University of the Cumberlands

School of Education
Undergraduate Handbook
2014-2015
(Updated January 2015)

Reflective Constructors of Quality Learning Experiences through Critical Thinking
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.

Planned Programs contained in this booklet do not necessarily show specific courses required for academic emphases or specialization components. 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

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, National Council for Accreditation of Teacher Education (NCATE), 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 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 caring, critical and creative thinking, and a strong work ethic. 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 Kentucky Teacher Standards, University of Cumberlands’ Standards, PGES, and any applicable SPA standards.
3. To develop candidates’ abilities 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.
Kentucky Teacher Standards and University of the Cumberlands Standards for Preparation & Certification

10 KENTUCKY STANDARDS—2 UNIVERSITY OF THE CUMBERLANDS STANDARDS

Standard 1 The Teacher Demonstrates Applied Content Knowledge
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Standard 2 The Teacher Designs And Plans Instruction
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 3 The Teacher Creates And Maintains Learning Climate
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 4 The Teacher Implements And Manages Instruction
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 5 The Teacher Assesses and Communicates Learning Results
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 6 The Teacher Demonstrates The Implementation Of Technology
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, the community; and conduct research.

Standard 7 The Teacher Reflects On And Evaluates Teaching And Learning
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Standard 8 The Teacher Collaborates With Colleagues/Parents/Others
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 9 The Teacher Evaluates Teaching And Implements Professional Development
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.

Standard 10 The Teacher Provides Leadership Within School/Community/Profession
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

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 caring, a strong work ethic, critical and creative thinking, and a commitment to excellence.

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 caring, a strong work ethic, critical and creative thinking, a commitment to excellence and professional integrity. Each of the 4 dispositions may be clearly evidenced as candidates demonstrate the following habits and behaviors.

<table>
<thead>
<tr>
<th>Strong Work Ethic</th>
<th>Critical &amp; Creative Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Has high expectations for self</td>
<td>➢ Is flexible</td>
</tr>
<tr>
<td>➢ Is dependable</td>
<td>➢ Provides for all learners</td>
</tr>
<tr>
<td>➢ Is timely in completing responsibilities</td>
<td>➢ Expresses thoughts and ideas clearly</td>
</tr>
<tr>
<td>➢ Is a self-starter; takes initiative</td>
<td>➢ Demonstrates ability to problem solve</td>
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<table>
<thead>
<tr>
<th>Caring</th>
<th>Commitment to Excellence/KY Code of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Has a positive attitude</td>
<td>➢ Has a professional appearance</td>
</tr>
<tr>
<td>➢ Is cooperative</td>
<td>➢ Uses technology effectively</td>
</tr>
<tr>
<td>➢ Is respectful of others</td>
<td>➢ Demonstrates leadership abilities</td>
</tr>
<tr>
<td>➢ Establishes rapport with diverse populations</td>
<td>➢ Uses appropriate spoken &amp; written English</td>
</tr>
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Kentucky Professional Code of Ethics
University of the Cumberlands Professional Dispositions (Standard XII)

16 KAR 1:020. 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 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.

Effective August 1, 2015, all candidates applying for the Teacher Education program needs to have taken and passed all three areas of the CASE before applying to the teacher education program. A transfer student may need to have different considerations.
Successfully completing 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.

Be enrolled in or complete SPED 233 and/or EDUC 237 with a C or better.

Complete an initial ePortfolio which will support both the Kentucky Teacher Standards and the UC Standards.

Sign the Declaration of Understanding of Teacher Education Requirements

Comply with Residency Requirements for Formal Admission to the Teacher Education Program. Individuals transferring to University of the Cumberlands or returning individuals who have not been enrolled at the University any semester during the past three years must meet one of two conditions:

- Have attended the University of the Cumberlands for one full semester as a full-time student.
- Complete twelve semester hours in consecutive semesters as a part-time student immediately prior to being considered for admission to Teacher Education.

