

ELEMENTARY EDUCATION - (EDU)



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The Teacher Education Program at Georgetown College is rooted in the liberal studies tradition, the Vision Statement, and the mission of the College. The phrase *developing scholars who are competent and caring educators, committed to a spirit of service and learning* serves as the theme and philosophical basis that guides the “dynamics” of the teacher education program. This philosophy embraces an ethic of caring coupled with excellence in curriculum design and professional practice. It provides a guide for program development and evaluation. These concepts are best expressed in the program model depicted above, which includes three primary domains: (1) Professional Skills and Competencies, (2) Professional Values and Dispositions, and (3) Reflective Practice.

A variety of classroom and on-campus experiences, extensive fieldwork, and continuous counseling and evaluation of students are integral components of the Teacher Education Program and serve to meet the following objectives:

- to send teachers into the workforce who possess the professional skills and competencies necessary for effecting high levels of achievement for all students;
- to send teachers into the workforce who have the professional values and dispositions necessary for creating supportive and constructive learning communities; and
- to send teachers into the workforce who engage in continuous reflective practice in order to improve their own teaching, increase student learning, and to make positive changes in their school and communities.

Bachelor’s degree level students are able to meet Kentucky’s Teacher Standards for Preparation and Certification and graduate students enhance their ability to demonstrate the Teacher Standards. All students must complete the appropriate PRAXIS Tests to receive certification. Please note the EPSB disclaimer in the next paragraph.

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board website at www.kyepsb.net for current requirements.

The Elementary Education Department requires majors to demonstrate:

- Content knowledge within their own discipline(s) and in application to other disciplines;
- Effective designing and planning of instruction that develops student abilities to use communication skills, apply core concepts, think and solve problems, and integrate knowledge;
- Effective implementation and management of classroom instruction;
- Effective assessment and communication of students' learning results;
- Efficacy in creating and maintaining effective learning climates within classrooms and schools;
- Collaboration with colleagues and parents of students;
- Effective and meaningful implementation of technology;
- Commitment to the profession and to students and families by creating supportive and constructive learning communities;
- An appreciation for diversity and a belief that all students can learn;
- High moral and ethical standards: respect for others; strong sense of justice, fairness, empathy, and integrity; and
- Reflection and evaluation of teaching and learning: practical reflection of teaching and learning; critical reflection of teaching and learning.

TEACHING CERTIFICATION AREAS

The following teacher preparation programs are offered by Georgetown College and are approved by the Kentucky Education Professional Standards Board as a basis for the issuance of the corresponding teaching certification:

- **P-5 Major in Elementary School (covered on these pages)**
- **5-9 Certification in Middle School.** Students must select a Georgetown College major and one or two teaching areas chosen from: English and Communications, Mathematics, Science, Social Studies. See the Education corollary major for further details.
- **Certification in Secondary School.** Biology, English, Mathematics, Chemistry, Physics, Social Studies; See the Education corollary major for further details.
- **P-12 Certification for Elementary/Middle/Secondary School.** Art, Spanish. See the Education corollary major for further details.

Major in Elementary School (P-5)

(B.S. degree) **Fifty-nine hours required.** The B.S. Degree in Elementary Education requires forty-four semester hours in Education: EDU131, 233, 307, 309, 313, 315, 317, 321, 323, 329, 345, 413, and 462-463. In

addition, twelve hours of allied courses are required: MAT203-204 (six hours), KHS230 (two hours), and two of the following three courses to equal four credit hours: ART313 (two hours), MUS315 (two hours), and THE407 (two hours). Elementary education majors are strongly encouraged to take PHY105 to fulfill the Area of Inquiry requirement in Physical Science. An academic minor is also recommended. A candidate must successfully complete all institutional requirements to earn a degree from Georgetown College. Additionally, to be recommended for a Kentucky Provisional Certificate, successful completion of the appropriate PRAXIS II examinations is required.

Recommended Social Science Minor for Elementary Majors (P-5)

Twenty-one semester hours required in the social sciences minor (for elementary education students only) with a concentration of nine hours in one of the departments identified below. At least one course must be taken from each of the departments of History, Political Science, Economics, Sociology, and Psychology. No more than one class may be counted both for an Area of Inquiry requirement and for this minor.

