

College of Education

Neporcha Cone, Dean

TBA, Associate Dean

Tiffany Dellard, Executive Director, Office of Educator Preparation and Licensure

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The mission of the College of Education (COE) is to prepare students across diverse fields to be transformative leaders and Difference Makers in their communities. The COE coordinates the teacher education programs of the University; prepares teachers, librarians, counselors, higher education personnel, and school leaders for their professions; provides professional development opportunities and programs; and actively partner with school districts and other entities to improve learner and community outcomes.

Laboratory Schools

The Homer Pittard Campus School is a public school, comprising grades K through 5, which is staffed and operated by Rutherford County Schools. The Campus School is a laboratory unit that serves the professional education programs in teacher education. University students are provided varied, experiential-based practicum opportunities that merge theory and practice through observations and participation in teaching and learning activities.

The Ann Campbell Early Learning Center is an inclusive early childhood education program that offers full-day early care and education to children ages 12 months to kindergarten and provides play-based learning experiences in an engaging environment throughout the year for children with and without developmental delays. The program offers opportunities for observation and hands-on classroom experience for pre-service undergraduate and graduate students. Students learn how to support the development of all young children by assessing learning and planning and implementing developmentally appropriate learning opportunities. The program is monitored for compliance by the Tennessee Department of Human Services.

The Child Development Center (CDC) provides part-time care and play-based early learning experiences during the academic year for children ages one year to five years. The center also serves as a teaching laboratory for students enrolled in child development, early childhood education, and other related University programs. Approximately 35 students enroll in the practicum course each semester in their junior year and support the classroom lead teacher through hands-on experiences as the assistant to all classroom activities. The program is monitored for compliance by the Tennessee Department of Human Services.

Accreditation

The College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The college holds membership in the Tennessee Association of Colleges for Teacher Education and the American Association of Colleges for Teacher Education. The Professional Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Master of Library Science (M.L.S.) program has been granted pre-candidacy status by the Committee on Accreditation of the American Library Association.

Admission to Teacher Education

Students who wish to prepare themselves for careers as teachers must make formal application for admission to the teacher education program. Applications should be submitted during the second semester of the sophomore year. Students who transfer to Middle Tennessee State University after the completion of their sophomore years, or with more than 45 semester credit hours, should make application during their first semester of residence at MTSU. Admission to teacher education is a prerequisite to enrollment in most upper-division education courses.

To be formally admitted to the teacher education program, candidates must

1. complete the admission application;
2. have required scores on the ACT, SAT, or the Praxis Core Academic Skills for Educators Tests as set by the Tennessee State Board of Education, or meet the test score appeals criteria;

3. complete at least 45 semester hours;
4. Complete EESE 2010 and EESE 2011 (or approved substitutions) with a grade of B- or better. Application to Teacher Education may be submitted while a student is enrolled in EESE 2010 or EESE 2011, but admission procedures will not be final until the final grades are posted. *NOTE: This requirement does not apply to secondary education minors.*
5. have an overall grade point average of 2.75 or meet the GPA appeals criterion; (Grades earned in learning support and university studies courses are not used in computation of the required average.)
6. have disciplinary clearance from the MTSU Office of Student Conduct;
7. complete a background/fingerprinting check.

Application forms and appeals process information for Admission to Teacher Education are located at <http://education.mtsu.edu/appealprocess/>

Teacher Education Retention and Progression Policy for Initial Teacher Licensure

Developing professional dispositions is a critical element to preparing students to work in education or community agencies. The College of Education expects students to progressively grow and develop in their professional dispositions as they matriculate through their coursework and field experiences embedded within our programs. Students should reach a level of performance acceptable for a beginning professional if enrolled in an initial preparation program or exhibit advanced professional dispositions if enrolled in a graduate program designed to train individuals for specific roles and responsibilities (e.g., leadership, teacher at an advanced level, counselor). If a student exhibits dispositional challenges within a course and/or field experience, faculty should immediately address the challenge by providing support and guidance to the student through conversation, a support plan, or other appropriate approach. If the dispositional challenge does not improve during the semester, the faculty member should note the issue at the end of the semester using the COE dispositional tool.

In order to ensure the success of students enrolled in our initial teacher licensure preparation programs and implement supports when needed, program faculty will review disposition ratings and performance in coursework for all teacher candidates at the conclusion of the first semester after being admitted to teacher education, at the end of the semester prior to Residency I, and again at the end of the semester prior to Residency II. For initial licensure programs that do not include Residency I and/or Residency II, after admission to teacher education, disposition ratings and performance in coursework will be monitored every other semester until completion of coursework.

As a result of this review:

If a student receives unsatisfactory on one or more disposition indicators on the adopted COE dispositional tool as rated by one or more faculty:

- At least two program faculty (one each from COE and Content Area if secondary) and/or COE advisor will meet with the student to discuss the rating and develop a Support Plan for improving in skills related to the indicator(s). The support plan will include specific goal(s), targeted activities to complete to support with achieving the goal, and timelines for achievement.
- A follow up meeting will occur at the conclusion of the following full-term semester to review current disposition ratings and discuss the progress on the support plan. Candidates identified at the end of the semester prior to Residency I or at the end of the semester prior to Residency II also will have a mid-semester check-in to ensure adequate progress is being made.

If a student has a GPA of less than a 2.75:

- At least two program faculty (one each from COE and Content Area if secondary) and/or advisor will meet with the student to discuss the student's progress in the program and develop a support plan for improving. The support plan will include specific goal(s), targeted activities to complete to support with achieving the goal, and timelines for achievement.
- A follow up meeting will occur at the conclusion of the following full-term semester to review GPA and progress in courses and discuss the progress on the support plan. Candidates identified at the end of the semester prior to Residency I will also have a mid-semester check-in to ensure adequate progress is being made.

For secondary minors, if a student earns less than a B in one of the YOED courses:

- At least two program faculty (one each from COE and Content Area if secondary) will meet with the student to discuss the student's progress in the program and develop a support plan for improving. The support plan

will include specific goal(s), targeted activities to complete to support with achieving the goal, and timelines for achievement.

- A follow up meeting will occur at the conclusion of the following full-term semester to review GPA and progress in courses and discuss the progress on the support plan. Candidates identified at the end of the semester prior to Residency I will also have a mid-semester check-in to ensure adequate progress is being made.

If progress is not met in the area(s) identified after one full semester (fall or spring), the support plan will be modified to provide additional supports or activities for another semester if possible (based on amount of time the student has remaining in the program).

Total time period for a support plan will be no longer than one academic year (fall, spring, summer).

If after no more than one academic year of enrollment (or equivalent; including fall, spring, summer), progress is still not achieved with the disposition or course progression; OR

If at any point during the program, a faculty member or the director of the Office of Educator Preparation and Licensure (OEPL) identifies a professionalism or ethical issue that places PK-12 students at risk, program faculty will meet with the student within two days of identifying the issue to discuss the unethical or unprofessional issue. Then, the following actions will be taken:

1. The course instructor or program faculty will notify the department chair of the issue.
2. The department chair will collect all documentation about the issue from all parties (e.g., student, instructor, mentor teacher) and submit the documentation within two weeks from the incident or the end of the semester.
3. The COE Student Support Committee (newly formed committee that includes associate dean, OEPL director, two tenure-track/tenured faculty from each department*) will review the documentation of the issue from all parties (e.g., student, instructor, mentor teacher) and hold separate meetings with the student and program faculty and will forward a recommendation for dismissal/non-dismissal to the chair with an explanation of the reasons for the decision.
4. The student will be notified in writing by the COE Support Committee chair of the decision.