Those candidates who transfer or return to University of the Cumberlands may enroll in EDUC 237 and make application and interview for acceptance into the program. However, a formal vote in the EPAC to approve or deny acceptance of the candidate will not take place until the residency requirements as stated above have been met.

- Submit documentation of having satisfactorily passed (with grade of C or better) the courses ENGL 131 and ENGL 132.

- 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 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 3.0 scale on the Pillar I portfolio. All candidates going through Pillar I will meet with their teacher education advisor specifically to check for understanding several weeks prior to the submission date of Pillar I.

- 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.*

- As of January 1, 2015, prospective teacher education candidates are required to submit a National background check before obtaining clinical hours in P-12 schools. This background check ensures that candidates have the appropriate clearance for working with P-12 students, staff, and faculty during various field/clinical experiences.

Please complete the National Background check at: [https://www.criminalwatchdog.com/](https://www.criminalwatchdog.com/) (The cost of the National Background check is **$18.95**, and the results are instantaneous).

Once you complete the background check:
1. Choose the print option, and save the PDF to your computer.
2. Attach the PDF file in an email, and email to your course professor with the following subject line: **Background Check**
   The attachment will be sent to Teacher Certification and become part of your teacher education file.

* 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 Kentucky 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

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
● Attending counseling sessions to address dispositions
● Repeating a course
● Spending additional time in the public school setting

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 has the responsibility to schedule a meeting with the School of Education Undergraduate Department Chair and provide verification that all requirements have been 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
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 licensure file.
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 from **Probationary Status**.
8. Candidates who are unsuccessful in meeting the Action Plan requirements are exited from the program unless EPAC grants a time extension for additional remedial actions.
9. However, if after the specified time, all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from **Probationary Status**.
10. If the candidate has not removed the identified area(s) for growth at the end of the second probationary period, the candidate will be withdrawn from the program. Candidates must provide documentation of successful actions that have removed the
identified area for growth and may request readmission to the program.
11. If readmitted, the candidate’s enrollment in the program will be monitored by the School of Education Undergraduate Department Chair and continued enrollment will depend upon ongoing improvement in the cited area(s) for growth.

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.

Four levels of certification offered by the State of Kentucky:
- 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 the Capstone course (ELEM 430/ELMS 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.

2. All methods courses and one-third of work leading to certification must be completed at University of the Cumberlands.

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

4. 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.

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

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

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

8. 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.

9. Course professors will complete dispositions on candidates moving through the teacher education program for the courses and Pillars listed below:
   - For all candidates applying for Pillar I, dispositions will be viewed by the faculty evaluators for the courses SPED 233, EDUC 235, EDUC 237, and content.
   - For all candidates applying for Pillar II, dispositions will be viewed by the faculty evaluators for the courses EDUC 331, ELEM 430/EDUC 432 and content.
   - For all candidates applying for Pillar III, dispositions will be viewed by the faculty evaluators from the cooperating teacher and the university supervisor.

10. Students displaying continued writing problems will be referred to the ARC with a writing referral from their course professor for tutoring services. (see the School of Education Undergraduate Handbook for the Writing Referral form) If given a writing referral, the candidate will be expected to work with a tutor from the ARC on specific problems as noted by the professor. You will be required to get a signature from the tutor and return the referral along with the corrected assignment to your professor. Professional writing is expected in all Teacher Education course work as well as Portfolios and other works required by the program.

11. All candidates must read and sign the Field Experience Guidelines prior to any clinical/field experience in the P-12 schools. Course professors will discuss this in their classes.
The Teacher Education Program is essentially organized into three (3) gateway sections which 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);
- Have achieved a minimum mean score of 2.75 on a 3.0 scale on the Pillar I ePortfolio requirements;