History (no prerequisites)

223 Intro to American History 1492-1877
225 Intro to American History 1877-present
304 Kentucky History (Required course)
306 Colonial and Revolutionary America
308 History of the Early Republic
426 History of the American Indian

Political Science

100 American Government
309 State Government
319 Constitutional Rights
335 Legislative Process
409 Kentucky Government

Economics

221 Macroeconomics
223 Microeconomics
317 Economic History of the U. S.

Sociology

(SOC111: Principles of Sociology or SOC118: Cultural Diversity is a prerequisite for SOC373; therefore students are advised to take SOC111 or 118 as an Area of Inquiry requirement.)
211 Community
365 Education for Social Change
373 Class and Stratification

Psychology

(PSY111: General Psychology is a prerequisite; therefore students are advised to take PSY111 as a Foundations and Core requirement.)

328 Learning

340 Child Development

343 Personality

419 School Psychology

CRITERIA FOR ADMISSION INTO TEACHER EDUCATION

Candidates should refer to the Teacher Education and Certification Handbook located on the Education website. This handbook includes curriculum contracts for every certification program and additional information for admission to the Teacher Education Program and to Student Teaching. Candidates should consult the handbook for information concerning specific program requirements. Candidates may apply for admission to Teacher Education after completing five hours of education classes including EDU131, Current Issues in Education, and EDU233, Student Behavior, Development and Learning. PLEASE NOTE: Candidates are responsible for making sure that all materials (including references) are turned in to the Education Department on a timely basis. Applications must be complete in order to be considered for admission into the department by the Education Advisory Committee.

1. October 1 is the deadline for submitting application materials and portfolios for consideration for admission during the fall semester; February 15 is the deadline for second-semester consideration. Post-baccalaureate candidates must adhere to the same schedule as traditional candidates. In addition, post-baccalaureate candidates must complete the Application for Admission into Student Teaching concurrently.
2. Each candidate must have a 2.75 cumulative grade point average and have completed all previous education classes with a grade of “C” or above. Reminder: A 2.75 grade point average in education classes is also required for entrance into student teaching.
3. Each candidate must provide three references from a Major Content Professor, General Education Professor, and a Minor Professor or Other.
4. Each candidate must successfully complete the Praxis I and have a copy on file for the department. Please consult the Education Department for additional information.
5. Each candidate must demonstrate written proficiency as evidenced by earning a “C” or above in ENG112 and by accurate and careful completion of appropriate education forms (applications, portfolio). The application/ portfolio must be well-written and error-free in order to be considered approved by the Education Advisory Committee.

Candidates may want to utilize the services of the College Writing Center.

6. Each candidate must complete an official curriculum contract with his or her designated education advisor. Content majors are required to have major departmental chairs' signatures on curriculum contracts. This contract must be in the candidate's file in the education department before admission to the department will be considered.
7. Each candidate must complete a Major/Minor Declaration and Degree Plan.
8. Each candidate must demonstrate satisfactory performance in an interview, which includes presentation of the items in the Interview Portfolio (see Teacher Education and Certification Handbook for additional information on the Interview Portfolio) and application file.
9. Each candidate must be a person whose moral, social, and ethical behavior is acceptable in the school community as well as in the community at large. Each candidate must read and complete the Kentucky School Personnel Code of Ethics and affirm a commitment to uphold the code.
10. Each candidate must have favorable field placement feedback. All field evaluation forms completed by cooperating teachers will be reviewed and considered by the Education Advisory Committee. "Do Not Meet Expectations" markings on forms may jeopardize acceptance into the TEP. The Department Chair will review forms, meet with candidates, and attach explanations for low ratings.
11. Each candidate will submit a personal philosophy of education and lesson plan to be scored by the interview team and included in the portfolio for EAC consideration. Checkpoint one rubrics from the Teacher Education Handbook will be used to score these materials. Candidates must receive a "met" rating in each area to be considered for acceptance into the TEP.
12. Each candidate must also be an active subscriber to LiveText.

NOTE: The above items reflect minimum standards for consideration by the EAC. Qualifying for consideration by the EAC does not guarantee a candidate admission to the program.

Special Note on Course Permissions: Courses above EDU131, 233, 307 and 309 in the Education Department require prior acceptance into Teacher Education before registering for the classes. For more information, contact your Education Advisor or the Education Department Office.

CRITERIA FOR ADMISSION INTO CLINICAL PRACTICE (STUDENT TEACHING)

Student teaching candidates are required to submit a professional portfolio, including:

1. A lesson plan that the candidate has developed and taught. The lesson plan should be comprehensive and should include evidence of student learning and a corresponding reflection and analysis.

