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UNDERGRADUATE EDUCATION

OFFICE OF THE SENATE COUNCIL

UNIVERSITY OF KENTUCKY

REQUEST FOR CHANGE IN UNDERGRADUATE PROGRAM

2005 APR -7 AM

Program:	Elementary Education		
Formal Option:	(if applicable)	or Specialty Field	(if applicable)
Department (if applicable):	Curriculum & Instruction (EDC)		
College (if applicable):	Education		
Degree title:	BAEDU	Bulletin pp:	159-160
CIP Code:		UK ID No.:	HEGIS CODE:
Accrediting Agency (if applicable):			

I. PROPOSED CHANGE(S) IN PROGRAM REQUIREMENTS

1. Particular University Studies Requirements or Recommendations for this program

	Current	Proposed
English writing	ENG 101/102 or ENG 105	ENG 104 & 200-level ENG course (also fulfills USP Elective requirement)
Communication:	COM 181	none
Mathematics:	MA 109 or 110 or ACT 26 or UK by-pass exam or Calculus course	MA 109 or 110 or ACT 26 or UK by-pass exam or Calculus course and STA 200
Area I (Natural Science)	BIO 102/103/111	BIO 102/103/111
Area II (Social Science)	6 hrs	6 hrs
Area III (Humanities)	12 hrs	6 hrs
Area IV (Cross-disciplinary component)	3 hrs	3 hrs
Area V (Non-western cultural component)		

2. College Depth and Breadth of Study Requirements (if applicable) (including particular courses required or recommended for this program) NOTE: To the extent that proposed changes in 2. through 6. involve additional courses offered in another program, please submit correspondence with the program(s) pertaining to the availability of such courses to your students.

Current	Proposed

3. Premajor or Preprofessional Course Requirements (if applicable)

Current	Proposed
A-E 270/272 (4 hrs)	A-E 200 (3 hrs)
MUS 260/261 (4 hrs)	MUS 266 (3 hrs)
PHI 100 or 130	--

Total Hours: 41

4. Credit Hours Required	<u>Current</u>	<u>Proposed</u>
	132-149	123-135
a. Total Required for Graduation	128	
b. Required by level		
	100 29-33 200 24-47 300 31-49 400-500 18-36	
c. Premajor or Preprofessional (if applicable)	41	f. Hours Needed for a Particular Option Or Specialization (if applicable) 6
d. Field of Concentration (if applicable)	6	g. Technical or Professional Support Electives (if applicable)
e. Division of Hours Between Major Subject and Related Field (if applicable)		h. Minimum Hours of Free or Supportive Electives (Required) 3

5. Major or Professional Course Requirements	<u>Current</u>	<u>Proposed</u>
	EDP 202 (3 hrs)	EDP 202 (3 hrs)
	EDP 203 (3 hrs)	EDP 303 (2 hrs)
	--	EDS 447 (2 hrs)
	FAM 554 (3 hrs)	--

6. Minor Requirements (if applicable)	<u>Current</u>	<u>Proposed</u>

Total Hours 123-125

7. Rationale for change(s): (If rationale involves accreditation requirements, please include specific references to those requirements.)
Please see attached "Recommendation for Revision of the Elementary Teacher Preparation Program".

REQUEST FOR CHANGE IN UNDERGRADUATE PROGRAM

8. List below the typical semester by semester program for a major.

<u>Current</u> Please see attached matrix.	<u>Proposed</u> Please see attached matrix.

Will this program be printed in the Bulletin?

Yes No

Signatures of Approval

J. Stevens

Department Chair

Rosetta J. Sandberg

Dean of the College

J. Dick

*Undergraduate Council

*University Studies

*Graduate Council

Academic Council for the Medical Center

Senate Council

4/5/05

Date

4/7/05

Date

Date of Notice to the Faculty

11-7-06

Date

Date

Date

Date

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Recommendation for Revision of the Elementary Teacher Preparation Program

Introduction

Late last spring a committee was charged with the task of both shortening and improving the early elementary teacher education program. Since then the full committee has met many times to discuss alternatives related to several program issues. Many more subcommittee meetings have been sandwiched between meetings of the full committee in an effort to maximize participation in considering alternatives.