**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

Final admission to the Teacher Education Program is determined by the Educator Preparation Advisory Committee (EPAC). This Committee is composed of department chairs or their designees from which majors and certifications are offered, the faculty of the School of Education, the Vice President for Academic Affairs, the Registrar, and public school personnel. 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.
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);
- Achieve a minimum mean score of 2.75 on a 3.0 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 either Fundamentals of Secondary Education (EDUC 432), or Classroom Management and Behavior (ELEM/ELMS 430) the semester immediately prior to Student Teaching/Professional Experience.
- Take and submit to the Certification Officer PRAXIS 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.
- Provide PLT scores and sub-scores or verification of registration to take the PLT during the first month of Student Teaching/Professional Experience. Scores and verification of registration must be submitted to the Certification Officer at least one month prior to the Student Teaching/Professional Experience semester.
- Complete a minimum of 96 semester hours of 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 80% of all required professional education courses with a minimum standing of 2.75 (no D's or F's) and be currently enrolled in or have satisfactorily completed EDUC 432 or ELEM/ELMS 430.

- A candidate may take one additional course with Student Teaching/Professional Experience, provided such course does not interrupt or interfere with the full-day, full-time requirements of Student Teaching/Professional Experience.

- 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 during EDUC 432 or ELEM/MS 430. Student Teacher/Teacher Candidate Intern are responsible for background check processing fees charged by the University.

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 which 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;
Participation in a school-based professional learning community; and
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 the following classes: **EDUC 331 Studies in Education: Special Topics in Literacy**, which must be completed prior to enrolling in either **EDUC 432 Fundamentals of Secondary Education**, **ELEM 430**, or **ELMS 430 Classroom Management and Instruction**.

Candidates enrolling in **EDUC 331 Studies in Education: Special Topics in Literacy**, **EDUC 432 Fundamentals of Secondary Education**, and **ELEM 430 or ELMS 430 Classroom Management and Instruction** will be placed in the course by the Certification Officer only. Candidates may not add these courses to their carts on MyUC.

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 432 Fundamentals of Secondary Education and ELMS 430 or ELEM 430 Classroom Management and Instruction**. The candidate will remain with the same cooperating teacher during the first placement of their **Supervised Student Teaching/Professional Experience Semester**.
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)
- 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 2.85 on a 3.0 scale on the ePortfolio requirements.
- Complete the TC1 form with the Certification Officer;
- Achieve a minimum grade of “C” for successful completion of the Student Teaching/Professional Experience course; a C is the minimum acceptable score.
- Take and 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.
The NCATE publication Standards, Procedures, and Policies of the Accreditation of Professional Education Units defines field experiences as:

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,
Observation Guidelines for Field/Clinical Placement

In concert with the National Council for Accreditation of Teacher Education (NCATE), 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 NCATE 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.

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.
   1. 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
   1. 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.
   1. Graphic printed clothing is unacceptable
   1. Tattoos must be covered.
   1. Facial/tongue/cartilage piercings must be removed
   1. Chewing gum and tobacco products are prohibited.

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).
• 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.