**If there is a conflict of interest with a member of the COE Student Support Committee and the student, the committee member will not participate in the review. A substitute member will be identified.*

**NOTE: If a student has specific issues with a faculty member, the chair of the department for the faculty member is available to discuss concerns. The chair offices are located in COE 314.*

Post-baccalaureate Teacher Program

The post-baccalaureate teacher education program is designed for individuals who have completed a baccalaureate degree but who did not complete teacher preparation. The College of Education requires candidates to address any licensure requirement deficiencies to ensure the attainment of the knowledge, skills, and clinical practice required in professional standards, state policy and/or rules, and the targeted licensure endorsement area. Coursework or training and program requirements will be determined by the College of Education. Information and transcript analysis requests for the post-baccalaureate program are available at education.mtsu.edu/licensure.

Postbaccalaureate students must also make formal application for admission to the teacher education program.

Admission to teacher education may be required prior to enrollment in some or all courses.

Residency Year

Residency Year is the culminating experience of the professional education program in which teacher candidates undertake two consecutive semesters of an increasing amount of time in school settings, Residency I followed by Residency II. During Residency I, teacher candidates will be in schools for approximately two full days per week while taking additional coursework/seminars on the other days. Residency II is a full-time, entire semester experience.

Candidates will be in school settings all day, five days a week.

Admission to Residency I and II is based upon successful completion of a formal application by the candidate and requirements established by individual programs. Applications must be submitted at the beginning of the semester prior to beginning Residency I and II. Candidates should confirm deadlines with the Office of Educator Preparation and Licensure. To enroll in Residency II, candidates must

1. complete the admission application;
2. have an overall grade point average of 2.75 (grades earned in learning support or university studies courses are not used in computation of the required average).
3. complete all education courses and appropriate methods courses with the minimum grade established by the candidate's program;
4. be classified as a senior, graduate student, or post-baccalaureate student;
5. be favorably evaluated in the required field and clinical experiences (course grades alone may not be used to meet this requirement);
6. submit a negative tuberculin test.

Licensure of Teachers

Completion of an approved program and recommendation by the University are required for a Tennessee Practitioner License. Information on the licensure application will be provided for teacher candidates during Residency II. Information is also available at <http://education.mtsu.edu/licensure/>. Please note that licensure requirements are subject to change based upon state policy changes.

All assessment scores required for licensure must be submitted to the Tennessee Department of Education. All applicants for a teacher's license shall furnish teacher licensing analysts with all required licensure assessment scores. When students make application to take licensure assessments, they should indicate on the application form that their test scores be sent to MTSU Code R1466 and the Tennessee Department of Education Code R8190. To be recommended for a license, students who have majors in Elementary Education, Middle Level Education 6-8, Early Childhood Education, Special Education, and/or Secondary Education must have at least a 2.75 overall grade point average. Grades earned in learning support or university studies courses are not used in computing the average required.

Early Childhood Education: Integrated Early Childhood Pre-Kindergarten through Grade 3

Requirements for the major in Early Childhood Education must be completed. Consult Department of Elementary and Special Education for requirements.

Elementary Endorsement, Grades K-5

Requirements for the major in Elementary Education must be completed. Consult the Department of Elementary and Special Education for requirements.

Middle Level Endorsement, Grades 6-8

Requirements for the major in Middle Level Education must be completed. Consult the Department of Elementary and Special Education for requirements.

Special Education Endorsement, Comprehensive, Grades K-12, Interventionist Endorsement, K-8, 6-12

Requirements for the major in Special Education must be completed. Consult the Department of Elementary and Special Education for requirements.

Teacher Education Programs

Following is a list of the teacher education programs leading to initial licensure in secondary education. Since licensure programs change from time to time, access the most current list of licensure areas at www.tn.gov/educators/licensing.html.

MTSU Major or Concentration	State Endorsement Area	Dept./School to Consult for Information
Agribusiness	Agricultural Education	Agriculture
Animal Science	Agricultural Education	Agriculture
Art Education	Visual Arts	Art and Design
Biology	Biology	Biology
Chemistry	Chemistry	Chemistry
English	English	English
French	French	World Languages, Literatures, and Cultures
Global Studies and Human Geography	Geography	Political and Global Affairs
Geoscience	Earth Science	Geosciences
German	German	World Languages, Literatures, and Cultures
History	History	History
Mathematics	Mathematics	Mathematical Sciences
Music (Instrumental)	Instrumental Music	Music
Music (Vocal)	Vocal/General Music	Music
Nutrition and Food Science, Family and Consumer Sciences	Family and Consumer Sciences	Human Sciences
Secondary Education		
Physical Education	Physical Education	Health and Human Performance
Physics	Physics	Physics and Astronomy
Plant and Soil Science	Agricultural Education	Agriculture
Political Science	Government	Political and Global Affairs
Science	Biology	Biology
	Chemistry	Chemistry
	Physics	Physics and Astronomy
Spanish	Spanish	World Languages, Literatures, and Cultures
Theatre	Theatre	Theatre and Dance

Following are the college departments with a listing of programs offered.

Educational Leadership (Womack)

Donald Snead, Chair

Carter, Craig, Dillard, Evert, Godwin, Goodin, Hebert, Hover, Jenkins, Jones, Krahenbuhl, Lambert, Lee, Peyton, Rost, Singleton, Young

Courses in the Womack Educational Leadership Department are designed to meet the professional needs of students planning to teach. Persons preparing to teach in the secondary school must earn a major in an endorsable teaching field, complete appropriate True Blue Core requirements, and minor in Secondary Education.

The Secondary Education minor is offered through this department. The department also offers the Secondary Education Minor-MTeach, a minor for students preparing to teach mathematics and science in the K-12 secondary schools.

Graduate Study

The department offers Specialist in Education degrees in Administration and Supervision, Curriculum and Instruction, and Professional Counseling; Master of Education degrees in Administration and Supervision and Curriculum and Instruction; a Master of Library Science; and an Education minor.

Secondary Education Minor

Womack Educational Leadership Department

Secondary Education Minor

- YOED 2500 - Planning and Assessment **3 credit hours**
- YOED 3000 - Classroom Management **3 credit hours**
- YOED 3300 - Problem-Based Instructional Strategies **3 credit hours**

- YOED 4020 - Residency I: Grades K-12 **6 credit hours** (licensure) OR
- YOED 4030 - Residency I: Grades 7-12 **9 credit hours** (licensure)

- YOED 4400 - Residency II **12 credit hours**

Secondary Education Minor-MTeach

Womack Educational Leadership Department

The Secondary Education Minor-MTeach is for students preparing to teach mathematics and science in the K-12 secondary schools.