2. A professional growth plan that includes a reflection on the candidate's professional skills and dispositions, and goals for professional growth during student teaching. The professional growth plan should be in the form of an essay, and should relate skills and dispositions to the candidate's own personal education philosophy.

Additionally, each student teacher candidate must submit an application for student teaching before registering for EDU315 and 329 (elementary students) and EDU333 or 341 or 343 (secondary students). These additional application materials must be submitted by September 15 for spring student teaching and February 1 for fall student teaching. In addition, the candidate must meet the following criteria for acceptance into student teaching:

1. Senior standing shall be prerequisite for admission into student teaching. In addition, each candidate must have been admitted to the Teacher Education Program.
2. Each student teacher candidate must be approved by the Education Advisory Committee. Acceptance into the Teacher Education Program does not mean automatic approval for student teaching.
3. Each student teacher candidate must submit a copy of a current medical examination before the beginning of the semester in which the student plans to do student teaching.
4. Each student teacher candidate must undergo a criminal background check prior to student teaching.
5. Each student teacher candidate must have completed the required 200 hours of clinical and field-based experiences prior to student teaching. Field experience must include experience at the elementary, middle, and secondary levels for all candidates. Transfer student teacher candidates must provide documentation of field and clinical hours earned at other colleges. Field hours must be entered into KFETS and LiveText.
6. The student teacher candidate shall have achieved the following academic requirements:
 - a. An overall academic standing of at least 2.75.
 - b. An academic standing of 2.75 in the teaching major/specialty area or a 2.5-2.74 average and a passing score on the PRAXIS Specialty Area Test(s).
 - c. Approval by the major department—including three recommendations by major professors attesting to subject matter competency and possession of the dispositions desired in teachers.

- d. Completions of all required prerequisite professional education courses with an academic standing of at least 2.75.
7. Each student teacher candidate is required to submit a professional portfolio as part of the application process.
8. Student teacher candidates must become student members of the National and Kentucky Education Associations in order to receive liability insurance coverage during the student teaching experience.
9. Each student teacher candidate must be a person whose moral, social, and ethical behavior is acceptable in the school community as well as in the community at large. Each candidate must read and complete the Kentucky School Personnel Code of Ethics form and affirm a commitment to uphold the code during student teaching.

Georgetown College student teachers will be placed in a public school setting within a 25-mile radius of campus and in a school with which Georgetown College holds a contractual agreement. Therefore, any candidate making a request to student teach beyond the 25-mile radius must petition the Education Advisory Committee for approval. Included in the petition would be an explanation as to reasons that would warrant an alternative placement. The EAC would then either vote to accept or decline the petition.

Each student teacher candidate will complete two grade-level assignments within their student teacher experience.

It is expected that student teacher candidates will spend full-time in their student teaching experience. Any student teacher candidate who requests a leave from student teaching is required to complete the “Request for Released Time from Student Teaching” form. Only extenuating circumstances will be considered, and requests will be evaluated on a case-by-case basis.

Graduate Enrollment Option

Undergraduate students who hold a senior classification may be permitted to enroll as a special student (SP1) in Georgetown College’s Graduate Education program, provided the academic schedule does not exceed 16 total semester hours in a Fall or Spring semester with no more than 6 hours of graduate courses per semester. Undergraduate students may not take more than a total of 12 graduate credit hours under this policy. Only students who demonstrate outstanding scholastic ability will be considered. Undergraduates who want to request permission to take graduate courses under these circumstances should contact the Dean of Education.

COURSES OF INSTRUCTION

131. Current Issues in Education. (2 hours) An introduction to education in American society through an analysis of some of the most pressing issues in the field, their historical and philosophical underpinnings, and

implications. A thirty- hour field experience is required. This is normally the first course in the teacher education program. Students should take and earn a passing score on the Praxis I while enrolled in this course. First-year students may take a three-credit section of EDU 131 and meet the Foundations 112 requirement.