Confidentiality- 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 Kentucky Teacher 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>Kentucky Teacher Standards</th>
<th>UC Standards</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 235 Basic Concepts Concerning Education (CP,E)</td>
<td>X X X</td>
<td>X X</td>
<td>20 (25 for secondary cert)</td>
</tr>
<tr>
<td>SPED 233 Survey of Individuals with Exceptionalities (CP, E, S)</td>
<td>X X X X X X X</td>
<td>X X</td>
<td>20 (25 for secondary cert)</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 cert)</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 X</td>
<td>X</td>
<td>30 (35 for secondary cert)</td>
</tr>
<tr>
<td>ELEM/MS 430 Classroom Management and Behavior (CP, S, E, CM)</td>
<td>X X X X X X X X X X</td>
<td>X X</td>
<td>50</td>
</tr>
<tr>
<td>EDUC 432 Fundamentals of Secondary Education (CP, S, E, CM)</td>
<td>X X X X X X X X X</td>
<td>X X</td>
<td>60</td>
</tr>
<tr>
<td>SPED 234 Special Education Instructional Programs (P-12) (CP, S, CM)</td>
<td>X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 236 Special Education Programs for Adolescents with Mild Disabilities(5-12) (CP, S)</td>
<td>X X X X X X</td>
<td>X X</td>
<td>10</td>
</tr>
<tr>
<td>SPED 238 Special Education Early Childhood Programs (CP, S, E)</td>
<td>X X X X X X X</td>
<td>X X</td>
<td>10</td>
</tr>
<tr>
<td>SPED 336 Educational Assessment and Prescriptive Programming of Individuals with Disabilities Part I (CP, S, E, CM)</td>
<td>X X</td>
<td>X X X</td>
<td>X X</td>
</tr>
<tr>
<td>SPED 337 Educational Assessment and Prescriptive Programming of Individuals with Disabilities Part II (CP, S, E, CM)</td>
<td>X X</td>
<td>X X X</td>
<td>X X</td>
</tr>
<tr>
<td>SPED 435 Special Education Methods and Materials (Mild Disabilities) (P-12)(CP, S, E, CM)</td>
<td>X X X X X X X</td>
<td>X X</td>
<td>10</td>
</tr>
<tr>
<td>SPED 436 Special Education Methods and Materials (EBD) (P-</td>
<td>X X X X X X X X X</td>
<td>X X</td>
<td>10</td>
</tr>
<tr>
<td>Courses (Knowledge Strands)</td>
<td>Kentucky Teacher Standards</td>
<td>UC Standards</td>
<td>Clinical Hours</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>ELEM/MS 331 Reading I (CP, S, E, CM)</td>
<td>X X X X X X X X</td>
<td>X X</td>
<td>15</td>
</tr>
<tr>
<td>ELEM/MS 338 Reading II (CP, S, E, CM)</td>
<td>X X X X X X X</td>
<td>X X</td>
<td>15</td>
</tr>
<tr>
<td>MATH 130 Concepts of Math for the Elementary and Middle School Teacher (CP, S, CM)</td>
<td>X</td>
<td>X</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>X</td>
<td></td>
</tr>
<tr>
<td>MATH 332 Math Methods P-5 (CP, S, CM)</td>
<td>X X X X X X X</td>
<td>X X</td>
<td>10</td>
</tr>
<tr>
<td>MATH 333 Middle School Math Methods (CP, S, CM)</td>
<td>X X X X X X X</td>
<td>X X</td>
<td>10</td>
</tr>
<tr>
<td>ELEM 333 Children’s Literature (CP, S, E)</td>
<td>X X X</td>
<td>X X X</td>
<td>X X</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</td>
<td>X X</td>
<td></td>
</tr>
<tr>
<td>ELEM 339 P-5 Teaching of Science (CP, S, E, CM)</td>
<td>X X X X X X X</td>
<td>X X</td>
<td></td>
</tr>
<tr>
<td>ELMS 335 The Middle School (CP, S, E, CM)</td>
<td>X X X X X X X</td>
<td>X X</td>
<td>10</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.

Additionally, the University requires that cooperating teachers have a master’s degree and at least one year’s experience in their present school.

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 432 Fundamentals of Secondary Education and ELMS 430 or ELEM 430 Classroom Management and Instruction. The candidate will remain with the same cooperating teacher during the first placement of 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:

- with or supervised by a spouse or family relative,
- in classrooms with their own children or other family members,
• in schools where relatives are employed, and
• in schools where they received their K-12 education.
• 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 and the School of Education Undergraduate Department Chair. 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 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 Teacher Performance Assessment (TPA) 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 TPA 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 TPA 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 Kentucky Teacher Standards 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 TPA 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 TPA 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 3.0 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 2.75 on a 3.0 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 2.85 on a 3.0 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.