Secondary Education Minor-MTeach

- MSE 1010 - Step 1: Inquiry Approaches to Teaching **1 credit hour**
- MSE 2010 - Step 2: Inquiry Lesson Design **1 credit hour**
- YOED 3520 - Knowing and Learning in Science and Mathematics **3 credit hours**
- YOED 3550 - Classroom Interactions in Mathematics and Science **3 credit hours**
- YOED 4040 - Residency I: MTeach **4 credit hours**
- YOED 4050 - Project-Based Instruction in Mathematics and Science **3 credit hours**
- YOED 4400 - Residency II **12 credit hours**
- MSE 3330 - Teaching Science in Secondary Grades **3 credit hours**
- MATH 4540 - Topics in Secondary School Mathematics **3 credit hours ***

The following research courses are available:

- BIOL 4740 - Research Methods **3 credit hours**
- CHEM 4740 - Research Methods **3 credit hours**
- PHYS 4740 - Research Methods **3 credit hours**

NOTE:

**Secondary Mathematics Education students only*

Foundations of Education

FOED 2000 - How People Learn

3 credit hours

Focuses on the basic principles of contemporary learning theories and their histories; potential implications of each theory in different settings; and how learning theories are present in learning opportunities across diverse contexts, such as workplaces, home life, and formal schooling. Students will complete a personal case study of their learning, experiential learning analyzing learning outside of the university, and a learning analysis project.

TBC: Human Society and Social Relationships (Explorations)

Library Science

LIBS 4150 - Books, Media, and Literacy for Children

3 credit hours Materials suitable for PreK-8 children including a study of reading skills, recreational reading, non-fiction, criteria for evaluating, selecting, and integrating Common Core and other national standards into classroom uses.

LIBS 4160 - Books, Media, and Literacy for Young People and Adults

3 credit hours Materials suitable for young adults and adults, criteria for selection and evaluation of materials, and their use in a classroom setting.

School Personnel Service Education

SPSE 3220 - Technology in Teaching

3 credit hours Prerequisite: Admission to Teacher Education program. Enables teachers to use technology to deliver curriculum, prepare course materials, and keep student records. Key concepts and skills include preparation of lesson plans and unit plans; development of an e-portfolio and Web page; and the integration of technology to teaching, learning, and assessment.

SPSE 4260 - Problems in Education

1 to 3 credit hours An opportunity for individuals or groups to work on problems related to their needs. Topic and credit to be determined at the time of scheduling. Maximum of six semester hours credit may be applied toward a degree.

Youth Education

YOED 2500 - Planning and Assessment

3 credit hours Offers preparation for planning instruction, assessing student learning, and understanding how classroom assessment and standardized testing should impact instruction. Introduces education policy, professionalism, and theory which informs students as they enter and practice the profession. Field experience required.

YOED 3000 - Classroom Management

3 credit hours Prerequisites: YOED 2500 with grade of B- or better and admission to Teacher Education. Introduces a variety of classroom management strategies and techniques that will foster a positive learning environment in the classrooms. Provides an overview of behavior management models, theories, and research as a foundation for classroom practice. Facilitates, through the use of field experiences, the analysis of school-wide policies/procedures and insight on real life classroom management expectations of the first-year teacher.

YOED 3300 - Problem-Based Instructional Strategies

3 credit hours Prerequisites: YOED 2500 with grade of B- or better and admission to Teacher Education. Offers preparation for students to develop and present instructional strategies that frame curriculum content in problem-solving contexts. Field experience in a public school setting required.

YOED 3500 - Instructional Design for Critical Thinking

3 credit hours Prerequisite: Admission to Teacher Education program. Focuses on practical application, including some practice of multiple teaching strategies designed to foster critical thinking skills. Students will teach mini-lessons and engage in micro-teaching episodes. Teaching assignment in a public school required.

YOED 3520 - Knowing and Learning in Science and Mathematics

3 credit hours Prerequisites: MSE 1010 and MSE 2010. Focuses on issues of what it means to learn and know science and mathematics. Included are topics related to standards of knowing and understanding powerful ideas in mathematics and science, links between knowing and developing in learning theory, and the content and evolution of

scientific ideas. Students required to conduct interviews with public school practitioners.

YOED 3550 - Classroom Interactions in Mathematics and Science

3 credit hours Prerequisite: YOED 3520. Continues the process of preparing candidates to teach mathematics and science in upper elementary and secondary settings and to learn how content and pedagogy combine to make effective teaching. Focuses on building awareness and understanding of equity issues and their effects on learning.

YOED 4000 - Managing the Classroom for Instruction

3 credit hours Course will be taken in conjunction with YOED 4110/5110. Introduction, examination, and practice in multiple models and approaches to classroom management and discipline. Analysis and interpretation of related research. Application of principles and procedures in classroom management to school and classroom settings. Field experience in a public school required.

YOED 4020 - Residency I: Grades K-12
6 credit hours

Prerequisites: Admission to Teacher Education program; successful completion of YOED 2500, YOED 3000, YOED 3300 with a grade of B (3.0) or better; overall grade point average maintained at a minimum of 2.75; grade point average in the major at a minimum of 2.50; and senior standing. A school-based clinical experience in a problem-based learning format in art, drama, music, or physical education.

NOTE: All students must obtain a grade of B or better in this course to move forward to Residency II.

YOED 4030 - Residency I: Grades 7-12
9 credit hours

Prerequisites: Admission to teacher education program; successful completion of YOED 2500, YOED 3000, YOED 3300 with a grade of B (3.0) or better; overall grade point average maintained at a minimum of 2.75; grade point average in the major at a minimum of 2.5; and senior standing. A school-based clinical experience in a problem-based learning format.

NOTE: All students must obtain a grade of B or better in this course to move forward to Residency II.

YOED 4040 - Residency I: MTeach
4 credit hours

Prerequisites: Admission to teacher education program; successful completion of YOED 3520 and YOED 3550; overall grade point average maintained at a minimum of 2.75; grade point average in the major at a minimum of 2.5; and senior standing. A school-based clinical experience in a problem-based learning format in biology, chemistry, mathematics, or physics education.

NOTE: All students must obtain a grade of B or better in this course to move forward to Residency II.

YOED 4050 - Project-Based Instruction in Mathematics and Science

3 credit hours Prerequisites: Admission to the MTeach Program (Mathematics and Science majors only). Readings, discussions, and activities associated with the planning and instruction of inquiry-based STEM lessons. Field-based teaching, including out-of-school research and instructional settings.

YOED 4400 - Residency II

12 credit hours Prerequisites: Admission to Teacher Education program; YOED 2500, YOED 3000, and YOED 3300 with grades of B (3.0) or better; YOED 4020, YOED 4030, or YOED 4040 with grade of B (3.0) or better; passing score(s) on the specialty area exam(s) of Praxis II; overall grade point average maintained at a minimum of 2.75; grade point average in the major at a minimum of 2.50; and senior standing. A full-day, full-semester supervised teaching experience in a public school classroom. Pass/Fail grading.

