

<b>Course Number and Title</b>	<b>Credit Hours</b>	<b>Clock Hours</b>	<b>Purpose/Activities</b>
<u>A-E 200</u> Introduction to Art Education	3	Variable	A lecture-laboratory course investigating the theoretical, historical, psychological and sociological foundations of art education. Critical examination of individual and group activities currently offered in the elementary school art program. Lectures, curriculum design, evaluation of process and technique. Introduction to the visual arts through studio experiences.
<u>A-E 538</u> Advanced Arts and Crafts	3	3-4	Candidates plan, teach and evaluate lesson and unit plans in schools.
<u>A-E 576</u> Art in Middle Schools	3	34	Study of perceptual and aesthetic awareness in Middle School level children/adolescents. Field and practicum experiences with methods and materials appropriate to the teaching of art in the middle school. Lesson planning, curriculum design, evaluation, teaching skills, classroom safety, and multicultural activities.
<u>A-E 577</u> Art in Secondary Schools	3	34	To review the theory and practice of art fundamentals with an eye to teaching students in high school. To review classroom issues and how they might relate to the effective teaching of art in the secondary school. Finally, to prepare art education candidates for an effective student teaching experience.
<u>A-E 578</u> Art in Elementary Schools	3	34	Study of perceptual and artistic development of the elementary school student. The course will examine the historical, theoretical, sociological, and psychological foundations of art education as it relates to elementary art education. This segment of the art education sequence of courses was designed to provide candidates with the knowledge, skills, and sensitivities required to plan and carry out meaningful and creative visual art lessons to elementary school students. Candidates will participate in extensive field experiences exploring methods and materials appropriate to the teaching of art in an elementary school setting. Curriculum designs, lesson plans, and methods of evaluation, will be tested in a public school. This course is for undergraduate Art Education (K-12) majors.
<u>A-E 579</u> <u>Art and Humanities in Art Education</u>	3	34	Students will have experiences in regular classes in traditional K-12 schools (elementary, middle and high school); after-school programs in non-public-school-educational settings; summer camp and recreational programs; and other outreach programs where the arts are the primary learning endeavor or teaching tool.

<u>A-E 638</u> School and Community	3	34	Candidates share art projects and research at state national meetings.
<u>A-E 655</u> Issues in Art Education	3	Variable	Candidates closely examine the art education program in a specific school.
<u>A-E 670</u> School and Community	3	Variable	Candidates will organize community involvement in school art classes.
<u>A-E 675</u> Aesthetics and Design	3	Variable	Candidates will develop and organize school art class activities.
<u>A-E 685</u> Action Research	3	Variable	A common research activity will be the assembling of the school/class demographics and performance portfolio. The course utilizes the visual arts clinical campus to enable students to focus on issues within a particular school.
<u>A-E 686</u>	3	Variable	Candidates will apply leadership skills within the school for supporting regular education teachers and/or working with groups of teachers across the school in applying visual arts methods to solve problems of academic performance, to promote motivation and engagement, to develop dispositions for learning, and to support school-wide thematic learning in the arts and humanities.
<u>AED 210</u> (Same as HEE 210)  Introduction to Career and Technical Education	3	8-15	Observe, interview administrators and teachers, and become familiar with vocational schools. Assist with youth organization activities. Work within groups on various projects.
<u>AED 362</u> (Same as CLD 362)  Field Experience in Community Communications and Leadership Development.	3	75	Supervised experiences in businesses, agencies and government. Required of all Community, Communications and Leadership Development majors. Includes observation, participation, experience, inspection of programs and professional organizations.
<u>AED 501</u> (Same as HEE 501)	1-12	450	Planned and supervised practicum in teaching, extension, governmental agencies, etc. Requires the integration of observation skills, development and use of objectives, using instructional strategies, developing effective interpersonal skills, using appropriate communication skills, developing a

Practicum in Career and Technical Education			portfolio, selecting instructional materials, and evaluating instruction.
<a href="#">AED 535</a> (Same as HEE 535)  Principles and Philosophy of Career and Technical Education	3	Variable	Candidates examine philosophy, accepted principles, and legislation affecting programs in vocational education. Candidates visit schools, school board meetings; site based council meetings, etc.
<a href="#">AED 671</a> (Same as FCS 671)  Youth Organizations in Career and Technical Education	3	10	Collect observational data in classrooms and conduct conferences with teachers.
<a href="#">AED 693</a> (Same as FCS 693)	3	20	Observe advisors of youth organizations and interview teachers and state leaders.
<a href="#">EDC 317</a>  Introduction to Instructional Media	1	12	In conjunction with EDC 341 and EDC 329, Candidates apply instructional strategies with a variety of traditional, interactive and emerging technological formats within a middle school distance learning lab.
<a href="#">EDC 322</a>  Elementary Practicum	3	175	Candidates spend approximately 5 weeks in schools and also teach a minimum of 2 interdisciplinary lessons each in social studies, science, mathematics, and reading/language arts. Perform reading diagnostics tests. Work with individualized, small group and whole class instruction, assess student learning, and evaluate instruction effectiveness. Candidates reflect on their instructional practice and growth through weekly, electronic journals. Field experience concurs with EDC 323, and interconnects with EDC 326, SEM 328, SEM 337 and EDC 339.
<a href="#">EDC 323</a>  Classroom Management and Discipline	3	23	Candidates observe classroom environments and behaviors. Candidates focus on effective decision making and develop strategies for preventing and dealing with management and discipline problems. Taken in conjunction with EDC 329.
<a href="#">EDC 327</a> Reading in the Content Areas	3	80	EDC 327 is an introduction to Content Area Literacy, concentrating in reading texts in the English language arts, mathematics, science, and social studies in grades 5-9. This course uses literacy/reading theory to support teaching practices within the content areas. Emphasis is placed on the subject matter domains to guide how literacy (reading, writing, listening, and speaking) is enacted to support comprehension