233. Student Development, Behavior, and Learning. (3 hours) A study of the major theories of learning and of cognitive, psychosocial, and moral development and their applications in K-12 classrooms. Lesson plans, including assessment, will be written and taught. Laboratory experiences in the schools are required and will be used to practice reflection and to demonstrate various aspects of learning and stages of student development. Field component in school classrooms required. Co- or prerequisite: EDU131. *NOTE: No prerequisite is required for Child Development minors and students who are not pursuing a degree in education.*

307. Educating Exceptional Children. (2 hours) This course is designed to help pre-service teachers understand their role in identifying and serving students with identified learning challenges in an inclusive educational setting. Emphasis is placed on the skills needed to collaborate with special educators, participation in Responsive to Treatment Intervention (RTI), and Universal Design for Learning (UDL). Study of the major categories of exceptionality designed to meet the needs of pre-service teachers who must implement appropriate services for students with special needs in a regular classroom. Field component in school classrooms required. Candidates must also register for EDU309 in the same semester unless waived by the professor of the course or the Department Chair of Undergraduate Education.

309. Teaching in a Diverse Society. (2 hours) An introductory course in multicultural education that explores current issues and practices related to teaching in a pluralistic society. Field component in school classrooms required. Offered fall only.

313. Fundamentals of Teaching in the Elementary School. (3 hours) Development of sound philosophy of effective and affective teaching in the elementary school. Includes effective instructional practices, quality assessment, and creating a positive learning environment. Candidates must be admitted to the Teacher Education program prior to enrolling in this course. Field component in school classrooms required.

315. Teaching Mathematics in the Elementary School. (3 hours) Study of the methods and materials to effectively teach mathematics in K-5. Field component in school classrooms required. This course is taken the semester prior to student teaching. Candidates must have been admitted to the Teacher Education Program and have an application for student teaching on file in the Education Department prior to registering for this course.

Candidates must also register for EDU329 in the same semester unless waived by the professor of the course or the Department Chair of Undergraduate Education. Prerequisites: MAT203, 204. Candidates must be admitted to the TEP before taking this course.

317. Teaching Language Skills in the Elementary Schools. (3 hours) Instructional philosophy, research, methods, and materials for teaching communication skills: reading, listening, speaking, writing, spelling, and grammar. Field component in school classrooms required. Passing score on the Praxis I is required prior to registering for this class. This course should be taken within the two semesters prior to student teaching. Prerequisites: Candidates must be admitted to the TEP before taking this course.

321. Teaching Science in the Elementary School. (3 hours) Study of the principles, methods, and materials basic to the teaching of science using inquiry in the elementary school. A field component in school classrooms is required. Successful completion of MAT203-204 should be achieved before enrolling. Successful completion of PHY105 before enrolling in EDU321 is strongly encouraged. Passing score on the Praxis I is required prior to registering for this class. Candidates must be admitted to the TEP before taking this course. Spring only

323. Teaching Integrated Social Studies in the Elementary School. (3 hours) Social studies will be considered broadly, emphasizing such fields as economics and culture in addition to history and citizenship. Careful study of the principles, methods, and materials basic to integrating social studies will be the focus. A field component in school classrooms is required. Lesson and unit planning, including assessment, is included. Candidates must be admitted to the TEP before taking this course. Fall only

326. The Teacher and the Middle School. (2 hours) An examination of the goals and practices of middle schools, including teaming, looping, and exploration. The cognitive and social development of young adolescents will be studied in theory and in practice. Lesson planning for middle school students, including assessment, will be emphasized. Field experience required. Candidates must be admitted to the TEP before taking this course.

329. Teaching Reading and Literature in the Elementary Grades. (5 hours) Survey of traditional and contemporary children's literature and its uses in the teaching of literacy; provides methods, strategies, and assessment procedures for teaching literacy to a diverse student population. Field component in school classrooms required. This course is taken the semester prior to student teaching. Candidates must have been admitted to Teacher Education Program and have an application for student teaching on file in the Education Department prior to registering

for this course. Candidates must also register for EDU315 in the same semester unless waived by the professor of the course or the Department Chair of Undergraduate Education.

333. Middle/Secondary English Methods. (2-3 hours) Study of curriculum, unit and lesson development and study of evaluation methods, including KERA portfolio evaluation, considering philosophical and practical issues relevant to composition and literature. Field component in school classrooms required. Candidates must be admitted to the TEP before taking this course.

337. Teaching in the Middle and Secondary School. (3 hours) Topics include principles of learning; classroom communication; group dynamics and the instructional process with a focus on embedding literacy in the content areas. Candidates will spend one segment of the class in seminars with practicing middle and secondary educators in the identified teaching fields. Field component in the school classrooms required. Candidates must have been admitted to the Teacher Education Program and an application must be on file for student teaching with the Education Department prior to registering for this course.