**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.

**Praxis Test & Internship Program**
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 which 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 provisional certificate valid for one (1) year 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, or in Special Education Learning and Behavior Disorders. Emphasis area course requirements are found on page 30, 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
- POLS 233 (Section IVb)
- BMIS 130 (Section VI)
- 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 331 Studies in Education: Special Topics in Literacy
EDUC 237 Effective Teaching Practices
ELEM 331 Reading and Language Arts
I MATH 332 P-5 Teaching Math
ELEM 334 P-5 Teaching of Social Studies
ELEM 338 Reading and Language Arts II
ELEM 339 P-5 Teaching of Science
ELEM 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  
BMIS 130*  Introduction to Application Software  
COMM 230*  Introduction to Public Speaking  
ELEM 233  Children’s Literature  
HLTH 438  School Health  
Education HSRV 337  Race and Diversity  
POLS 233*  American National Government  
MUE 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 – Together these courses fulfill Section IIIa of the General Education Curriculum.  
- PSYC 131 (Section IVb)  
- BMIS 130 (Section VI)  
- 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**  
BMIS 130*  Introduction to Application Software  
EDUC 235  Basic Concepts Concerning Education  
EDUC 331  Studies in Education: Special Topics in Literacy  
EDUC 237  Effective Teaching Practices  
ELMS 331  Reading and Language Arts  
I ELMS 335  The Middle School  
ELMS 338  Reading and Language Arts II  
ELMS 430  Classroom Management and Behavior  
ELMS 491  Supervised Student Teaching: Middle
Grades  HSRV 337  Race and Diversity  
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)  
BMIS 130 (Section VI)  
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:  
BMIS 130*  Introduction to Application Software  
COMM 230*  Introduction to Public Speaking  
EDUC 235  Basic Concepts Concerning Education  
EDUC 237  Effective Teaching Practices  
EDUC 331  Studies in Education: Special Topics in Literary  
EDUC 432  Fundamentals of Secondary Education (prerequisite: Formal admission to Teacher Education.)  
EDUC 492  Supervised Student Teaching: Secondary Education  
HSRV 337  Race and Diversity  
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  
BMIS 130*  Introduction to Application Software  
EDUC 235  Basic Concepts Concerning Education  
ELEM 333  Children’s Literature  
HLTH 438  School Health  
HSRV 337  Race and Diversity  

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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
BMIS 130*   Introduction to Application Software
EDUC 235   Basic Concepts Concerning Education
EDUC 331   Studies in Education: Special Topics in Literacy
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