YOED 4510 - The Teaching Internship, Grades 7-12

9 credit hours Supervised teaching. Applicants must meet all prerequisites for directed teaching.

Elementary and Special Education

Eric Oslund, Chair

Barksdale, Boulware, Cao, Elleman, Ertel, Fields, Griffin, Hooser, Huddleston, Lee, Lim, Mangione, McClain Pence, Ridgley, Schrod, Winters

Courses in the Department of Elementary and Special Education are designed to meet the professional needs of students preparing to teach and to improve the teaching competencies of those presently employed as teachers. The department offers Bachelor of Science degrees for students seeking initial teacher licensure in early childhood, elementary, middle school, and special education. Students may choose from the following majors: Early Childhood Education (Pk-3); Elementary Education (K-5); Middle Level (English 6-8), (Math 6-8), (Science 6-8), or (Social Studies 6-8); and Special Education.

The Department of Elementary and Special Education is proud to have received approval from the Tennessee Department of Education to offer a four-year Elementary Education program that leads to three areas of licensure for graduates. The undergraduate Elementary Education program integrates coursework focused on special education and supporting multi-lingual learners to better prepare graduates for the 21st-century classroom. Once all other Tennessee licensure requirements are met, Elementary Education graduates can earn endorsements in Elementary Education K-5, Special Education Interventionist K-8, and English as a Second Language.

Admission to Teacher Education

All students enrolled in initial teacher licensure programs must be admitted to teacher education. The requirements for admission include

- completion of at least 45 semester hours;
- an inclusive grade point average of 2.75 or higher (grades earned in basic and developmental courses are not used in computation of the required average). For graduate and post baccalaureate students, the GPA requirement is 2.75 inclusive from a completed baccalaureate or post-baccalaureate degree program or a 3.00 GPA in the most recent sixty (60) hours earned at a regionally accredited IHE.
- earning a B- or better in EESE 2010 and EESE 2011 (or approved substitutions);
- undergoing a total three (3) favorable faculty interviews: one with a faculty member in professional education at MTSU, one with a faculty member teaching courses in the major or in general education at MTSU, and one with a classroom teacher/practitioner (PreK-12) in a public school;
- completion of fingerprinting and background check with TBI;
- disciplinary clearance from the College of Education.

Minor

A minor in Special Education is also available. Students should note that the minor coursework does not fulfill teacher licensure requirements.

Graduate Study

The department offers Master of Education degrees with majors in Literacy and Special Education and a Master of Arts in Teaching with a major in Teaching. A graduate minor is available in Curriculum and Instruction.

Early Childhood Education, Integrated PK-3 Teacher Licensure Concentration, B.S.

Elementary and Special Education
615-898-2146

Pamela A. Ertel, program coordinator
Pamela.Ertel@mtsu.edu

The curriculum for the major in Early Childhood Education with a concentration in Integrated PK-3 Teacher Licensure offers preparation for teachers in the area of integrated early childhood education and to meet the Tennessee requirements for licensure to teach pre-kindergarten, kindergarten, and first through third grades in collaborative and/or inclusive settings.

NOTE: A grade of C (2.0) or higher is required for all courses in the major.

Academic Map

Following is a printable, suggested four-year schedule of courses:

Early Childhood Education, Integrated PK-3 Teacher Licensure Concentration, B.S., Academic Map

Degree Requirements

True Blue Core (TBC)	41 hours
Major Requirements	79 hours*
Electives	0-3 hours
TOTAL	120 hours

**This program requires courses that can also fulfill requirements of the True Blue Core curriculum. If courses for this program are also used to fulfill True Blue Core requirements, elective hours may increase.*

True Blue Core (41 hours)

True Blue Core (TBC) requirements (shown in curricular listings below) include courses in the **Foundational Skills** areas of Written Communication (WC), Information Literacy (Info Lit), Non-Written Communication (NWC), and Quantitative Literacy (Quant Lit). **Knowledge Domains** include Human Society and Social Relationships (HSSR), Scientific Literacy (Sci Lit), Creativity and Cultural Expression (CCE), and History and Civic Learning (HCL), which include **Discovery** and **Explorations** categories. Students must choose at least one course from each **Discovery** category.

The following courses required by the program meet True Blue Core requirements:

- FL 1000 (CCE)

Major Requirements (79 hours)

Core Requirements (44 hours)

- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- MATH 1410 - Concepts and Structure of Elementary School Mathematics **3 credit hours**
- CDIS 3250 - Speech and Language Development for the Educator **3 credit hours**

- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours** AND
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- READ 3010 - Literacy I, K-5 **3 credit hours**
- ECE 3310 - Human Development (Birth - Middle Childhood) **3 credit hours**
- ECE 3320 - Individual Differences in Development of Young Children **3 credit hours**
- ECE 3330 - Supporting Families of Young Children **3 credit hours**
- ECE 4210 - Integrating the Creative Arts into the Early Childhood Curriculum **3 credit hours**
- ECE 4220 - Supporting the Social Emotional Learning of Young Children **3 credit hours**
- ECE 4320 - Assessing Young Children **3 credit hours**
- ECE 4370 - Effective Instruction (Birth-8) **3 credit hours**
- ECE 4240 - Intervention Strategies for Supporting Young Children **3 credit hours** AND
- ECE 4241 - Intervention Strategies for Supporting Young Children Lab **0 credit hours**
- ECE 4300 - Preschool Practicum **3 credit hours** AND
- ECE 4301 - Preschool Practicum Lab **0 credit hours**

Integrated PK-3 Teacher Licensure Concentration (35 hours)

- FL 1000 - Intersections of Language and Culture **3 credit hours** (CCE)
- ELED 3150 - Mathematics Methodology **3 credit hours**
- ELED 3600 - Science Teaching Methods for the Inclusive Classroom **3 credit hours**
- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- READ 4010 - Literacy II, K-5 **3 credit hours**
- ECE 4000 - Seminar in ECE Residency I **3 credit hours**
- ECE 4075 - ECE Residency I Field Experiences **5 credit hours**
- ECE 4110 - Residency II: Grades Prek-3 **12 credit hours**

Electives (0-3 hours)

Curriculum: Early Childhood Education, Integrated PK-3 Teacher Licensure Concentration

Freshman Fall

- Written Communication **3 credit hours**
- Quantitative Literacy **3 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- Scientific Literacy **4 credit hours**
- History and Civic Learning **3 credit hours**

Subtotal: 16 Hours

Freshman Spring

- Information Literacy **3 credit hours**
- Scientific Literacy **4 credit hours**
- MATH 1410 - Concepts and Structure of Elementary School Mathematics **3 credit hours**
- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- ECE 3310 - Human Development (Birth - Middle Childhood) **3 credit hours**

Subtotal: 17 Hours

Sophomore Fall

- Non-Written Communication **3 credit hours**
- Creativity and Cultural Expression Literature **3 credit hours**
- Human Society and Social Relationships **3 credit hours**
- FL 1000 - Intersections of Language and Culture **3 credit hours**
- ECE 3320 - Individual Differences in Development of Young Children **3 credit hours**