339. Middle/Secondary Mathematics Methods. (3 hours) Topics include effective strategies that reflect the NCTM Standards, using instructional materials and technology for representing math concepts, promoting learning math with understanding, and enabling all students to succeed in math. Field component required. This course is to be taken the semester before student teaching. Must be admitted to Teacher Education Program and have application for student teaching on file. Prerequisites: EDU337.

341. Middle/Secondary Science Methods. (3 hours) Focuses on effective teaching strategies that reflect the nature, method and content of science, creating classroom environments to foster inquiry and understanding. Topics include lesson and unit planning, adapting instruction, using technology to promote learning and assessment. Field component required. This course is to be taken the semester before student teaching. Must be admitted to Teacher Education Program and have application for student teaching on file. Prerequisites: EDU337.

343. Middle/Secondary Social Studies Methods. (3 hours) Focuses on effective teaching strategies in history, geography, economics, world cultures, and civics. Topics include lesson and unit planning, adapting instruction, using technology to promote inquiry, and assessing student learning. Field component required. This course is to be taken the semester before student teaching. Must be admitted to Teacher Education Program and have application for student teaching on file. Prerequisites: EDU337.

345. Classroom Applications of Technology and Content Literacy. (3 hours) Applications of important concepts and considerations in using

technology and content literacy skills to support, assess, and stimulate learning in the classroom. Field component in school required. Course should be taken concurrently with a methods course. This course requires admission to the Teacher Education Program for enrollment.

413. Elementary Classroom Management. (2 hours) This course is taken during the student teaching semester and assists candidates in developing a personalized classroom management program as an integral part of their overall teaching approach. Topics include developmental aspects of student behavior, theories relating to elementary classroom management, and practical approaches to successful classroom leadership. Approval by the TEC for student teaching is required prior to registering for this class.

423. Secondary Classroom Management. (2 hours) The course will assist candidates in developing a personalized classroom management program that will be an integral part of their overall teaching approach. Topics include developmental aspects of student behavior, theories relating to secondary classroom management, and practical approaches to successful classroom leadership based on each student's orientation toward teaching control/student autonomy. Objectives include the following: a self-evaluation of a videotaped lesson, including a professional growth plan, a comprehensive classroom management plan, and critical reflections. This course is taken the same semester as student teaching. Approval by the TEC for student teaching is required prior to registering for this class.

440. Independent Study. (1-3 hours) Guided study in education based upon student interest and need.

450. Seminar. (1-3 hours) Selected studies in Education.

460. Internship in Education. (1-3 hours) Students may receive graduation credit for internships with appropriate disciplinary content that meet the faculty-approved criteria for academic internships. Such experiences include a significant reflective component and must be supervised by a full-time member of the Georgetown College faculty. Prerequisites: consent of the supervising instructor. As needed

462-463. Supervised Student Teaching in the Elementary Grades. (6 hours each) An extended period of continuous full-time professional activities with a given group of learners with increasing responsible experiences in all aspects of the teacher's work. It is focused on the analytical approach to the development of teaching skills and takes place in the public or private school setting under supervision of school and college personnel. The initial Elementary Certificate requires twelve semester hours credit. Prerequisite: Admission to student teaching; see Handbook on Teacher Education and Certification. Special fee applies;

please see Financial Planning and Expenses section. Fall and Spring

467-468. Supervised Student Teaching in the Secondary School. (6 hours each) An extended period of continuous full-time professional activities with a given group of learners with increasing responsible experiences in all aspects of the teacher's work. It is focused on the analytical approach to the development of teaching skills and takes place in the public or private school setting under supervision of school and college personnel. The initial secondary certification requires twelve semester hours credit. Prerequisite: Admission to student teaching; see Handbook on Teacher Education and Certification. Special fee applies; please see Financial Planning and Expenses section. Fall and Spring

471-472. Supervised Student Teaching in the Middle Grades. (6 hours each) Prerequisite: Admission to student teaching; see Handbook on Teacher Education & Certification. Special fee applies; please see Financial Planning and Expenses section. Fall and Spring

473-474. Supervised Student Teaching: 12 Grades. (6 hours each) Prerequisite: Admission to student teaching; see Handbook on Teacher Education and Certification. Special fee applies; please see Financial Planning and Expenses section.