A major goal is to shorten the program to 128 or fewer semester hours from the current 141 plus, so that students who wish to complete the first two years of study in a Kentucky public community college can transfer to UK and complete remaining program requirements in two additional years. The University has made a commitment that this 2+2 arrangement will be completed by Fall 2005 for several programs across the institution, including the elementary teacher preparation program. The second major goal is to address program weaknesses so the revised, shortened program has the potential to be more effective than the present program. Areas targeted for improvement include, but are not limited to:

1. Coordination and continuity needs across courses and field experiences.
2. Increasing students' ability and commitment to use appropriate instructional strategies in serving children with disabilities, as well as other special needs.
3. Increasing students' ability and commitment to assess student learning and to use a variety of teacher assessments and state test data for instructional improvement.
4. Increasing students' ability and commitment to incorporate appropriate applications of instructional technology in teaching.
5. Increasing students' understanding of issues related to diversity and ability and commitment to apply this knowledge for instructional improvement.

In order to facilitate the goal of having a revised program in place by Fall 2005, the committee has concentrated on reaching agreement on courses and course sequences. The result of that work is attached along with a summary of the changes approved by the committee. A great deal of work remains to be done before the fall semester. Some of the most important work will consist of updating existing courses based on recommendations of the committee. The course updates are expected to fit comfortably within the course descriptions in the catalog and not require departmental, college or university approval. Revised or new courses—including EDP 303, EDS 447, A-E 200 and MUS 266—will have to go through the approval process. We are asking the Department of Curriculum and Instruction faculty, the COE Courses and Curriculum Committee and the College of Education faculty to approve the recommended revised program courses and sequence with an understanding of what the revised or new courses (EDP 303, EDS 447, A-E 200 and MUS 266) are to be.

The revision committee met on January 11th to reach agreement on foundational concepts and strategies that are to be utilized in different contexts across courses in the program. The areas listed earlier as targets for improvement will be included. A major goal is to help our students construct a functional understanding of a modest set of theories and

strategies. In order to do that, application will be required in different meaningful contexts across several courses in the program. Further, we must have consistency across instructors, courses and departments in providing a strong cohesive program, rather than simply a collection of courses that are weakly related. An initial attempt to identify application of these strands across courses in the program is documented in Table 1.

Table 2 tracks the changes between the current and proposed programs in the areas of USP, Program Related Studies and the professional education course requirements after admission to the Elementary Teacher Education Program. Also attached is a sample four-year curricular plan for students entering the program as freshmen, a plan which also can be used as a guide for students transferring into the University under the 2+2 program. The attached curriculum contract, a tool used by undergraduate advisors during advising conferences, also displays the categories within the proposed curriculum.

Major Changes and Expectations in the Redesigned Elementary Program

- 1. Area of Specialization** – The Areas of Specialization as we have known them have been dropped. The committee has included a 6-hour component in which students take additional works in mathematics and/or literacy. This change reflects the understanding that literacy and mathematics receive far more emphasis in elementary schools than all other subjects combined.
- 2. Art and Music Education** – Instead of taking two 2-hour courses in each of these areas, the students will now take one 3-hour course in each area that incorporates the best ideas from the pairs of 2-hour courses.
- 3. FAM 554** – The Working with Parents course has been dropped from the program. This content will be addressed in EPE 301, methods courses, practicum and student teaching seminars.
- 4. Mathematics/Inferential Skills** – Students in the redesigned program will take a mathematics (unless math ACT 26 + or bypass exam) and a statistics course. The committee decided to require statistics in addition to mathematics in order to better address students' needs for a stronger background in assessment and mathematics.
- 5. Meeting the needs of Exceptional Learners** – After much discussion on this important issue, the decision was made to have students take a 2 credit EDP 203 (proposed as EDP 303 Teaching Exceptional Learners in the Elementary Classroom) and a follow-up 2 credit class through the Dept. of Special Education and Rehabilitation Counseling. The second class will be taken during the practicum semester. The two classes will be coordinated, and foundational ideas from the classes will be utilized in EDC and other course experiences.
- 6. EDP 202** – The Human Development and Learning course will be taken after program admission, rather than as a prerequisite to program admission. Sections will be designated "Elementary majors only" to allow instructors teaching the course to better target the issues and content most useful for elementary school teachers. A modest set of human development and learning theory ideas introduced in this course will be utilized in EDC and other courses.
- 7. Social Studies Content** – In order to increase students' opportunities to develop a global perspective and address the Kentucky Program of Studies and Core Content