			and application of subject matter content. Reading strategies, skills, and tools will be introduced as a bank of resources and paired with research-based teaching practices to support middle school student learning.
<a href="#">EDC 329</a> Teaching Reading and Language Arts	3	20	Candidates observe and teach reading/language arts integrated lessons concurrent with EDC 323 (early elementary).
<a href="#">EDC 330</a> Writing in the Content Areas	3	160	In this course, Content Area Writing will be situated in the English language arts, mathematics, science, and social studies in grades 5-9. Again, this course uses literacy/writing theory to support teaching practices within the content areas. Again, the subject matter domains guide how literacy (reading, writing, listening, and speaking) is enacted to support comprehension and application of subject matter content. Writing approaches, techniques, and tools (including digital text composition and other 21st century platforms) will be used to support content area instruction toward student learning.
<a href="#">EDC 334</a> Oral and Written Language Development in the Elementary School	3	40	Candidates interview five elementary teachers about language differences, methods for teaching children with language differences and ways to integrate oral language instruction with the curriculum. They also serve as story readers at Kentucky Children's Hospital or other community service organization, and spend several hours observing/analyzing children in bookstores as they select reading material.
<a href="#">EDC 341</a> The Adolescent Learner and Methods in Middle Level Education	3	80	In this course, students will examine the nature of early adolescents as well as the history and characteristics of the schools designed to teach them. The focus is on responsive pedagogy, especially the rationale behind the middle school concept and the generic techniques of teaching as an individual and as a member of an interdisciplinary team.
<a href="#">EDC 342</a> Student Teaching in Art	3-12	450	Candidates gain practical experience through observation, planning, teaching, and evaluating procedures in art education. Candidates work with children on all grade levels under the guidance of cooperating teachers.
<a href="#">EDC 343</a> Methods and Management in Middle Level Education	3	160	EDC 343 focuses on the theories and practices of classroom management and discipline for middle level students. Students will critically analyze middle level classroom situations while creating an initial management plan for their own teaching. The course also focuses on assessment of learning and for learning, and students will research and develop assessments during their field placements. Field experience concurs with SEM 345, SEM 346, EDC 347, and EDC 348.

<a href="#">EDC 362</a> Field Experiences in Secondary Education	1-3	100	Candidates participate in experiences in schools, other education agencies, and the community. Candidates observe and assist teachers, correct papers, give make-up work, create bulletin boards, prepare teaching materials, tutor, teach small groups, and teach the whole class one or two times, etc.
<a href="#">EDC 377</a> Student Teaching in Music	3-12	450	Candidates gain practical experience through observation, planning, teaching, and evaluating procedures in music education. The candidate works with children at both the elementary and secondary grade levels under the guidance of the supervising teacher.
<a href="#">EDC 433</a> Student Teaching in the Elementary School	3-12	490	Candidates gain practical experience through observation, planning, teaching, and evaluating procedures. The candidate works with elementary children under the guidance of the supervising teacher.
<a href="#">EDC 544</a> Use and Integration of Instructional Media	3	7	Candidates complete laboratory experiences to learn how to utilize educational technology for productive learning. Candidates use a range of traditional, interactive, and emerging technological interventions in analog and digital formats. Candidates gain skill in the operation, production, and integration of basic media such as video, graphics, videodisk, and CD-ROM in a variety of instructional settings. Candidates demonstrate skills via the composition and production of several media documents using available tools and resources.
<a href="#">EDC 549</a> Student Teaching in the Middle School	3-12	320-640	Candidates take EDC 549 for 6.0 credits in the fall in an 8 week student teaching placement and for 9.0 credits in the spring for a 16 week student teaching experience. Candidates gain practical experience through observation, planning, teaching, and evaluating procedures. The candidate works with middle school students under the guidance of the supervising teacher. The clinical experience in the fall concurs with EDC 446, EDC 447, SEM 445 and SEM 448, In the spring, the clinical experience concurs with EDC 520.
<a href="#">EDC 550</a> Teaching the Culturally Different	3	12	They study the concept of disadvantage, relevant teaching practices, institutional programs, and curricula. Candidates conduct action research in diverse neighborhoods and counties to evaluate economic issues, student- teacher ratios, demographics, discipline trends, and traditions espoused by diverse groups.
<a href="#">EDC 616</a> The Middle School	3	5	Candidates examine instructional practices together with curricular trends in Middle Schools. Based on their findings as well as their analysis of related research, they present proposals with recommendations for specific changes aimed at strengthening the curriculum.

<a href="#">EDC 619</a> Assessment of Reading Growth and Development	3	15 (required) to 30	Practicum experience involves the assessment of reading strengths and concerns. Candidates devise, implement and reflect upon an assessment plan for school-aged children, with whom they work, in a literacy clinic.
<a href="#">EDC 620</a> Design and Implementation of Reading Instruction	3	15 (required) to 30	Second practicum experience involved in designing and implementing reading instruction for students who struggle with reading. Candidates focus on remediation strategies for school-aged children and work individually with them.
<a href="#">EDC 625</a> Literacy Leadership P-12	3	8 (minimum)	Supervised practicum experience in which candidates coach/mentor an individual teacher who is interested in focused work on developing professionally in a specific area of literacy teaching. Candidates (a) conduct a needs assessment and identify an area of focus, (b) develop an action plan for working with mentee, (c) reflect on successes and challenges related to plan implementation, and (d) assess accomplishments and needs in moving forward
<a href="#">EDC 676</a> (Same as EDP 676) Practicum in Gifted Education	3	50-75	Supervised experience in the instruction of gifted children. Candidates are placed in an approved program designed for serving gifted children and participate in a weekly supervisory seminar. They are supervised to provide instruction to gifted children.
<a href="#">EDC 712</a> The Elementary School	3	5	Candidates examine instructional practices together with curricular trends in Elementary Schools. Based on their findings as well as their analysis of related research, they present proposals with recommendations for specific changes aimed at strengthening the curriculum.
<a href="#">EDC 714</a> The Secondary School	3	5	Candidates examine instructional practices together with curricular trends in Secondary Schools. Based on their findings as well as their analysis of related research, they present proposals with recommendations for specific changes aimed at strengthening the curriculum.
<a href="#">EDC 724</a> Guiding & Analyzing Effective Teaching	3	5	Educators preparing to supervise teachers observe and confer with practicing teachers to strengthen analytical and supervisory skills. They use various observation and assessment tools then prepare written observation and case study reports analyzing data.
<a href="#">EDC 730</a> Problems of the School Curriculum	3	10	Candidates observe teaching and learning interactions and review student assessment data. Based on their findings, they design, implement and evaluate action research projects in P-12 classrooms.
<a href="#">EDC 740</a>	3	90	Supervised practicum in analyzing problems in reading and related language arts and providing remedial work. Requires