<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 131* Art Appreciation</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>MUSC 131* Music Appreciation</td>
</tr>
<tr>
<td>ENGL 334* American Literature through 1865 or ENGL 335* American Literature</td>
<td>Remaining nine (9) hours may be chosen from:</td>
</tr>
<tr>
<td>335* American Literature since 1865</td>
<td>ART 134* Drawing I</td>
</tr>
<tr>
<td>COMM 230* Introduction to Public Speaking</td>
<td>ENGL 337 Adolescent Literature</td>
</tr>
<tr>
<td>The remaining 6 hours may be chosen from:</td>
<td>ESS 332 Techniques of Teaching Rhythmic Activities</td>
</tr>
<tr>
<td>COMM 331 Performance Studies</td>
<td>THTR 130* Introduction to Theatre</td>
</tr>
<tr>
<td>COMM 332 Small Group Communication</td>
<td>THTR 131* Acting I</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>
</tr>
<tr>
<td>ENGL 433 Women in Literature</td>
<td></td>
</tr>
<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*, ENGL 438/439</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science (22-24hrs)</th>
<th>Social and Behavioral Studies (21hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A candidate must select courses from four requirements in this section:</td>
<td>HIST 137 World Civilization to 1648</td>
</tr>
<tr>
<td>1) CHEM 140* Chemistry for Everyday Life</td>
<td>HIST 138* World Civilization since 1648</td>
</tr>
<tr>
<td>2) One course selected from the following:</td>
<td>HIST 231* American History to 1877</td>
</tr>
<tr>
<td>BIOL 130*/110* General Biology/Laboratory</td>
<td>HIST 232 American History since 1877</td>
</tr>
<tr>
<td>BIOL 133*/113* Introduction to Population Biology/Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 134*/114* Introduction to Cellular Biology/Laboratory</td>
<td>Remaining three (3) hours may be chosen from:</td>
</tr>
<tr>
<td>3) One course selected from the following:</td>
<td>HIST 331 Kentucky</td>
</tr>
<tr>
<td>PHYS 137*/117* Physical Science/Laboratory</td>
<td>POLS 235* Introduction to International Relations</td>
</tr>
<tr>
<td>PHYS 140* Astronomy</td>
<td>GEOG 131 Human Geography</td>
</tr>
<tr>
<td>CHEM 132*/CHEM 111* General College Chemistry/Laboratory</td>
<td>GEOG 231 Environmental Geography</td>
</tr>
<tr>
<td>4) Three courses (at least 9 semester hours) with at least 2 courses (6</td>
<td></td>
</tr>
<tr>
<td>semester hours) at or above the 200 level.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics (21hrs)</th>
<th>LBD (21 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 130* Concepts of Mathematics for the Elementary and Middle School Teacher I</td>
<td>SPED 234 Special Education Instructional Programs (P-12)</td>
</tr>
<tr>
<td>MATH 132 College Algebra</td>
<td>SPED 236 Special Education Programs for Adolescents with Mild Disabilities (5-12)</td>
</tr>
<tr>
<td>MATH 136 Pre-Calculus</td>
<td>SPED 238 Special Education Early Childhood</td>
</tr>
<tr>
<td>MATH 230* Concepts of Mathematics for the Elementary &amp; Middle School Teacher II</td>
<td>SPED 336 Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part I</td>
</tr>
<tr>
<td>MATH 330 Geometry for the Elementary and Middle School Teacher</td>
<td>SPED 337 Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part II</td>
</tr>
<tr>
<td>MATH 335 Introduction to Probability and Statistics Mathematics elective or</td>
<td>SPED 435 Special Education Methods and Materials (Mild Disabilities) P-12</td>
</tr>
<tr>
<td>PHYS 241 Physics I</td>
<td>SPED 436 Special Education Methods and Materials Emotional/Emotional Disabilities (P-12)</td>
</tr>
</tbody>
</table>

34
# Interdisciplinary Studies (22hrs)

## Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130*</td>
<td>General Biology (with BIOL 110* General Biology Laboratory)</td>
</tr>
<tr>
<td>CHEM 140*</td>
<td>Chemistry for Everyday Life OR PHYS 137*/117* Physical Science with Lab OR PHYS 140</td>
</tr>
<tr>
<td>HIST 137</td>
<td>World Civilization to 1648 or HIST 138* World Civilization since 1648</td>
</tr>
<tr>
<td>MATH 130*</td>
<td>Concepts of Mathematics for the Elementary and Middle School Teacher I</td>
</tr>
</tbody>
</table>

## 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
# Middle School Specialty Areas at a Glance

<table>
<thead>
<tr>
<th>English/Communication (24 hours)</th>
<th>Mathematics (25 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 131*  English Composition I</td>
<td>MATH 130* Concepts of Mathematics for the Elementary and Middle School Teacher I</td>
</tr>
<tr>
<td>ENGL 132*  English Composition II</td>
<td>MATH 132  College Algebra</td>
</tr>
<tr>
<td>ENGL 337  Literature of Adolescence</td>
<td>MATH 136  Pre-Calculus</td>
</tr>
<tr>
<td>COMM 230*  Introduction to Public Speaking</td>
<td>MATH 140  Calculus I</td>
</tr>
<tr>
<td>ENGL 438  Advanced Writing or ENGL 439</td>
<td>MATH 230*  Concepts of Mathematics for the Elementary and Middle School Teacher II</td>
</tr>
<tr>
<td>Descriptive Linguistics</td>
<td>MATH 330  Geometry for the Elementary and Middle School Teacher OR MATH 331 College Geometry</td>
</tr>
<tr>
<td>ENGL 334*  American Literature through 1865 or</td>
<td>MATH 333  Middle School Math Methods</td>
</tr>
<tr>
<td>ENGL 335*  American Literature since 1865</td>
<td>MATH 335  Introduction to Probability and Statistics</td>
</tr>
</tbody>
</table>