regarding state/regional studies, students will have constrained choices for 18 hours of coursework in this area. Students may take either the American or European History sequence, and must take a state/regional studies course. Choices for the cross-cultural component of USP, as well as the choices for six elective hours in the social sciences, have been selected to help students deepen background knowledge important to the teaching of social studies in the elementary grades.

8. Literature/Humanities – Instead of taking a literature sequence (American or English literature) paired with the corresponding history courses, students will take 3 hours of literature and 3 hours of Art, Music or Theatre Arts selected from the USP Humanities listings.

9. Technology – Agreement will be reached on instructional technology tools to be used in the education sequence, and EDC 317 will be revised to provide foundational study of those tools. Course syllabi, particularly for EDC courses, will be revised as needed to show where those tools are being utilized.

10. Physical Education and Health – the primary focus of the 2-credit physical education course for elementary teachers will be on fitness activities that elementary teachers can do within their classrooms. The 2-credit health course will include nutritional considerations important in achieving and maintaining fitness.

11. Assessment and Using Data – Foundational ideas for obtaining and using data from informal and formal assessments will be introduced and subsequently utilized in EDC and other courses.

12. Diversity – Foundational ideas on diversity that have important instructional implications will be introduced and subsequently utilized in EDC and other courses.

13. Field Experiences – Greater use will be made of cases and short teaching episodes on CD and DVD in order to modestly reduce the number of field placements required in the program. Alternative strategies for supervising the elementary practicum, such as the use of peer mentoring, along with reduced faculty supervision, will be piloted with the goal of reducing faculty costs for supervision by a third.

Table 1: Strategies for Addressing Core Themes through Related Studies Coursework and Professional Education Coursework in the Redesigned Elementary Education Program

Courses	Assessment	Diversity	Technology	Human Development and Learning	Special Needs Students	Reflective Practice and Inquiry
A-E 200	Use of formal and informal assessments	Use of multiple intelligences to address interests and learning styles of all students	Use of the internet for appropriate class materials and images	Use Lowenfeld and Britain – Stages of Development in Art in the course	Use of different art materials to meet the needs of each student	Reflective practice in making effective and appropriate content and methodology decisions
MUS 266	Create rubrics for assessing music activities, do peer evaluation on selected work and presentation, and create learning portfolio	Study music of different cultures, plan and conduct lessons using multicultural approach, and plan music activities for children with special needs	Use the Internet to find music resources and use technology to present music activities	Create child-appropriate music activities for children in grades K-5	Students plan music activities for children with special needs	Engage in self-evaluation of music learning process and product, including mini-teaching tasks, written assignments, projects, presentations, and performances; write concert reports
KHP 380	Written (essays & lessons) and class assignments related to major topics including: health education, oral health, communicable disease, cardiovascular disease, cancer, mental/emotional health and stress, nutrition, unintentional injury, drugs, alcohol, and tobacco, family life and human sexuality education	Discussion of the importance of wellness issues related to ethnicity, gender, age, region of country	Use of Internet to locate health education resources; incorporate technology into lesson planning	Lesson planning based on growth and development characteristics of learners	Instructional strategies/ accommodations as related to special needs students	Reflection writings: personal thoughts/ reactions to wellness issues, knowledge and understanding of wellness issues from class discussions
KHP 382	Written reports, Equipment file, Activity Card file Integration assessments, Design equipment that can be used in gymnasium and/or classroom	Discussion of the importance of the physical, mental, and social aspects of elementary physical education in regard to		Discussion of learning styles, multiple intelligences as related to physical education	Discussion of physical education as related to special needs students, use of alternative methods, necessary	