Practicum in Teaching Reading and Related Language Arts			six hours per week working with individual children or groups, plus two hours per week in seminar discussing progress.
<a href="#">EDC 746</a> Subject Area Instruction in the Secondary School	0-9	450	Candidates teach in their subject areas in the schools full-time, meet regularly to discuss teaching effectiveness and strategies for improvement and develop their professional portfolios. (Change in program from EDC 353, EDC 354, EDC 355, EDC 356, EDC 357, EDC 358)
<a href="#">EDC 750</a> Internship in Instructional Systems Design	3	150	Practicum in Business, Industry, or Education designing instruction or training. Candidates apply their knowledge of instructional systems design in a real-life setting. The work setting is selected based on the professional goals of each candidate, whose work is supervised and reviewed by the internship coordinator.
<a href="#">EDC 755</a> Instructional Systems Design Research Colloquium	1	Variable	Candidates attend a professional colloquium on research topics in instructional design for a semester, then must present at a colloquium the following semester.
<a href="#">EDC 777</a> Seminar in Curriculum and Instruction	1- 3	Variable	Candidates participate in a critical analysis of recently developed materials and techniques and apply them in their own classrooms. Candidates observe classrooms, interview students and collect data to evaluate effectiveness of materials and techniques.
<a href="#">EDL 571</a> Introduction to School Leadership and Administration	3 elective course	60	Candidates working in teams engage in a semester-spanning project in an educational setting in which they engage partners as co-designers in finding, brainstorming, and rapid prototyping to create powerful solutions to authentic challenges. Working collaboratively, they produce deliverables (i.e., prototypes, presentations, documents) for setting where project is conducted.
<a href="#">EDL 625</a> School Safety and Discipline Leadership	3 elective course	40	Candidates work in groups to select a topic for in-depth inquiry (e.g., weapons in school, bullying or harassment, drug abuse, zero tolerance policies, internet safety, vandalism). Working collaboratively, each group identifies and reviews leadership practices related to selected topic in at least 5 different journal articles. Using interview protocol developed from literature review on topic, each group interviews school administrators and then prepares report on school's crisis management plan.
<a href="#">EDL 627</a>	3	30	Candidates combine literature reviews on school finance and support services with interview data gathered from principals to analyze the local school budgets. Working in small groups,

School Finance and Support Services			candidates use authentic school documents (e.g., school report card, KDE performance report, school budget, school improvement plan) to diagnose areas of needed improvement and support the resources needed to address the targeted areas.
<u>EDL 628</u> School Law and Ethics	3	10	Using a legal perspective, candidates analyze policies (e.g., discipline code, collective bargaining agreement, teacher contracts) in school where they work and then interview principal to gain clarification about the policies analyzed.
<u>EDL 634</u> Leadership for Human Resource Development	3	60	Candidates work with their principal to complete a project that addresses multiple relevant aspects of human resources development (e.g., recruitment, selections, placement, induction, mentoring, performance evaluation) and that meets the needs of the school community.
<u>EDL 646</u> Leadership for School-Community Relations	3	60	Candidates work collaboratively with principal to identify and implement strategies for building, increasing, and sustaining effective communication and collaboration between schools and communities. They assess how issues (e.g., race, class, gender, religion, sexual orientation, disability) can influence forming collaborative relationships between schools and communities.
<u>EDL 661</u> Leadership for School Program Improvement	3 elective course	15	Candidates interview a school administrator about technology responsibilities (e.g., allocation of resources, district or school policy, technology vision implementation) and report findings.
<u>EDL 662</u> Digital Age Learning and School Technology Leadership	3 elective course	30	Candidates conduct a critical analysis of how technology is being used by students, teachers, and administrators in their school through interviews, observations, document analysis, and other available data. They then present findings to a school or institutional governing body and report outcomes.
<u>EDL 669</u> Leadership for School Problem Solving	3 elective course	30	Using a common observation protocol, candidates assess evidence of creativity and creative leadership within an educational setting and report findings on required form. Candidates work independently or in pairs to select and implement a protocol during a formal meeting with work associates and submit report about experiences with reflection about learning.



<p><a href="#">EDL 676</a> The School Superintendent</p> <p><a href="#">EDL 677</a> School System Administration</p> <p><a href="#">EDL 678</a> Strategic Management in Education</p> <p><a href="#">EDL 682</a> Leading District Change and Innovation</p>	3 each course	60 each course	Candidates participate in year-long practical field-based experiences and seminars facilitated by university professors and mentored by district superintendents. These experiences within the four required graduate courses coincide with the annual work cycle of superintendents. Candidates develop eight projects that are combined into a culminating capstone project. ISLLC Standards-based portfolios are used for continuous performance-based assessment of progress and summative evaluations for administrator certification.
<p><a href="#">EDL 706</a> Contemporary School Leadership</p>	3	30	Candidates complete initial self-assessment of ISLLC Standards and then meet with principal for career counseling interview about growth areas during program. To understand the scope of work responsibilities of school leaders, candidates shadow a principal for a full day and debrief afterwards through an interview based on candidates' observation notes and questions.
<p><a href="#">EDL 707</a> Leadership for Learning-Centered Schools</p>	3	60	Candidates conduct two classroom observations (using the pre-observation conference with teacher, observation, and post-observation conference with teacher model) that in a core-content course and specials/electives course focused on learning assessment. Candidates work collaboratively with principal to analyze current school data and instructional practices and then report findings to school leadership team.
<p><a href="#">EDL 708</a> Organizational Learning in P-12 Schools</p>	3	60	Candidates work collaboratively with a principal to complete a study about school culture using research-based literature and the Kentucky Standards and Indicators for School Improvement framework as the guide. Due to the breadth of data collection and analysis required to complete project, candidates are encouraged to work in teams to complete project.
<p><a href="#">EDL 709</a> Evidence-Based Decision Making</p>	3	60	Candidates learn the foundations of disciplined inquiry (e.g., identifying a researchable topic, reviewing research literature, developing a research questions, selection appropriate data sources and collection strategies) and then experience firsthand how to collect, analyze, and interpret data and then use findings to make informed dedications about practices that enhance P12 student achievement. The completed action research report (i.e., capstone project) is a major component