**Additional Note:** 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).

<table>
<thead>
<tr>
<th>Science (26 Hours)</th>
<th>Social and Behavioral Studies (27 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses:</strong></td>
<td><strong>Social Studies—27 hours (minimum)</strong></td>
</tr>
<tr>
<td>BIOL 133/113*  Introduction to Population</td>
<td>HIST 137  World Civilization to 1648</td>
</tr>
<tr>
<td>Biology/Laboratory</td>
<td>HIST 138*  World Civilization since 1648</td>
</tr>
<tr>
<td>BIOL 134/114*  Introduction to Cellular Biology/Laboratory</td>
<td>HIST 231*  American History to 1877 HIST 232  American History since 1877</td>
</tr>
<tr>
<td>BIOL 246*  Biodiversity</td>
<td>POLS 233  American National Government</td>
</tr>
<tr>
<td>PHYS 241*  Physics I</td>
<td>GEOG 131  Human Geography OR GEOG 231</td>
</tr>
<tr>
<td>CHEM 132/CHEM 111*  General College Chemistry I/Laboratory</td>
<td>Environmental Geography</td>
</tr>
<tr>
<td><strong>6 Hours of Electives:</strong></td>
<td>POLS 235  Introduction to International Relations</td>
</tr>
<tr>
<td>Two additional courses (minimum 6 semester hours) in Biological, Physical, Earth Sciences, or Astronomy</td>
<td>BADM135*  Macroeconomics OR BADM136* Microeconomics</td>
</tr>
<tr>
<td><strong>LBD (21 hours)</strong></td>
<td><em><em>SOCI 131</em>  Introduction to Sociology</em>*</td>
</tr>
<tr>
<td>SPED 234  Special Education Instructional Programs (P-12)</td>
<td></td>
</tr>
</tbody>
</table>
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...
✓ present passing scores on the three PPST-Praxis I exams as required by EPSB
  - PPST: Mathematics = 174
  - PPST: Reading = 174
  - PPST: Writing = 174

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, recommendation letters from at least three professors familiar with my applicable qualifications, a physical and a TB skin test.
✓ present the process portfolio components at least one week before my portfolio interview.
✓ Will be evaluated on oral communication skills as part of the interview process.
✓ Demonstrate the dispositions of a strong work ethic, critical/creative thinking, caring and professional ethics/excellence 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, but not necessarily pass, and provide Praxis II content exam scores and sub-scores for all respective content areas for admission to Pillar II/Student Teaching/Professional Experience. Scores must be submitted to the Certification officer at least one month prior to the Student Teaching/Professional Experience semester. (By or before June 30 and/or November 30)
- Provide PLT scores and sub-scores or verification of registration to take the PLT during the first month of Student Teaching/Professional Experience. Scores or verification of registration to take the PLT during the first month of the Student Teaching/Professional Experience. Scores or verification of registration must be submitted to the Certification officer at least one month prior to the Student Teaching/Professional Experience semester. (By or before June 30 and/or November 30)

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
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 Kentucky Teacher 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 Kentucky Teacher Standards and the two University of the Cumberlands’ Standard
  - To complete forty 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 its results)
- 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.

#### Tips for College Transfer Students
- 2.75 G.P.A. overall, in professional education courses, and certifiable areas (examples: areas of emphasis, specialization, majors, etc.)
- ePortfolio 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 permission to observe in ____________________________ class with _______________ in your school, _______________. We ask that the student observe a certified teacher in a classroom situation so he/she can start to gain an understanding of what the teaching job entails. He/she will record activities in the classroom, and write a short summary. The teacher will sign the timesheet for documentation. To signify your permission for our student to observe in your school, please complete the form and sign below.