Courses	Assessment	Diversity	Technology	Human Development and Learning	Special Needs Students	Reflective Practice and Inquiry
MA 201	Formative assessment integrated into this course through an EPSB grant of Millman and Ma	the total well-being of the student; discussion of diversity issues from observational fieldwork	Manipulatives introduced and used extensively throughout the course. Course includes some calculator use. Students are introduced to useful websites such as the National Library of Virtual Manipulatives		modifications, age and developmentally appropriate activities presented	Inquiry-based learning emphasized throughout the course.
MA 202	Formative assessment integrated into this course through an EPSB grant of Millman and Ma	Course includes discussion of the NCTM Equity Principle. Students also given opportunity to view <i>Stand and Deliver</i> .	Manipulatives introduced and used extensively throughout the course. Course includes some calculator use. Students are introduced to useful websites such as the National Library of Virtual Manipulatives			Inquiry-based learning emphasized throughout the course.

Courses	Assessment	Diversity	Technology	Human Development and Learning	Special Needs Students	Reflective Practice and Inquiry
GLY 160	Earth Science Portfolio; collection of lesson plans; use of Classroom Performance System (CPS) lab assessments	Use of hands-on instruction, group instruction, laboratory experiences, and inquiry-based instruction to meet individual learner needs	Classroom Performance System (CPS) for in-class instruction		Use of hands-on instruction, group instruction, laboratory experiences, and inquiry-based instruction to meet individual learner needs	Use of inquiry-based instruction
PHY 160	Uses variety of assessments including authentic, hands-on performance tasks and written responses that require application; learn based upon direct observations of physical phenomena and infer and reason from these observations in collaboration with peers and instructors; six units (light, mirrors and lenses, magnets, motion and sound, astronomy by sight, electric currents) address KY core content for assessment and the National Science Education Standards	Uses variety of instructional strategies with an emphasis on group collaboration in laboratory setting	Uses listserv for class discussions and communication; uses phy 160 home page on Web to disseminate information about the course and identify links to websites that are useful in teaching elementary students; uses Sonic Rangers with a computer interface for motion studies	Uses constructivist strategies	Uses variety of instructional strategies with an emphasis on group collaboration in laboratory setting; demonstrates accommodations for students with special needs	Uses direct observations of physical phenomena and infer and reason from these observations; uses Physics by Inquiry materials by McDermott
EDP 202	Introduction of principles of standardization, reliability, and validity; comparison of norm- and criterion-referenced measures; introduction to various	Individual and group differences discussed in the context of students' prior knowledge, learning, and motivation;	No inclusion of educational technology in the curriculum but students are required to use e-	Information processing models, constructivist theories of learning, learning strategies, higher-level thinking skills and problem		

Courses	Assessment	Diversity	Technology	Human Development and Learning	Special Needs Students	Reflective Practice and Inquiry
	standardized scores; introduction to critiques of standardized testing and potential test bias	introduction to issues related to teacher expectations and beliefs	mail and the class listserv to meet course requirements	solving; behaviorist and social cognitive theories of learning; cognitive, personal, social, and moral development of children and adolescents		
EDP 303	Identification of specific special needs populations, modifications of assessment strategies	Gifted students, at-risk students, sexual minority youth and families, ethnic diversity	No inclusion of educational technology in the curriculum but students are required to use e-mail and the class listserv to meet course requirements	Individual differences in learning and development related to identified special needs populations and to gifted children, social systems theory of development – working with families and other stakeholders	Introduction to a range of exceptionality, including identified special needs; history of IDEA and legal requirements surrounding the IEP; gifted students, at-risk students, sexual minority youth and families	
EPE 301	Social map, experiencing diversity with interviews, field observations in non-classroom educational settings, related projects	Evaluate educational policies, structures, and processes for their differential impact on groups; understand the social, economic, and political dimensions of schools that shape education; explore ways in which race, class, gender, ethnicity, rurality, and nationality mediate student and				