			of each candidate's electronic portfolio (summative assessment).
<u>ELS 600</u> Leadership in Learning-Centered Schools	3	20	Candidates conduct two classroom observations (using the pre-observation conference with teacher, observation, and post-observation conference with teacher model) that focus on learning and teaching.
<u>ELS 604</u> Leadership in Professional Learning Communities	3	40	Candidates conduct classroom observation according to required format, but during the post-observation conference with teacher they use "talk about teaching" strategies recommended by Danielson. Working independently or in pairs, candidates read a leadership-related dilemma and write response that integrates ethical expectations for Kentucky educators, ISLLC Standard 5 functions and performance expectations, and course readings.
<u>ELS 608</u> School Law and Governance for Teachers	3 elective course	15	Using a legal perspective, candidates analyze policies (e.g., discipline code, collective bargaining agreement, teacher contracts) in school where they work and interview principal to gain clarification about the policies analyzed.
<u>ELS 612</u> Leadership for Technology and Innovation	3 elective course	15	Candidates interview a school administrator about technology responsibilities (e.g., allocation of resources, district or school policy, technology vision implementation) and report findings.
<u>ELS 616</u> Leadership for School as Inclusive Community	3 elective course	40	Candidates administer a needs assessment to gather data from school stakeholders about parental and community engagement. Using those results, candidates develop an action plan for expanding parent and community engagement. Candidates develop a parent-engagement activity for their school
<u>ELS 620</u> Leadership Action Research in School Renewal I  <u>ELS 621</u> Leadership Action Research in School Renewal II	3 each course	60 each course	During this two-course sequence, candidates learn the foundations of disciplined inquiry (e.g., identifying a researchable topic, reviewing research literature, developing a research questions, selection appropriate data sources and collection strategies) and then experience firsthand how to collect, analyze, and interpret data and then use findings to make informed decisions about practices that enhance P12 student achievement. The completed action research report (i.e., capstone project) is a major component of each candidate's electronic portfolio (summative assessment).
<u>ELS 624</u> Leadership Practicum: Monitoring Learning, Assessment, and Accountability	3	60	Candidates gather data from multiple written and observational sources (e.g., school website and report card, comprehensive school improvement plan, school newsletter, school and grounds walkthrough) to develop a snapshot assessment of current conditions at their practicum sites; they then shadow a principal for a full day and debrief experiences with principal during an interview. In their report of these

			field-based experiences, candidates present their school analysis and shadowing experiences and reflect about the collective experiences. Also during this practicum a program conclusion, they also conduct classroom observations of student learning and assessments in diverse classrooms as well as complete a 5-hour practicum working with students in a diverse classroom.
<a href="#">EDP 202</a> Human Development and Learning	3	10	Candidates observe, assist, tutor, etc., in classroom settings appropriate to their teaching area. Candidates make five trips to their field placement and remain on site for two hours.
<a href="#">EDP 203</a> Teaching Exceptional Learners in Regular Classrooms	3	8	Candidates observe, assist, and tutor, children with special needs in classroom settings. Visitation in classroom 2 hours per week for 4 weeks.
<a href="#">EDP 303</a> Teaching Exceptional Learners in the Elementary Classroom	2	10	Candidates observe in elementary classroom settings. Candidates make five trips to their field placement and remain on site for two hours.
<a href="#">EDP 570</a> Introduction to Psychological Services in Schools	3	60	Candidates will observe and work with school psychologists
<a href="#">EDP 640</a> Individual Assessment of Cognitive Functioning	3	10-20	This course is designed to provide the candidate with knowledge of the assessment of cognitive functioning in children and adolescents and related issues. This knowledge will be formally assessed through written psychology reports, observations of testing proficiency, class presentations and examinations. Because the determination of children/adolescents' educational and psychological needs is an integral part of the psychologist's activities, and because the outcomes of such assessment may have a substantial impact on the child, it is important that the candidate become proficient in the entire assessment process.
<a href="#">EDP 642</a> Individual Assessment of Personality Functioning	3	32	Laboratory and field experience in the administration, scoring, and interpretation of tests related to personality functioning and underlying dynamics of personality.
<a href="#">EDP 649</a>	3	Variable	Candidates participate in observations and study groups to gain supervision/personal and growth/interpersonal

Group Counseling			experience. This course provides an overview of the theoretical bases and practical procedures used in the organization, and effective use of group counseling in the facilitation of psychological and educational goals.
<a href="#">EDP 661</a> Techniques of Counseling II	3	32	Practice in interviewing, simulated problems, observational techniques, role of the counselor. Study of films, tapes and transcripts of leading practitioners of several schools of counseling. Supervised practice with selected clients.
<a href="#">EDP 664</a> Pre-Masters Practicum in Counseling Psychology	1-6 each	400	Supervised experience in application of diagnostic and interviewing techniques in a counseling setting. The field experience is also intended to familiarize the candidate with a range of skills required to assume responsibility for complete case management of individual clients, families or groups. Candidates are expected to be knowledgeable about professional identity, relevant professional issues, including individual differences as represented by "multicultural issues", ethics and agency/site policies. Candidates spend 12 hours of field experience per three credit hours.
<a href="#">EDP 665</a> Post-Masters Practicum in Counseling Psychology		400	
<a href="#">EDP 669</a> Diagnostic Classification in School Psychology	3	Variable	In a clinical setting, skills and procedures associated with diagnostic assessment and decision making are emphasized including observation, interviewing, and psychometric techniques. Candidates develop skills in literature review and writing and oral presentation of observed cases in a clinic setting.
<a href="#">EDP 675</a> Practicum in School Psychology	1-6	400	Supervised experience in the application of psychoeducational, diagnostic assessment, intervention, and consultation services in a clinic, school, or community setting. 3 hours of on-site activities per credit hour, and weekly supervision meetings.
<a href="#">EDP 708</a> Internship in Educational and Counseling Psychology	0-9	1500	Full-time practice in an operational setting such as a school or government agency with on-site supervision provided by the host agency and with academic supervision provided by a University faculty member.
<a href="#">EDS 357</a> (LBD and MSD) Initial Practicum in Special Education	1	30	An introductory supervised field experience for special education majors. Candidates participate in a special education program with certified, public-school special education teachers.
<a href="#">EDS 459</a>	3-12	450	Candidates work under the guidance of experienced cooperating teachers who hold Learning and Behavior