Name__________________________________________

Position________________________________________

Name of School____________________________________

Phone/email________________________________________

Address__________________________________________

Teacher to observe_________________________________

Subject/Grade______________________________________

Date signed_____________________________________

If you prefer, you may write a letter on your school’s letterhead informing the professor of your permission and mail it to the address below. Please include the name of the teacher and subject/grade that will be observed. For further information, you may contact the professor by phone (606-539-4433), fax (606-539-4014) or email. Your support and guidance of our aspiring teachers is appreciated.

Sincerely,

Professor of Education
University of the Cumberlands
# Individual Action Plan

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Insert Candidate Name]</td>
<td>[Insert Date]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Advisor/Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Insert Department Chair]</td>
<td>[Insert Professor Name]</td>
</tr>
</tbody>
</table>

## Individual Action Plan

### Category:

- [ ] Dispositions
- [ ] Medical
- [ ] Attendance
- [ ] Dress Code
- [ ] GPA/Grades
- [ ] Field Experience
- [ ] Paperwork/Late Assignments

### 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>
<td>[Describe Activities]</td>
<td>[Timeline &amp; Dates]</td>
<td>[Describe Assistance Needed]</td>
</tr>
</tbody>
</table>

### Comments:

[Insert Comments Here]

---

<table>
<thead>
<tr>
<th>Candidate’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date [Date]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date [Date]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisor/Professor’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date [Date]</td>
<td></td>
</tr>
</tbody>
</table>

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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><strong>Strong Work Ethic</strong></th>
<th><strong>Critical &amp; Creative Thinking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Has high expectations for self</td>
<td>___ Is flexible</td>
</tr>
<tr>
<td>___ Is dependable</td>
<td>___ Provides for all learners</td>
</tr>
<tr>
<td>___ Is timely in completing responsibilities</td>
<td>___ Expresses thoughts and ideas clearly</td>
</tr>
<tr>
<td>___ Is a self starter; takes initiative</td>
<td>___ Demonstrates ability to problem solve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Caring</strong></th>
<th><strong>Excellence/Professional Integrity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Has a positive attitude</td>
<td>___ Has a professional appearance</td>
</tr>
<tr>
<td>___ Is cooperative</td>
<td>___ Uses technology effectively</td>
</tr>
<tr>
<td>___ Is respectful of others</td>
<td>___ Demonstrates leadership abilities</td>
</tr>
<tr>
<td>___ Establishes rapport with diverse populations</td>
<td>___ Uses appropriate spoken &amp; written English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>KY Professional Code of Ethics</strong></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.
University of the Cumberlands Field Experience ILearn Dropbox Form

<table>
<thead>
<tr>
<th>Types of Experience</th>
<th>Diverse Populations Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Observation in schools and related agencies, including:</td>
<td></td>
</tr>
<tr>
<td>1. Family Resource Centers; or</td>
<td>(AA=African American, A=Asian,</td>
</tr>
<tr>
<td>2. Youth Service Centers;</td>
<td>AI=American Indian/Alaskan Native,</td>
</tr>
<tr>
<td>(c) Student tutoring;</td>
<td>C=Caucasian, H=Hispanic/Latino,</td>
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<td>(d) Interaction with families of students;</td>
<td>P=Pacific Islander, N=Non-resident</td>
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<td>(e) Attendance at school board and school-based council meetings;</td>
<td>alien/International, O=other)</td>
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<td>(f) Participation in a school-based professional learning community; and</td>
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<td>(g) Opportunities to assist teachers or other school professionals.</td>
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Supervising District Personnel Information

Name: ___________________________ Email: _______________________________

Certification Area: ________________ Rank: I, MA/MS, BA/BS, Other

Grade Level: _______ Course Name: ________________ Course Number: _______ Course Section: _____ School Name: _______________

<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 Information</th>
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Total Number of Hours: ___
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**Total Number of Hours:**
My signature verifies I have read and understand the contents of the School of Education Undergraduate Handbook.

Candidate signature ______________________________________________

Candidate Student ID #____________________________________________

Please save this document with your electronic signature and upload it to iLearn in the appropriate place.