems. Prereq: Educ 200, 309, and 305 or 320; Admission to TEP. (As needed)

421 Instructional Strategies for Exceptional Children

3 credit hours

The major emphasis of this course is directed toward teaching the student to make the appropriate choice of instructional strategy for exceptional children. A variety of instructional strategies and remedial methods will assist the student in designing a classroom environment that encourages active participation, cognitive development, and lifelong learning. Prereq: Educ 200, 309; Admission to TEP. (As needed)

460-469 Special Topics in Education **3 credit hours**

Elective courses may be offered as special topics in the education field on an occasional basis depending on the availability and interests of students and faculty. Prereq: Junior standing and permission of instructor. (As needed)