Student Teaching in Special Education			Disorders certification. Candidates perform planning, assessment, instructional and behavioral management activities that address candidates' Individual Education Programs. Settings may be in grades K-12 and in instructional arrangements that span the entire continuum of services for students with learning disabilities, emotional/behavioral disorders, mild mental disabilities, and other high-incidence disabilities. Candidates complete portfolio entries including data based projects such as the Academic Behavior Change Project and the Social Behavior Change Project.
<a href="#">EDS 510</a> Introduction to Early Childhood Special Education	3	100	An introductory field experience with young children, birth to four years old.
<a href="#">EDS 530</a> Moderate and Severe Disabilities	3	15	Observations in settings that serve persons with moderate/severe disabilities: preschools, elementary, middle/secondary schools, adult care centers, and other agencies.
<a href="#">EDS 547</a> Collaboration and Inclusion in Schools and Community Settings	3	15	Attend 1 ARC/IEP meeting, Teach 1 lesson, observe
<a href="#">EDS 548</a> (MSD) Curriculum Design for Students with Moderate and Severe Disabilities  <a href="#">EDS 549</a> (MSD) Curriculum Methods for Students with Moderate and Severe Disabilities	3 each	40  60	Within FMD classroom settings, candidates acquire skills in the use of current formal and informal educational and adaptive behavior assessment procedures for use in prescribing curriculum, instructional, behavioral intervention with individuals exhibiting moderate intellectual and developmental disabilities. Specific attention is focused on procedures for using assessment data and curriculum prescription that enhances the full inclusion of school age individuals with disabilities with their non-disabled peers. Candidates will observe assist and, implement instruction.
<a href="#">EDS 550</a> (MSD) Student Teaching: Moderate/Severe Disabilities	6-12	450	Student teaching in the low-incidence disabilities classroom. Supervised student teaching in a classroom for students identified as having moderate to severe disabilities. Candidates assess students, make home visits, complete daily logs and present data from programs.
<a href="#">EDS 589</a> (LBD)	3	80	Supervised pre-student teaching experiences with children having learning and behavioral disabilities, including practical experience with public school students in at least two different

Field Experiences: Mild Disabilities			special education sites. 8 hrs observation and/or practica per week.
<a href="#">EDS 612</a> Advanced Practicum: Special Education	3-6	108-192	Field-based experience with exceptional children in the special education settings. Candidates utilize research and validated instruction with persons with disabilities in individualized, small group and special class settings.
<a href="#">EDS 622</a> The Family's Role in Early Childhood Education	3	12	Candidates are required to demonstrate skills in interviewing families and working in collaboration with community professionals to develop plans for intervention.
<a href="#">EDS 623</a> Advanced Practicum: Early Childhood Special Education	3-9	100	Work in settings serving children with disabilities from birth to five years of age. There are four different practica experiences:  623A: Basic applied behavior analysis including observing and measuring behaviors, writing activity-based instructional objectives. 623B: Evaluating IEPs and IFSPs, observing classroom environments, assessing children. 623C: Designing and implementing instructional programs 623D: Teaming and evaluating at-risk pre-term infants in the UK Infant Toddler Evaluation Clinic. Field hours depend on student needs and practicum level.
<a href="#">EDS 630</a> Methods for Teaching Students with Disabilities	3	70	Lecture-based course which requires candidates to work in a setting to design, implement, and analyze data from an instructional program.
<a href="#">EDS 632</a> Advanced Practicum: Moderate and Severe Disabilities	1-12	144-640	Work in educational settings with persons with moderate to severe disabilities. 9-40 hours a week for 16 weeks. There are 5 different practica courses:  632A: Basic applied behavior analysis activities including measuring behavior, graphing, task analysis, writing instructional objectives. 15 hrs/ wk for 14 weeks.  632B: Advocacy projects, due process, funding mechanisms, first aid, and topics selected by candidate.  632C: Consultation and collaboration projects, in-service development, and team functioning.

			<p>632D: Assessment, IEP formulation, instructional programming, environmental design, and</p> <p>632E: Implementation of programs developed in 632D, alternate portfolio development, and transition planning. Field hours depend on practicum level.</p>
<p><a href="#">EDS 641</a></p> <p>Assistive Technology Assessment</p>	3	30	<p>Candidates study and practice assessment models and protocols, environmental adaptations, assistive technology resources, preparation of assessment reports, team decision making, and evaluation of assistive technology use. Candidates engage in assistive technology assessment observations, authentic assessments, and interdisciplinary collaboration.</p>
<p><a href="#">EDS 649</a></p> <p>Advanced Practicum: Special Education Technology</p>	1- 9	Variable	<p>Candidates engage in supervised practicum activities associated with the delivery of technology services to individuals with disabilities. Practicum settings may include schools, rehabilitation agencies, clinics, hospitals, technology resource centers, administrative offices, and other facilities involved in the development or delivery of technology services.</p>
<p><a href="#">EDS 721</a></p> <p>Practicum in Special Education Personnel Preparation</p>	1- 9	Variable	<p>Supervised practicum experiences related to the preparation of special education teachers, including practice in delivering lectures, conducting class discussions, leading seminars, directing independent studies, guiding student research projects, demonstrating instructional methods and materials, supervising special education student teachers and advising.</p>
<p><a href="#">EDS 731</a></p> <p>Advanced Practicum: Special Education Administration</p>	1- 9	Variable	<p>Supervised practicum experiences related to the administration of special education programs at the local and state levels, and project management, including staff management and development, program planning, evaluation, fiscal management, organization, reporting, communications, and coordination.</p>
<p><a href="#">EDS 779</a></p> <p>Seminar in Special Education</p>	1-3	6	<p>Candidates select, visit and report on two or more agencies that serve individuals with special needs.</p>
<p><a href="#">EDU 305</a></p> <p>Contemporary Issues Facing At- Risk School Age Adolescents</p>	3	20	<p>Candidates participate in a field experience called the "Buddy Program." Candidates meet with an at-risk student on a weekly basis to encourage and tutor the student. Candidates work with their "Buddy" on self-esteem, improving school attendance, and cultivating appropriate interpersonal communication skills.</p>
<p><a href="#">EDU 645</a></p>	0-9	350	<p>Candidates participate with a cohort of other secondary education majors in a PDS setting. Candidates explore a variety of disciplines in the reflective study of adolescent</p>

Foundations of Pedagogical Theory and Practice in the Secondary School			behavior, secondary school curriculum, school law, learning theory, learning styles, effective teaching and learning, instructional technology, working with special populations, cultural diversity in the schools, school context, and professional development. Candidates spend four mornings a week as observers, aides, tutors, and teachers.
<a href="#">EPE 301</a> Education in American Culture	3	15	Candidates perform community service in non-classroom settings, social service agencies, community education programs and after- school programs in order to work with populations that differ from their own race, class, or ethnic backgrounds.
<a href="#">EPE 663</a> Field Studies in Educational Institutions	3	20	In Educational institutions and community organizations, candidates observe, conduct structured and unstructured interviews, participate in focus groups and perform collection activities as part of a qualitative research project studying emerging patterns in educational policy.
<a href="#">EPE 667</a> Education and Gender	3	15	Candidates complete two gender observation/interview exercises, one in a public venue and another in a formal educational setting.
<a href="#">EPE 763</a> Advanced Field Studies in Education	3	20	An extension of EPE 663, candidates observe, conduct structured and unstructured interviews, participate in focus groups and perform collection activities as part of a qualitative research project studying emerging patterns in educational policy in Educational institutions and community organizations.
<a href="#">EPE 790</a> Internship in Educational Policy Studies and Evaluation	3	280	Formal assignment to an evaluation and/or policy analysis project in an appropriate educational setting.
<a href="#">FAM 255</a> Child Development	3	16	Candidates make observational assessments of young children in infant/toddler and preschool classrooms/settings.
<a href="#">FAM 256</a> Guidance Strategies for Working with Young Children	3	32	Provides opportunities for candidates to apply and evaluate guidance skills with young children in a supervised experience.
<a href="#">FAM 350</a>	4	64	Supervised experience with preschool children, which includes observation, assessment and planning and implementation of curriculum.