Courses	Assessment	Diversity	Technology	Human Development and Learning	Special Needs Students	Reflective Practice and Inquiry
EDC 323	Create and conduct assessments appropriate for cooperative learning and learning centers	Plan and implement cooperative learning lesson to address needs of diverse P-5 students; analyze teacher-student interactions by race and gender; place students in diverse classrooms for field experience	Use class listserv discussions; incorporate Internet resources into small-group presentations; use PowerPoint in small-group presentations	Discuss role of motivation in learning; discuss use of multiple intelligences to address individual needs; discuss social discipline and behavioral models of discipline	Address accommodations for students with special needs in lesson plans; small-group research and presentations on management and discipline issues related to children with ADHD; legal issues associated with management and discipline, including attention to students with special needs	Collect data in field-placement classrooms regarding time management, questioning strategies, classroom arrangement, and rules/procedures; complete observational reports, including reflective analyses, on these aspects of classroom management; complete self-assessment and reflective narratives after teaching cooperative lesson
EDC 329	Writing portfolios, on-demand writing; sociocultural perspectives on literacy learning;	Attention to linguistic diversity; focus on multicultural and multiple genres of	Online communication with parents and others; using	Sociocultural perspective on literacy learning; Piaget and Vygotsky; reading and	Attention to linguistic diversity; using text sets (theme related	Report of observed classroom practices related to literacy instruction and literate environment; reflection on each

Courses	Assessment	Diversity	Technology	Human Development and Learning	Special Needs Students	Reflective Practice and Inquiry
	"Kidwatching" as continuous assessment	children's literature to address the needs and interests of diverse student populations; field placement in diverse classrooms	technology to create quality instruction as well as professional parent newsletters	writing presented as constructive practices; importance of motivation in literacy learning	books of multiple levels) to meet the needs of special learners	of four lesson plans taught in the field classroom; written reflections on how new information read or discussed can be used in classrooms
EDC 322	Plan assessments in 12 lesson plans (three across four content areas); multiple assessments; alternative assessments	Placements in diverse elementary classrooms; written analysis of visit to another classroom, including issues related to diversity and children with special needs	Use Internet to locate resources, word process lesson plans and portfolio entries	Plan develop- mentally appropriate instruction in 12 lesson plans	Address accommodations for students with special needs in lesson plans	Analyze and reflect on own teaching and complete reflective learning logs; plan, implement, evaluate, and reflect upon instruction during 12 required lessons; mini-inquiry project
EDC 326	Review NCCSS standards, Kentucky Academic Expectations and Program of Studies, Kentucky Core Content, and Fayette County Curriculum Framework; review annotated, released KCCT items; create open-ended response-culminating event for unit	Global/cultural studies; discussion of case studies – intellectual abilities and cultural situations/current events/controversial issues in school setting; use of various <i>Teaching Tolerance</i> materials from Southern Poverty Law Center	Use of multiple web sites offered for SS strands including lesson plans, resource information, and interactive activities for elementary student participation; class-time spent in computer lab for critical analysis of various sites offered during the course; technology focus for at least one lesson taught during practicum	Mini-research project during practicum experience to determine elementary students' historical perspectives; required text includes specific examples of lesson ideas using Bloom's Taxonomy of educational objectives; Reading Reflection Guides require modification of lesson ideas for various grade levels	Required texts supply lesson activities, strategies, and variations or modifications for different levels, though not stated specifically for special needs students; required text includes specific examples of lesson ideas using Bloom's Taxonomy of educational objectives; Reading Reflection Guides require	In-depth reflection required for all lessons taught in field; Reading Reflection Guides required for various course readings in order to connect theory to future teaching and current practicum experiences; pre-post test reflection of course content

Courses	Assessment	Diversity	Technology	Human Development and Learning	Special Needs Students	Reflective Practice and Inquiry
EDC 328	Four portfolio entries Exams including performance assessments Creation of science unit	Students with special needs discussed as related to science instruction, safety, accommodations, materials	Subscribe to listserv Use of microcomputer labs	Use of cooperative groups during activities Discussions concerning conceptual understanding, misconceptions, learning styles, etc. as related to life, earth, and physical science	Students with special needs discussed as related to science instruction, safety, accommodations, materials	Inquiry-based instruction used in class and expected from students during field placement
EDC 337	Classroom assessments; content-related questions on such items as fractions, geometry, place-value, etc.; grading; mastery learning; diagnosing learning difficulties; standardized testing; examination of CATS data for several schools and hypothesize ways to improve results	Cooperative learning; equity issues; planning for diverse learners including gender, gifted, second language, ethnic and cultural differences, and students with disabilities	Use online system to turn in assignments and communicate; write reviews of computer applications	Review various theories of learning; Piaget's cognitive stages; hierarchy of learning geometry; multiple intelligences	Address needs of students with disabilities	Complete journal entries; respond to comprehensive questions about course concepts; develop folio of math lessons taught during the course and in practicum with first entry a self-evaluation
EDC 317	Create lesson plans; demonstrate knowledge of instructional technology in terms of purpose, use, and implications for educational opportunities		On-line discussions; create Microsoft Word Flyer, form letter, web page, excel, Power Point			
EDS 447	Analyze case studies and write descriptions of	Prepare and present an original case study	Course materials and assignments	Coursework and assignments enhance	Analyze case studies and write	Prepare and present an original case study based on a student