Subtotal: 15 Hours

Sophomore Spring

- History and Civic Learning **3 credit hours**
- Human Society and Social Relationships **3 credit hours**
- CDIS 3250 - Speech and Language Development for the Educator **3 credit hours**
- ECE 4210 - Integrating the Creative Arts into the Early Childhood Curriculum **3 credit hours**
- ECE 4370 - Effective Instruction (Birth-8) **3 credit hours**

Subtotal: 15 Hours

Junior Fall

- ECE 4220 - Supporting the Social Emotional Learning of Young Children **3 credit hours**
- ECE 4320 - Assessing Young Children **3 credit hours**
- READ 3010 - Literacy I, K-5 **3 credit hours**
- Creativity and Cultural Expression/Elective **3 credit hours**
- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours** AND
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**

Subtotal: 16 Hours

Junior Spring

- ECE 3330 - Supporting Families of Young Children **3 credit hours**
- ELED 3150 - Mathematics Methodology **3 credit hours**
- ELED 3600 - Science Teaching Methods for the Inclusive Classroom **3 credit hours**
- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**

- ECE 4300 - Preschool Practicum **3 credit hours** AND
- ECE 4301 - Preschool Practicum Lab **0 credit hours**

Subtotal: 15 Hours

Senior Fall

- ECE 4075 - ECE Residency I Field Experiences **5 credit hours**
- ECE 4000 - Seminar in ECE Residency I **3 credit hours**
- READ 4010 - Literacy II, K-5 **3 credit hours**

- ECE 4240 - Intervention Strategies for Supporting Young Children **3 credit hours** AND
- ECE 4241 - Intervention Strategies for Supporting Young Children Lab **0 credit hours**

Subtotal: 14 Hours

Senior Spring

- ECE 4110 - Residency II: Grades Prek-3 **12 credit hours**

Subtotal: 12 Hours

Elementary Education, B.S.

Elementary and Special Education

615-898-2680

Katherine Mangione, program coordinator

Katherine.Mangione@mtsu.edu

The major in Elementary Education is designed to prepare teachers to support all students in the elementary classroom. The program incorporates coursework that addresses licensure standards for Elementary Education, Special Education Interventionist K-8, and English as a Second Language PK-12. Throughout this program, students are trained in content knowledge, instructional and assessment strategies, classroom management, and topics and practices for differentiating instruction and supporting all learners. This program leads to initial teacher licensure in Elementary Education (K-5), Special Education Interventionist K-8, and English as a Second Language PK-12.

NOTE: A grade of C or higher is required for all major courses.

Academic Map

Following is a printable, suggested four-year schedule of courses:

Elementary Education, B.S., Academic Map

Degree Requirements

True Blue Core (TBC)	41 hours
Major Requirements	79 hours*
Electives	0-3
TOTAL	120 hours

**This program requires courses that can also fulfill requirements of the True Blue Core curriculum. If courses for this program are also used to fulfill True Blue Core requirements, elective hours may increase.*

True Blue Core (41 hours)

True Blue Core (TBC) requirements (shown in curricular listings below) include courses in the **Foundational Skills** areas of Written Communication (WC), Information Literacy (Info Lit), Non-Written Communication (NWC), and Quantitative Literacy (Quant Lit). **Knowledge Domains** include Human Society and Social Relationships (HSSR), Scientific Literacy (Sci Lit), Creativity and Cultural Expression (CCE), and History and Civic Learning (HCL), which include **Discovery** and **Explorations** categories. Students must choose at least one course from each **Discovery** category.

The following course required by the program meet a True Blue Core requirement:

- FL 1000 (CCE)

Major Requirements (79 hours)

- CDIS 3250 - Speech and Language Development for the Educator **3 credit hours**
- ECE 3310 - Human Development (Birth - Middle Childhood) **3 credit hours**
- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- ELED 3150 - Mathematics Methodology **3 credit hours**
- ELED 3500 - Teaching Social Studies via the Lens of Language Arts and Literacy **3 credit hours**
- ELED 3600 - Science Teaching Methods for the Inclusive Classroom **3 credit hours**
- ELED 4340 - Managing Learning Environments **3 credit hours**
- FL 1000 - Intersections of Language and Culture **3 credit hours**
- MATH 1410 - Concepts and Structure of Elementary School Mathematics **3 credit hours**

- MATH 1420 - Informal Geometry **3 credit hours**
- READ 3010 - Literacy I, K-5 **3 credit hours**
- READ 4010 - Literacy II, K-5 **3 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**
- SPED 3020 - Characteristics of High Incidence and Multiple/Severe Disabilities **3 credit hours**
- SPED 4135 - Literacy and Mathematics Strategies in Special Education **3 credit hours**
- SPED 4720 - Promoting Family-Professional Partnerships in Special Education **3 credit hours**

Residency I

- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- ELED 4200 - Assessing the Elementary Level Learner **3 credit hours**
- ELED 4500 - Theory into Practice **5 credit hours**
- SPED 4240 - Methods and Techniques of Behavior Management **3 credit hours**

Residency II

- ELED 4110 - Directed Teaching, Grades K-5 **12 credit hours**

Electives (0-3 hours)

Recommended Curriculum: Elementary Education

Freshman Fall

- Written Communication **3 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- Scientific Literacy **4 credit hours**
- Quantitative Literacy **3 credit hours**
- Human Society and Social Relationships **3 credit hours**

Subtotal: 16 hours

Freshman Spring

- MATH 1410 - Concepts and Structure of Elementary School Mathematics **3 credit hours**
- Information Literacy **3 credit hours**
- History and Civic Learning **3 credit hours**
- Human Society and Social Relationships **3 credit hours**
- Scientific Literacy **4 credit hours**

Subtotal: 16 hours

Sophomore Fall

- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- MATH 1420 - Informal Geometry **3 credit hours**
- Non-Written Communication **3 credit hours**
- History and Civic Learning **3 credit hours**
- Creativity and Cultural Expression/Elective **3 credit hours**

Subtotal: 16 hours

Sophomore Spring

- Creativity and Cultural Expression Literature **3 credit hours**
- CDIS 3250 - Speech and Language Development for the Educator **3 credit hours**
- ECE 3310 - Human Development (Birth - Middle Childhood) **3 credit hours**
- FL 1000 - Intersections of Language and Culture **3 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**

Subtotal: 15 hours

Junior Fall

- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- ELED 3500 - Teaching Social Studies via the Lens of Language Arts and Literacy **3 credit hours**
- READ 3010 - Literacy I, K-5 **3 credit hours**
- SPED 3020 - Characteristics of High Incidence and Multiple/Severe Disabilities **3 credit hours**
- SPED 4720 - Promoting Family-Professional Partnerships in Special Education **3 credit hours**

Subtotal: 16 hours

Junior Spring

- ELED 3150 - Mathematics Methodology **3 credit hours**
- ELED 3600 - Science Teaching Methods for the Inclusive Classroom **3 credit hours**
- ELED 4340 - Managing Learning Environments **3 credit hours**
- READ 4010 - Literacy II, K-5 **3 credit hours**
- SPED 4135 - Literacy and Mathematics Strategies in Special Education **3 credit hours**

Subtotal: 15 hours

Senior Fall

- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- ELED 4200 - Assessing the Elementary Level Learner **3 credit hours**
- ELED 4500 - Theory into Practice **5 credit hours**
- SPED 4240 - Methods and Techniques of Behavior Management **3 credit hours**

Subtotal: 14 hours**Senior Spring**

- ELED 4110 - Directed Teaching, Grades K-5 **12 credit hours**

Subtotal: 12 hours

Middle Level Education, English 6-8 Teacher Licensure Concentration, B.S.