Curriculum Planning in Early Childhood Education			
<u>FAM 399</u> Practicum in Family Studies	3	88	Supervised practicum in a community or educational setting. Emphases on observing individuals and families and developing competencies in providing services on either an individual, small or large group basis. Weekly discussion will provide analysis of problems related to those competencies.
<u>FAM 407</u> Assessment of Young Children	2	16	Candidates observe and assess the developmental status of young children, birth through age five in a supervised experience.
<u>FAM 411</u> Student Teaching in Early Childhood Education	6 each	225 each	Interdisciplinary capstone experience with placement in programs serving infants/toddlers, preschoolers or kindergarten children. Candidates are placed in 2 consecutive age groups (i.e. First placement in infant/toddler, second in preschool; or first placement in preschool and second in kindergarten.)
<u>FAM 552</u> Administration and Supervision in Early Childhood Education Programs	3	4	Opportunity for candidates to observe, assess and evaluate early care and education programs for young children.
<u>FAM 554</u> Working with Parents	3	32	Candidates visit community- based agencies and sites to interview teachers and other personnel in preparation of the development of a year- long plan for family involvement.
<u>FAM 555</u> Fostering Cognitive Development in Children	3	12	Emphasis on integrating curriculum through a classroom-based group project. Candidates observe in a preschool classroom and plan, implement and evaluate a supervised series of activities.
<u>FAM 557</u> Infant Development	3	32	Candidates are required to assess the quality of classroom environment for young children in their first two years of life and to plan, implement and evaluate a classroom activity with supervised feedback. Candidates also interact across the semester with young children from diverse groups and populations.
<u>FAM 699</u> Field Experience in Family Studies	3	144	Candidates have opportunities for developing competencies in planning and conducting programming, through experience working with family resource personnel in schools.

<u>IEC 120</u> Introduction to Early Childhood Education	3	30	Candidates will observe at two <i>different</i> Early Childhood Classrooms at two <i>different</i> schools or daycare centers (0-8 years, 3rd grade or under) for at least one hour each observation. At the end of the semester, candidates will prepare a paper which will compare the two programs.
<u>IEC 255</u> Child Development	3	16	Each candidate will attend a laboratory session for one hour each week at the Early Childhood Lab in Erikson Hall. The ECL is open from 7:45 – 5:30. During the first class meetings, candidates will sign up for a time, and maintain the same lab time each week. The candidate will spend time in the same classroom over the semester. Candidates should use the hour to interact with the children. Lab reports should be written after laboratory ends. Laboratory teachers will evaluate candidate performance while in lab. Candidates will be graded on punctuality and consistency in attendance and appropriateness in interactions with children and teachers.
<u>IEC 256</u> Guidance Strategies for Working with Young Children	3	32	Each candidate is required to complete observations (2 hours per week) at the Early Childhood Laboratory over the course of the semester. Each candidate will complete 11 lab reports and one summary report of their observations paying particular attention to situations dealing with guidance and preschool children.
<u>IEC 260</u> Curriculum Planning in Early Childhood Education	4	64	All candidates are required to be punctual, have a positive attitude, demonstrate professionalism both in class and in laboratory, and be enthusiastic. Candidates will attend laboratory each week. If the laboratory is closed for any reason (snow, holiday, etc.) other than the days mentioned in the course outline, the candidate will be responsible for making up his/her lab time. When Fayette County Public Schools are closed for snow, the ECL will open on a 2 hour delay (opening at 9:30 a.m.). <b>The lab does not follow FCPS's in-service schedule.</b> Candidates are expected to attend laboratory 4 hours each week (including the week of finals) for a total of 13 labs over the course of the semester. Candidates must sign in on the ECL sign in sheet, <b>plus</b> in the classroom. The course syllabus for IEC 260 provides further information for candidates in the submission of products and documentation of activities completed while in laboratory.
<u>IEC 411</u> Student Teaching in IECE	12	450	Candidates get experience with supervised teaching at the preprimary level. Emphasis will be placed on observation and teaching individual, small and large group methods.
<u>IEC 510</u> Practicum in Interdisciplinary Early Childhood Education	3	144	Each candidate spends 9 hours per week in an early childhood classroom. The lead teacher in the classroom will be asked to complete an evaluation of the candidate's performance in the classroom at the end of the semester. The university instructor will also conduct a minimum of 2 on-site observations of each candidate. Candidates will be

			asked to revise their professional development plan based on feedback from the practicum and university supervisors. Candidates are responsible for completing a weekly time log which is signed by the on-site classroom teacher verifying the accuracy of the information.
<u>IEC 557</u> Infant Development	3	32	Candidates will observe in an Infant/Toddler program 2 hours per week for a total of 13 weeks. Each week after observation candidates will complete a one-three page report, to be collected and graded across the semester.
<u>IEC 623</u> Advanced Practicum in Interdisciplinary Early Childhood Education	3	100	This course will provide supervised field experience in preparation of teachers or supervisors in interdisciplinary early childhood education in settings such as childcare, preschool, kindergarten, the on-campus childhood laboratory, or with home visiting programs such as First Steps. While enrolled in this course, candidates will be required to apply for the Teacher Education Program.
<u>KHP 156</u> Educational Gymnastics	1	5	Candidates assist and observe teachers and students in school classrooms.
<u>KHP 157</u> Track and Field	1	5	Candidates assist and observe teachers and students in school classrooms.
<u>KHP 250</u> Team Sports	2	5	Candidates assist and observe teachers and students in school classrooms.
<u>KHP 260</u> Individual Sports	2	5	Candidates assist and observe teachers and students in school classrooms.
<u>KHP 263</u> Curriculum Design and Developmental Sports Skills in the Elementary School	3	15	Candidates observe teachers and students in an elementary school and plan and implement developmentally appropriate instruction.
<u>KHP 270</u> Introduction to Health Education and Health Promotion	3	10	Candidates observe teachers and students in school classrooms.
<u>KHP 310</u> Applied Health Education Practice	3	14	Candidates assist and observe teachers and students in school classrooms.
<u>KHP 330</u> Planning and Implementing School Health Education Programs	3	8	Candidates assist and observe teachers and students in school classrooms.