Courses	Assessment	Diversity	Technology	Human Development and Learning	Special Needs Students	Reflective Practice and Inquiry
EDC 339	Complete an extensive assessment project and use it to plan instruction for individual students	One course period is spent discussing issues of diversity, and culturally responsive instruction is integrated throughout all course topics. For instance, students watch videos	available on web sites and via email; course listserv discussion	learning outcomes for students with disabilities	descriptions of solutions to challenges involving accommodations for academic instruction, behavioral supports, and alternative assessments for students with disabilities; demonstrate understanding of productive collaboration practices and behaviors among professional educators working with students with disabilities through written work and role playing exercises	with disabilities served in the EDC 322 practicum setting including background, behavioral description of specific educational concern, and intervention/accommodation plan
	solutions to challenges involving alternative assessments for students with disabilities in elementary classrooms	based on a student with disabilities served in the EDC 322 practicum setting including background, behavioral description of specific educational concern, and intervention/accommodation plan		Covers how reading ability develops in children.	Discussion of differentiating instruction in reading for all learners, regardless of achievement level	Students reflect on student learning and plan instruction based on children's needs. They also reflect on their own teaching, connected with student learning.

Courses	Assessment	Diversity	Technology	Human Development and Learning	Special Needs Students	Reflective Practice and Inquiry
EDC 433	Complete instructional sequence which includes unit assessment that describes pre- and post-assessments; complete tasks with scoring rubrics; complete reading assessment project	throughout the course and discuss the ways in which the instruction was culturally responsive. Plan, implement, and evaluate instruction that meets the needs of all learners; use small group/cooperative learning strategies to engage all learners; use variety of instructional strategies	Integrate technology throughout instruction; use complete portfolios and other assignments	Plan instruction that is appropriate for the developmental level of students	Plan/design accommodations for students with special needs	Complete Impact and Refinement sections on lesson plans; videotape and analyze segments of lessons; develop a Professional Growth Plan; review Professional Growth Plan throughout the semester