Elementary and Special Education
615-898-2680

Stacy Fields, program coordinator
Stacy.Fields@mtsu.edu

All students pursuing the Middle-Level Education, English 6-8 Teacher Licensure program are required to complete True Blue Core requirements, content area concentration and middle level core coursework, and residency experiences. The Middle Level Education program offers preparation for individuals to teach their content area while supporting English Language Learners. The program leads to initial teacher license in Middle Grades Education English 6-8 and English as a Second Language PK-12.

Students should meet with their advisors regularly to plan their course schedules and stay on track for graduation and licensure.

NOTE: A grade of C or higher is required for all major courses.

Academic Map

Following is a printable, suggested four-year schedule of courses:

Middle Level Education, English 6-8 Teacher Licensure Concentration, B.S., Academic Map

Degree Requirements

True Blue Core (TBC)	41 hours
Major Requirements	79 hours*
Middle Level Core	52 hours
Content Area Concentration	27 hours
Electives	0-3
TOTAL	120 hours

**This program requires courses that can also fulfill requirements of the True Blue Core curriculum. If program requirements are also used to fulfill True Blue Core requirements, the number of elective hours will increase.*

True Blue Core (41 hours)

True Blue Core (TBC) requirements (shown in curricular listings below) include courses in the **Foundational Skills** areas of Written Communication (WC), Information Literacy (Info Lit), Non-Written Communication (NWC), and Quantitative Literacy (Quant Lit). **Knowledge Domains** include Human Society and Social Relationships (HSSR), Scientific Literacy (Sci Lit), Creativity and Cultural Expression (CCE), and History and Civic Learning (HCL), which include **Discovery** and **Explorations** categories. Students must choose at least one course from each **Discovery** category.

The following course required by the major meets a True Blue Core requirement:

FL 1000 (CCE)

Major Requirements (79 hours)

Requirements for the Middle Level Education, English 6-8 Teacher Licensure Concentration, B.S. major consist of middle level core and content area concentration courses.

Middle Level Core Requirements (52 hours)

- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**

- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- FL 1000 - Intersections of Language and Culture **3 credit hours**
- MLED 2000 - Characteristics of the Middle Level Learner **3 credit hours**
- MLED 3110 - Field Experience in Middle Level Education **2 credit hours**
- MLED 4000 - Methods of Teaching Middle Level Learners **3 credit hours**
- MLED 4200 - Assessing the Middle Level Learner **3 credit hours**
- MLED 4340 - Managing Middle Level Learning Environments **3 credit hours**
- MLED 4350 - Theory to Practice in Middle Level Education **6 credit hours**
- MLED 4995 - Directed Teaching in Middle Level Education **12 credit hours**
- READ 4300 - Disciplinary Literacy in the Middle Grades **3 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**

Middle Level Education, English 6-8 Teacher Licensure Concentration (27 hours)

- ENGL 3000 - Introduction to Literary Studies **3 credit hours**
- ENGL 3505 - Interactive Approaches to Teaching Writing at the Secondary Level **3 credit hours**
- ENGL 3510 - English Grammar and Usage for Educators **3 credit hours**
- ENGL 3745 - Literature for Adolescents **3 credit hours**
- ENGL 4500 - Methods of Teaching Secondary English **3 credit hours**

Choose two courses (6 hours) from the following:

- ENGL 2500 - Introduction to Creative Writing **3 credit hours**
- ENGL 4570 - Special Topics in Linguistics **3 credit hours**
- PWR 3000 - Public Writing and Rhetoric **3 credit hours**

Choose two courses (6 hours) from the following:

- ENGL 3030 - American Literature: Colonial Era to the Present **3 credit hours**
- ENGL 3330 - Southern Literature **3 credit hours**
- ENGL 3340 - African American Literature **3 credit hours**
- ENGL 3360 - Multiethnic Literatures in the Americas **3 credit hours**
- ENGL 3410 - Classical Mythology **3 credit hours**
- ENGL 3735 - Black Women as Writers **3 credit hours**
- ENGL 3760 - Introduction to Folklore **3 credit hours**
- ENGL 4540 - Second Language Writing **3 credit hours**

Recommended Curriculum: Middle Level Education, English 6-8 Teacher Licensure

Freshman Fall

- Written Communication **3 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- Scientific Literacy **4 credit hours**
- Quantitative Literacy **3 credit hours**

Subtotal: 13 hours

Freshman Spring

- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- Information Literacy **3 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- Scientific Literacy **4 credit hours**
- Human Society and Social Relationships **3 credit hours**

Subtotal: 17 hours

Sophomore Fall

- Non-Written Communication **3 credit hours**
- Creative and Cultural Expression Literature **3 credit hours**
- History and Civic Learning **3 credit hours**
- Human Society and Social Relationships **3 credit hours**
- ENGL 3510 - English Grammar and Usage for Educators **3 credit hours**

Subtotal: 15 hours

Sophomore Spring

- History and Civic Learning **3 credit hours**
- MLED 2000 - Characteristics of the Middle Level Learner **3 credit hours**
- ENGL 3000 - Introduction to Literary Studies **3 credit hours**
- ENGL 3505 - Interactive Approaches to Teaching Writing at the Secondary Level **3 credit hours**

Choose one:

- ENGL 2500 - Introduction to Creative Writing **3 credit hours** OR
- ENGL 4570 - Special Topics in Linguistics **3 credit hours** OR
- PWR 3000 - Public Writing and Rhetoric **3 credit hours**

Subtotal: 15 hours

Junior Fall

- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**

- ENGL 3745 - Literature for Adolescents **3 credit hours**
- ENGL 4500 - Methods of Teaching Secondary English **3 credit hours**

Choose one course from the following:

- ENGL 3030 - American Literature: Colonial Era to the Present **3 credit hours** OR
- ENGL 3330 - Southern Literature **3 credit hours** OR
- ENGL 3340 - African American Literature **3 credit hours** OR
- ENGL 3360 - Multiethnic Literatures in the Americas **3 credit hours** OR
- ENGL 3410 - Classical Mythology **3 credit hours** OR
- ENGL 3760 - Introduction to Folklore **3 credit hours** OR
- ENGL 3735 - Black Women as Writers **3 credit hours** OR
- ENGL 4540 - Second Language Writing **3 credit hours**

Choose one course from the following:

- ENGL 2500 - Introduction to Creative Writing **3 credit hours** OR
- ENGL 4570 - Special Topics in Linguistics **3 credit hours** OR
- PWR 3000 - Public Writing and Rhetoric **3 credit hours**