<a href="#">KHP 344</a> Physical Education in the Secondary School	3	15	Theory and practice in methods of teaching physical education activities and supervising programs in the secondary school. Classroom observation 2 hours per week.
<a href="#">KHP 360</a> Physical Education in the Elementary Schools	3	15	Candidates assist in classrooms. Observations to accompany an introduction to skills needed for the planning & implementation of modern elementary physical education programs.
<a href="#">KHP 361</a> Field Experiences with Elementary School children	1	30	Field experience with elementary school age children in programs of physical education, health and recreational setting. Activities involve contact with children and professionals. Supervised experiences in school, agency, and recreation department programs of elementary education. Includes field trip, inspection of programs and professional organizations.
<a href="#">KHP 362</a> Field Experiences in Secondary Education	1	60	Candidates work with school age children in a secondary, middle school or other educational setting. Assist, officiate, or take charge of physical activities. Supervised experiences in school, agency, and recreation department programs of secondary or middle schools. Includes field trip, inspection of programs and professional organizations.
<a href="#">KHP 369</a> Student Teaching in Physical Education	3-12	450	Student Teaching in Physical Education. Candidates gain practical experience through observation, planning, teaching, and evaluating procedures. Candidates work with school physical education classes under the guidance of the cooperating teacher.
<a href="#">KHP 371</a> Student Teaching in Health Education	3-12	450	Student Teaching in Health Education. Candidates gain practical experience through observation, planning, teaching, and evaluating procedures. Candidates work with school health education programs under the guidance of the cooperating teacher.
<a href="#">KHP 390</a> Dance Activities in the Elementary School	2	48	Candidates in the elementary program create meaningful dance experiences for the elementary school child. Emphasis is given to Skills development and the understanding of a total dance program. Candidates must have knowledge of Kentucky's Academic Expectations in movement and goals of KERA as well as New Teacher Standards and National Dance Standards, which must be incorporated into lesson plans.
<a href="#">KHP 430</a> Methods of Teaching Health Education	3	6	Candidates must observe health education lessons in schools and teach at least one lesson in an elementary, middle school, or high school. They also teach two health education lessons at the middle school. They must write lesson plans for each of the teaching experiences and reflect on these. They teach 3 peer lessons in class (with lesson plans) and

			receive peer and teacher evaluation and reflect on those lessons.
<a href="#">KHP 509 A</a> Workshop in Health and Safety	3	10	Candidates must observe five health education lessons in school and reflect on their observations. The candidates are trained in the curriculum, "Postponing Sexual Involvement" and must teach this curriculum in a middle school. This involves five lessons with lesson plans involving technology and reflection. They are evaluated by the Postponing Sexual Involvement coordinator. Also, candidates develop and present a lesson to peers and young people regarding a women's health issue.
<a href="#">KHP 509 B</a> Women's Health	3	3-4	
<a href="#">KHP 509 C</a> Experiential Health Education	3	15	
<a href="#">KHP 546 A</a> Teacher Effectiveness in KHP	3	3	Candidates analyze their own teaching using video clips of their instruction and developing improvement plans. Also, candidates research extensively to design and implement a physical activity program for children.
<a href="#">KHP 546 B</a> Promoting Physical Activity for Youth	3	5-7	
<a href="#">KHP 577</a> Practicum in Kinesiology and Health Promotion	3	120	Extensive practical work experiences with qualified practitioners and Kinesiology and Health Promotion faculty.
<a href="#">KHP 579</a> Adapted Physical Education	3	10	Experiences will include the appraisal of psychomotor functioning, design of instructional intervention, and program implementation and evaluation.
<a href="#">KHP 590</a> Advanced Health Concepts	3	5	Candidates assist and observe teachers and students in school classrooms.
<a href="#">KHP 677</a> Program Planning in Health Promotion	3	15	Candidates conduct a needs assessment of a school by collecting and analyzing data. Then they develop plans to implement at schools to address their needs.

<u>MUS 262</u> Vocal Music Methods and Materials Seminar I	3	30	Historical and philosophical foundations of music education. Comprehensive study of teaching methods and materials for vocal music in the elementary and early middle schools. Secondary vocal performance and group teaching. Observations in the public schools with emphasis on the elementary and middle school levels.
<u>MUS 263</u> Instrumental Music Methods and Materials Seminar I	3	10	Historical and philosophical foundations of music education. Comprehensive study of teaching methods and materials for instrumental music in the elementary and early middle schools. Secondary instrument performance and group teaching. Observations in the public schools with emphasis on the elementary and middle school levels.
<u>MUS 264</u> Vocal Music Methods and Materials Seminar II	3	30	A study of the organization and administration of the school vocal music program. Repertoire for secondary school choir. Study of teaching methods, styles, and music literature for the high school. Continuation of observations and visitations. Continuation of secondary vocal performance and group teaching.
<u>MUS 265</u> Instrumental Music Methods and Materials Seminar II	3	10	A study of the organization and administration of the school instrumental music program. Repertoire for secondary school bands and orchestras. Study of teaching methods, styles, and music literature for the high school jazz band. Continuation of observations and visitations. Continuation of secondary instrument performance and group teaching.
<u>MUS 360</u> General Music I	3	15	A study of the philosophy, the curriculum, and the process involved in promoting musical development of children in the elementary, middle, and high school environment. A field experience is required.
<u>MUS 361</u> General Music II	3	15	Methods, materials and techniques of teaching general music with emphasis on activities for the early childhood and elementary children. A field experience is required.
<u>MUS 362</u> Vocal Music Methods and Materials Seminar III	3	30	A continuation of MUS 262 and 264. Conducting/ study of literature for the high school chorus. A study of the organization and administration of the school choral program with continued observation in the public schools.
<u>MUS 363</u> Instrumental Music Methods and Materials Seminar III	3	10	A continuation of MUS 263 and 265. Beginning to intermediate instrumental conducting. An introduction to teaching high school marching band; fundamentals, administrative procedures, drill writing, music selection and rehearsal. Continuation of secondary instrument performance and group teaching. Continued observation in the public schools with emphasis on high school bands and orchestras.
<u>MUS 365</u>	3	10	Advanced conducting; emphasis on advanced rehearsal techniques with use of instructional materials and advanced