Table 2: Comparison of ELED current vs. proposed programs

	I. USP REQUIREMENTS (Current)	Hours		I. USP REQUIREMENTS (Proposed)	Hours
I.	Mathematics		I.	Mathematics	
	MA 109 or MA 110 or Math ACT 26 or UK by-pass exam or any calculus course	0-4		MA 109 or MA 110 or Math ACT 26 or UK by-pass exam or any calculus course	0-4
II.	Foreign Language		II.	Foreign Language	
	2 semesters of foreign language or two years high school foreign language	0-8		2 semesters of foreign language or two years high school foreign language	0-8
III.	INFERENCE AND COMMUNICATION SKILLS		III.	INFERENCE AND COMMUNICATION SKILLS	
	MA 123 or STA 200 and (PHI 120 or PHI 320)	3-6		STA 200 and (PHI 120 or PHI 320)	6
IV.	Written Communication		IV.	Written Communication	
	ENG 101/102 or ENG 105	3-6		ENG 104 (Writing) & 200-level writing-intensive ENG course (may be one of the Electives listed below in X.)	4-7
V.	Oral Communication – COM 181	3	V.	Oral Communication - Suspended	--
VI.	Natural Sciences		VI.	Natural Sciences	
	BIO 102 & BIO 103 & BIO 111	7		BIO 102 & BIO 103 & BIO 111	7
VII.	Social Sciences		VII.	Social Sciences	
	Select a total of two courses from among ANT, ECO, GEO, PS, and SOC. For example, choose one SOC course and one ANT course for a total of 6 credits from 2 different disciplines.	6		Choose 1 course from two separate disciplines: ANT 101, ANT 241, ANT 242, ECO 101, ECO 201, GEO 152, GEO 172, GEO 222, GEO 240, PS 101, PS 235, SOC 235, SOC 335, WS 200	6
VIII.	Humanities		VIII.	Humanities	
	HIS 104 & HIS 105 European History OR HIS 108 & 109 History of the US These courses will fulfill the Electives requirement as well.	6		HIS 104 & HIS 105 European History OR HIS 108 & 109 History of the US	6
IX.	Cross-Cultural		IX.	Cross-Cultural	
	One course from ANT, GEO, or PS. The course must be in a discipline other than those chosen to fulfill the requirements for the disciplinary Social Sciences requirements.	3		A-H 307, A-H 308, AAS 254, AAS 263, AAS 264, AAS 328, AAS 336, AAS 417G, AAS 431G, ANT 160, ANT 221, ANT 241, ANT 242, ANT 320, ANT 321, ANT 322, ANT 323, ANT 324, ANT 327, ANT 431G, ENG 264, GEO 160, GEO 260, GEO 324, GEO 328, GEO 330, GEO 332, GEO 333, GEO 334, GEO 336, HIS 206, HIS 207, HIS 247, HIS 248, HIS 254, HIS 295, HIS 296, HIS 536, HIS	3

				548, HIS 549, HIS 561, HIS 562, HIS 593, HIS 597, HIS 598, JPN 320, JPN 321, JPN 334, LAS 201, PS 212, PS 417G, PS 420G, PS 428G, SOC 380, SPA 314		
X.	Electives (6 hrs.)			X.	Electives (6 hrs.)	
	See notation under Humanities above.		6		Choose one course from among the following: ENG 230, ENG 231, ENG 232, ENG 233, ENG 234, ENG 261, ENG 262, ENG 264, ENG 281 (If used to fulfill Graduation Writing Requirement, ENG department must be notified.)	3
					Choose one ART, MUSIC, or THEATRE ARTS course from the Humanities USP listings. Please refer to the UK Bulletin 2004-2005, p. 73.	3
					NOTE: Students may use University Honors Program courses (HON) and/or Discovery Seminars (DSC) to fulfill some of the above USP requirements.	
	TOTAL CREDIT HOURS		37-55		TOTAL CREDIT HOURS	38-53

II. PROGRAM RELATED STUDIES (Current)		II. PROGRAM RELATED STUDIES (Proposed)	
A Art Education		A Art Education	
A-E 270/272	4	A-E 200	3
B Music Education		B Music Education	
MUS 260/261	4	MUS 266	3
C Health and Fitness		C Health and Fitness	
KHP 380/382 (Part of "Professional Intro" semester)	4	KHP 380 & 382	4
D Mathematics		D Mathematics	
MA 201 & MA 202	6	MA 201 & MA 202	6
E PSY 100, Intro to Psychology	4	E PSY 100, Intro to Psychology	4
F Earth and Physical Science		F Earth and Physical Science	
GLY 160	3	GLY 160	3
PHY 160	3	PHY 160	3
G Additional Social Science		G State/Regional Studies	
For depth, must be same as a discipline in USP VII above	3	Choose one of the following courses: HIS 580, PS 456G, APP 200, APP 300, GEO 322, HIS 240	3
H Children's Literature		H Children's Literature	
LIS 510	3	LIS 510 or Alternative (Lower division equivalent from Community College example of acceptable alternative)	3
I Area of Specialization		I Additional Mathematics and/or Literacy *	
Courses in one's discipline beyond University Studies (12-15 hours depending on discipline)	12-15	Select two courses from the following (must be different from course used in USP Electives): MA 310, MA 241, EDC 334, ENG 205, ENG 207, ENG 211, ENG 230, ENG 231, ENG 232, ENG 233, ENG 234, ENG 261, ENG 262, ENG 264, ENG 281, EDC/ENG 509	6
		J Free Elective	3
TOTAL CREDIT HOURS	46-49	TOTAL CREDIT HOURS	41