Subtotal: 16 hours

Junior Spring

- FL 1000 - Intersections of Language and Culture **3 credit hours**
- READ 4300 - Disciplinary Literacy in the Middle Grades **3 credit hours**
- MLED 3110 - Field Experience in Middle Level Education **2 credit hours**
- MLED 4000 - Methods of Teaching Middle Level Learners **3 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**

Choose one course from the following:

- ENGL 3030 - American Literature: Colonial Era to the Present **3 credit hours** OR
- ENGL 3330 - Southern Literature **3 credit hours** OR
- ENGL 3340 - African American Literature **3 credit hours** OR
- ENGL 3360 - Multiethnic Literatures in the Americas **3 credit hours** OR
- ENGL 3410 - Classical Mythology **3 credit hours** OR
- ENGL 3735 - Black Women as Writers **3 credit hours** OR
- ENGL 3760 - Introduction to Folklore **3 credit hours** OR
- ENGL 4540 - Second Language Writing **3 credit hours**

Subtotal: 17 hours

Senior Fall

- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- MLED 4200 - Assessing the Middle Level Learner **3 credit hours**
- MLED 4340 - Managing Middle Level Learning Environments **3 credit hours**
- MLED 4350 - Theory to Practice in Middle Level Education **6 credit hours**

Subtotal: 15 hours**Senior Spring**

- MLED 4995 - Directed Teaching in Middle Level Education **12 credit hours**

Subtotal: 12 hours

Middle Level Education, Math 6-8 Teacher Licensure Concentration, B.S.

Elementary and Special Education

615-898-2680

Stacy Fields, program coordinator

Stacy.Fields@mtsu.edu

All students pursuing the Middle-Level Education, Math 6-8 Teacher Licensure program are required to complete True Blue Core requirements, content area concentration and middle level core coursework, and residency experiences. The Middle Level Education program offers preparation for individuals to teach their content area while supporting English Language Learners. The program leads to initial teacher license in Middle Grades Education Math 6-8 and English as a Second Language PK-12.

Students should meet with their advisors regularly to plan their course schedules and stay on track for graduation and licensure.

NOTE: A grade of C or higher is required for all major courses.

Academic Map

Following is a printable, suggested four-year schedule of courses:

Middle Level Education, Math 6-8 Teacher Licensure Concentration, B.S., Academic Map

Degree Requirements

True Blue Core (TBC)	41 hours
Major Requirements	81 hours*
Middle Level Core	52 hours
Content Area Concentration	29 hours
Electives	0-4
TOTAL	120-122 hours

**This program requires courses that can also fulfill requirements of the True Blue Core curriculum. If courses for this program are also used to fulfill True Blue Core requirements, the program of study may be completed in 120 hours.*

True Blue Core (41 hours)

True Blue Core (TBC) requirements (shown in curricular listings below) include courses in the **Foundational Skills** areas of Written Communication (WC), Information Literacy (Info Lit), Non-Written Communication (NWC), and Quantitative Literacy (Quant Lit). **Knowledge Domains** include Human Society and Social Relationships (HSSR), Scientific Literacy (Sci Lit), Creativity and Cultural Expression (CCE), and History and Civic Learning (HCL), which include **Discovery** and **Explorations** categories. Students must choose at least one course from each **Discovery** category.

The following courses required by the program meet True Blue Core requirements:

- FL 1000 (CCE)
- MATH 1710 (Quant Lit)

Major Requirements (81 hours)

Requirements for the Middle Level Education, Math 6-8 Teacher Licensure Concentration, B.S. major are comprised of middle level core and content area concentration courses.

Middle Level Core Requirements (52 hours)

- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- FL 1000 - Intersections of Language and Culture **3 credit hours**
- MLED 2000 - Characteristics of the Middle Level Learner **3 credit hours**
- MLED 3110 - Field Experience in Middle Level Education **2 credit hours**
- MLED 4000 - Methods of Teaching Middle Level Learners **3 credit hours**
- MLED 4200 - Assessing the Middle Level Learner **3 credit hours**
- MLED 4340 - Managing Middle Level Learning Environments **3 credit hours**
- MLED 4350 - Theory to Practice in Middle Level Education **6 credit hours**
- MLED 4995 - Directed Teaching in Middle Level Education **12 credit hours**
- READ 4300 - Disciplinary Literacy in the Middle Grades **3 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**

Middle Level Education, Math 6-8 Teacher Licensure Concentration (29 hours)

- MATH 1410 - Concepts and Structure of Elementary School Mathematics **3 credit hours**
- MATH 1420 - Informal Geometry **3 credit hours**
- MATH 1530 - Applied Statistics **3 credit hours**
- MATH 1710 - College Algebra **3 credit hours (may be counted in the True Blue Core)**
- MATH 1730 - Pre-Calculus **4 credit hours**
- MATH 1910 - Calculus I **4 credit hours**
- MATH 3320 - Teaching Mathematics in the Middle Grades **3 credit hours**
- MATH 3340 - Statistics and Probability for Teaching **3 credit hours**
- MATH 3330 - Teaching Mathematics in the Secondary Grades **3 credit hours OR**
- ELED 3150 - Mathematics Methodology **3 credit hours**

Curriculum: Middle Level Education, Math 6-8 Teacher Licensure

Freshman Fall

- Written Communication **3 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- Scientific Literacy **4 credit hours**
- MATH 1410 - Concepts and Structure of Elementary School Mathematics **3 credit hours**
- MATH 1710 - College Algebra **3 credit hours**

Subtotal: 16 hours

Freshman Spring

- Information Literacy **3 credit hours**

- Human Society and Social Relationships (PSY 1410 recommended) **3 credit hours**
- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- MATH 1420 - Informal Geometry **3 credit hours**
- MATH 1730 - Pre-Calculus **4 credit hours**

Subtotal: 17 hours

Sophomore Fall

- Non-Written Communication **3 credit hours**
- Creativity and Cultural Expression Literature **3 credit hours**
- History and Civic Learning **3 credit hours**
- MATH 1530 - Applied Statistics **3 credit hours**
- MATH 1910 - Calculus I **4 credit hours**

Subtotal: 16 hours

Sophomore Spring

- History and Civic Learning **3 credit hours**
- Creativity and Cultural Expression/Elective **3 credit hours**
- MATH 3320 - Teaching Mathematics in the Middle Grades **3 credit hours**
- MATH 3340 - Statistics and Probability for Teaching **3 credit hours**
- MLED 2000 - Characteristics of the Middle Level Learner **3 credit hours**

Subtotal: 15 hours

Junior Fall

- Scientific Literacy **4 credit hours**
- Elective **1 credit hour**
- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**
- MATH 3330 - Teaching Mathematics in the Secondary Grades **3 credit hours** OR
- ELED 3150 - Mathematics Methodology **3 credit hours**

Subtotal: 15 hours

Junior Spring

- FL 1000 - Intersections of Language and Culture **3 credit hours**
- MLED 3110 - Field Experience in Middle Level Education **2 credit hours**
- MLED 4000 - Methods of Teaching Middle Level Learners **3 credit hours**
- READ 4300 - Disciplinary Literacy in the Middle Grades **3 credit hours**
- Human Society and Social Relationships **3 credit hours**

Subtotal: 14 hours

Senior Fall

- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- MLED 4200 - Assessing the Middle Level Learner **3 credit hours**
- MLED 4340 - Managing Middle Level Learning Environments **3 credit hours**
- MLED 4350 - Theory to Practice in Middle Level Education **6 credit hours**

Subtotal: 15 hours

Senior Spring

- MLED 4995 - Directed Teaching in Middle Level Education **12 credit hours**

Subtotal: 12 hours

Middle Level Education, Science 6-8 Teacher Licensure Concentration, B.S.