Instrumental Music Methods and Materials Seminar IV			music for the high school ensemble. Continuation of secondary instrument performance and group teaching. Continued observation in the public schools with options for teacher-aide assignment.
<u>MUS 650</u> Music Education Workshop	1-4	20	This is primarily an advanced materials and methods course where the different kind of field experience varies with the different area or subject matter. Field experiences are devoted to observation and practicum.
<u>MUS 664</u> Music and Special Learners	3	16-20	Field experiences include vivo observations and interaction with special population children. Observations are reflected within journals. There are also hours spent doing research through individual observations or small group observation.
<u>MUS 675</u> Internship in Theory Pedagogy	1	30	This is a highly specialized course for those working for a certification in theory pedagogy. Hours are spent working directly with faculty members, observing, doing short teaches and being evaluated on these activities.
<u>MUS 706</u> Music Learning and Behavior	3	16	In specialized music classes, video tapes are made of professional teachers, students and student interactions. There are also individual and small group observations completed.
<u>MUS 762</u> Music in Higher Education	3	9	Field experiences include observing administrators at various levels such as Chair, Dean and/or Assistant Dean. Also time is spent on projects, interviews and shadowing.
<u>RC 710</u> Practicum in Rehabilitation Counseling	3	200	The primary skills to be developed during the Practicum include intake interviewing, vocational evaluation procedures, job placement techniques, and report writing. Observation and participation under the direction of the field supervisor gain these. At least 1/3 of the Practicum experience time should be in direct client contact. This results in a standardization of the Practicum experience and insures that all candidates will be competent in these areas. Candidates must successfully complete the Practicum requirements before advancing to Internship.
<u>RC 720</u> Internship in Rehabilitation Counseling	3, 6, 9	600	Candidates must demonstrate competence in working with clients in the context of a professional rehabilitation counseling relationship. Internship candidates carry a caseload and function as an actual professional staff member of the agency. At least 1/3 of the Internship time must be in direct client contact. A Certified Rehabilitation Counselor (either the site supervisor, faculty supervisor, or both) must provide supervision. Candidates will not be allowed to do the Internship while on academic probation or with "Incomplete" grades on their record.

<p><u>SEM 110</u></p> <p>Introduction to STEM Education</p>	<p>2</p>	<p>30</p>	<p>Through campus and school-based experiences in their subject area, students will learn how to engage adolescents in learning mathematics, science, computer science, and engineering. This course will introduce the foundations of science, technology, and mathematics (STEM) education, learning environments, curriculum and instruction, standards and assessment, as well as contemporary issues related to the field. The roles, responsibilities and daily life of teachers, schools and students will be examined. This course includes 30 hours of experience in the field.</p>
<p><u>SEM 421</u></p> <p>STEM Education Methods I</p>	<p>3</p>	<p>100</p>	<p>This course is intended to help future STEM (science area, mathematics, or computer science) Education teachers build a theoretical background and develop the practical skills needed to begin to develop themselves as effective teachers in the secondary classroom. Students will be introduced to, and gain hands-on experience with a variety of instructional materials appropriate for teaching STEM (science area, mathematics, or computer science) Education at the secondary level. Students are encouraged to be creative and reflective in developing, implementing, and evaluating practices associated with teaching STEM (science area, mathematics, or computer science) concepts and skills. A strong emphasis is placed upon helping students to develop an understanding of the processes of inquiry teaching, the processes of science and mathematics, as well as a deep conceptual understanding of their respective content area(s).</p>
<p><u>SEM 422</u></p> <p>STEM Education Methods II</p>	<p>3</p>	<p>100</p>	<p>This course is intended to further develop the practical skills needed to develop effective STEM (science area, mathematics, or computer science) Education teachers in the secondary classroom. Students will build upon the knowledge and experience they gained in SEM 421 by delving deeper into students' content area(s) through clinically-based field experiences, implementation of a variety of instructional materials, and development of curricula appropriate for teaching STEM Education at the secondary level. Students are encouraged to be creative and reflective in developing, implementing, and evaluating practices associated with teaching STEM concepts and skills. A strong emphasis is placed upon helping students to develop an understanding of the processes of inquiry teaching, the processes of science and mathematics, as well as a deep conceptual understanding of their respective content area(s).</p>
<p><u>SEM 435</u></p> <p>STEM Student Teaching in the Secondary School</p>	<p>10</p>	<p>630</p>	<p>SEM 435 is a ten credit hour course taken concurrently with student teaching. The purpose of student teaching is to help student teachers continue to develop their knowledge, strategies, and the skills necessary in order to become successful and productive secondary teachers capable of being a leader in the profession. With the support of cooperating teachers in area schools, the course instructor, and university field supervisors, student teachers will apply</p>



			the theories, methods, and techniques they have learned in the past in addition to what they will learn during their concurrent student teaching experiences.
<u>SEM 575</u>  See Blue Mathematics Clinic	3	30	This course focuses on clinical techniques for working with K-12 students who are struggling and/or have disabilities in learning mathematics. It is a course designed to develop both theoretical understandings and operational skills in working with students who struggle in mathematics. Classroom applications of the techniques are discussed. This course is a combination of lecture and application with a student client.
<u>SEM 770</u>  Special Topics in STEM Education	3	275	Students will have ample opportunities to work through this framework to study best practices and the research surround these practices as they analyze, discuss and apply their learning practically in cohort classrooms at local school sites. Through weekly discussions, papers, observation tools, and essays the students will reflect on what makes good teaching and then apply this information directly in school classrooms. Through this course students will begin to recognize the importance of lifelong learning, and be ready to both learn from, and lead colleagues in their schools, districts and states. The goal of this course is to prepare teachers who will work among diverse populations and constantly be in tune with best practices and their implementation as a way to improve education in Kentucky and beyond.
<u>SW 740 A</u>  Mental Health Concentration Practicum	4	300	During field experiences candidates are given increasingly more responsibility for learning activities defined in the personalized learning agreements developed during class. Each candidate spends 300 hours each semester working in an elementary or secondary school setting under the supervision of a school social worker who provides among other services mental health assessments and interventions.
<u>SW 740 B</u>  Mental Health Concentration Practicum	4	300	
<u>SW 741 A</u> Family and Community Concentration Practicum II	4	300	During field experiences candidates are given increasingly more responsibility for learning activities defined in the personalized learning agreements developed during class. Each candidate spends 300 hours each semester working in an elementary or secondary school setting under the supervision of a school social worker who provides among other services family and community assessments and interventions.
<u>SW 741 B</u> Family and Community Concentration Practicum II	4	300	