III. PROFESSIONAL EDUCATION COURSES (Current)		III. PROFESSIONAL EDUCATION COURSES— only after admission to Teacher Education Program (Proposed)	
EDP 202 Human Development & Learning	3	EDP 202 Human Development & Learning	3
EPE 301 Education in American Culture	3	EPE 301 Education in American Culture	3
EDC 329 Teaching Reading & Lang Arts	3	EDC 329 Teaching Reading & Lang Arts	3
EDP 203 Teaching Exceptional Learners in the Regular Classroom	3	<i>EDP 303 Teaching Exceptional Learners in the Elementary Classroom</i>	2
EDC 323 Classroom Management & Discipline	3	EDC 323 Classroom Management & Discipline	3
EDC 322 Elementary Practicum	3	EDC 322 Elementary Practicum	3
EDC 326 Soc Stu Methods & Materials	3	EDC 326 Soc Stu Methods & Materials	3
EDC 328 Science Methods & Materials	3	EDC 328 Science Methods & Materials	3
EDC 337 Mathematics Methods & Materials	3	EDC 337 Mathematics Methods & Materials	3
EDC 339 Reading/Lang Arts Methods & Materials	3	EDC 339 Reading/Lang Arts Methods & Materials	3
EDC 317 Technology Integration	1	EDC 317 Technology Integration	1
FAM 554 Working with Parents	3	<i>EDS 447 Strategies for Including Students with Disabilities in the Elementary Classroom</i>	2
EDC 433 Student Teaching in Elementary School	12	EDC 433 Student Teaching in Elementary School	12
Total Credit Hours	46	Total Credit Hours	44
		** Students beginning their work in a public Kentucky community college may complete EDP 202 and a lower division equivalent of EPE 301 before applying for admission to the teacher education program at UK.	
USP Total = 37-55 credit hrs. Program Related Studies = 46-49 credit hrs. After Admission = 46 credit hrs.	129-150	USP Total = 38-53 credit hrs. Program Related Studies = 41 credit hrs. After Admission = 44 credit hrs.	123-138

Sample Four-Year Plan (ELED)

<u>Year 1 – Fall Semester</u>			<u>Year 1 – Spring Semester Credits</u>		
		Credits			
STA 200	(III)	3	BIO 103	(VI)	3
PHI 120	(III)	3	BIO 111	(VI)	1
ENG 104	(IV)	4	HIS 104	(VIII)	3
BIO 102	(VI)	3	ANT 160	(IX)	3
GEO 172	(VII)	3	A-H 307	(IX)	3
			ENG 2xx	(X)	3
Total		16	Total		16

<u>Year 2 – Fall Semester</u>			<u>Year 2 – Spring Semester Credits</u>		
		Credits			
HIS 105	(VIII)	3	MUS 266	(IIB)	3
Art, Music, Thea Arts		3	KHP 380	(IIC)	2
PS 101	(VII)	3	MA 202	(IID)	3
A-E 200	(IIA)	3	PHY 160	(IIF)	3
MA 201	(IID)	3	PSY 100	(IIE)	4
Total		15	Total		15

<u>Year 3 – Fall Semester</u>			<u>Year 3 – Spring Semester Credits</u>		
		Credits			
GLY 160	(IIF)	3	EDC 329	(IIIB)	3
LIS 510	(IIH)	3	EDP 303	(IIIB)	2
MA 310	(II I.)	3	EDC 323	(IIIB)	3
EDP 202	(IIA)	3	ENG 2xx	(II I.)	3
EPE 301	(IIIB)	3	Free Elective	(II J.)	3
KHP 382	(IIC)	2	APP 200	(IIG)	3
Total		17	Total		17

<u>Year 4 – Fall Semester</u>			<u>Year 4 – Spring Semester Credits</u>		
		Credits			
EDC 322	(IIIC)	3	EDC 433	(IIID)	12
EDC 326	(IIIC)	3	EDS 447	(IIIC)	2
EDC 328	(IIIC)	3			
EDC 337	(IIIC)	3			
EDC 317	(IIIC)	1			
EDC 339	(IIIC)	2			
Total		16	Total		14