Elementary and Special Education
615-898-2680

Stacy Fields, program coordinator
Stacy.Fields@mtsu.edu

All students pursuing the Middle-Level Education, Science 6-8 Teacher Licensure program are required to complete True Blue Core requirements, content area concentration and middle level core coursework, and residency experiences. The Middle Level Education program offers preparation for individuals to teach their content area while supporting English Language Learners. The program leads to initial teacher license in Middle Grades Education Science 6-8 and English as a Second Language PK-12.

Students should meet with their advisors regularly to plan their course schedules and stay on track for graduation and licensure.

NOTE: A grade of C or higher is required for all major courses.

Academic Map

Following is a printable, suggested four-year schedule of courses:

Middle Level Science 6-8 Teacher Licensure Concentration, B.S., Academic Map

Degree Requirements

True Blue Core (TBC)	41 hours
Major Requirements	80 hours*
Middle Level Core	52 hours
Content Area Concentration	28 hours
Electives	0-10
TOTAL	120-121 hours

**This program requires courses that can also fulfill requirements of the True Blue Core curriculum. If courses for this program are also used to fulfill True Blue Core requirements, the program of study may be completed in 120 hours.*

True Blue Core (41 hours)

True Blue Core (TBC) requirements (shown in curricular listings below) include courses in the **Foundational Skills** areas of Written Communication (WC), Information Literacy (Info Lit), Non-Written Communication (NWC), and Quantitative Literacy (Quant Lit). **Knowledge Domains** include Human Society and Social Relationships (HSSR), Scientific Literacy (Sci Lit), Creativity and Cultural Expression (CCE), and History and Civic Learning (HCL), which include **Discovery** and **Explorations** categories. Students must choose at least one course from each **Discovery** category.

The following courses required by the program meet True Blue Core requirements:

- BIOL 1030/BIOL 1031 (Sci Lit)
- PSCI 1030/PSCI 1031 (Sci Lit)
- FL 1000 (CCE)

Major Requirements (80 hours)

Requirements for the Middle Level Education, Science 6-8 Teacher Licensure Concentration, B.S. major consist of middle level core and content area concentration courses.

Middle Level Core Requirements (52 hours)

- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- FL 1000 - Intersections of Language and Culture **3 credit hours**
- MLED 2000 - Characteristics of the Middle Level Learner **3 credit hours**
- MLED 3110 - Field Experience in Middle Level Education **2 credit hours**
- MLED 4000 - Methods of Teaching Middle Level Learners **3 credit hours**
- MLED 4200 - Assessing the Middle Level Learner **3 credit hours**
- MLED 4340 - Managing Middle Level Learning Environments **3 credit hours**
- MLED 4350 - Theory to Practice in Middle Level Education **6 credit hours**
- MLED 4995 - Directed Teaching in Middle Level Education **12 credit hours**
- READ 4300 - Disciplinary Literacy in the Middle Grades **3 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**

Middle Level Education, Science 6-8 Teacher Licensure Concentration (28 hours)

- ASTR 1030 - Exploring the Universe **3 credit hours** AND
- ASTR 1031 - Observing the Universe **1 credit hour**

- BIOL 1030 - Exploring Life **4 credit hours** AND
- BIOL 1031 - Exploring Life Lab **0 credit hours**

- GEOL 1030 - Introduction to Earth Science **3 credit hours** AND
- GEOL 1031 - Introduction to Earth Science Lab **1 credit hour**

- CHEM 1010 - Introductory General Chemistry I **4 credit hours** AND
- CHEM 1011 - Intro to General Chemistry I Lab **0 credit hours**

- CHEM 1020 - Introductory General Chemistry II **4 credit hours** AND
- CHEM 1021 - Intro to General Chemistry II Lab **0 credit hours**

- PSCI 1030 - Topics in Physical Science **4 credit hours** AND
- PSCI 1031 - Topics in Physical Science Lab **0 credit hours**

- PHYS 1110 - Discovering Physics **4 credit hours**
OR
- PHYS 2010 - Non-Calculus-Based Physics I **0 credit hours** AND
- PHYS 2011 - Physics Problems Laboratory I **4 credit hours**
OR
- MATH 4010 - Selected Topics in Elementary Mathematics **3 credit hours** AND
- EXL 3020 - Leadership Studies Practicum **1 to 3 credit hours (1 credit hour required)**

Curriculum: Middle Level Education, Science 6-8 Teacher Licensure

Freshman Fall

- BIOL 1030 - Exploring Life **4 credit hours** (Sci Lit) AND
- BIOL 1031 - Exploring Life Lab **0 credit hours** (Sci Lit)
- Written Communication **3 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- Human Society and Social Relationships **3 credit hours**

Subtotal: 13 hours

Freshman Spring

- Information Literacy **3 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- Quantitative Literacy **3 credit hours**
- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- PSCI 1030 - Topics in Physical Science **4 credit hours** AND
- PSCI 1031 - Topics in Physical Science Lab **0 credit hours**

Subtotal: 17 hours

Sophomore Fall

- ASTR 1030 - Exploring the Universe **3 credit hours** AND
- ASTR 1031 - Observing the Universe **1 credit hour**
- PHYS 1110 - Discovering Physics **4 credit hours**
OR
- PHYS 2010 - Non-Calculus-Based Physics I **0 credit hours** AND
- PHYS 2011 - Physics Problems Laboratory I **4 credit hours**
OR
- MATH 4010 - Selected Topics in Elementary Mathematics **3 credit hours** AND
- EXL 3020 - Leadership Studies Practicum **1 to 3 credit hours (1 credit hour required)**

- Creativity and Cultural Expression Literature **3 credit hours**
- Human Society and Social Relationships **3 credit hours**

Subtotal: 14 hours

Sophomore Spring

- CHEM 1010 - Introductory General Chemistry I **4 credit hours** AND
- CHEM 1011 - Intro to General Chemistry I Lab **0 credit hours**
- GEOL 1030 - Introduction to Earth Science **3 credit hours** AND
- GEOL 1031 - Introduction to Earth Science Lab **1 credit hour**
- MLED 2000 - Characteristics of the Middle Level Learner **3 credit hours**
- Non-Written Communication **3 credit hours**
- History and Civic Learning **3 credit hours**

Subtotal: 17 hours

Junior Fall

- CHEM 1020 - Introductory General Chemistry II **4 credit hours** AND
- CHEM 1021 - Intro to General Chemistry II Lab **0 credit hours**
- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- History and Civic Learning **3 credit hours**
- Scientific Literacy/Elective **4 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**

Subtotal: 18 hours

Junior Spring

- FL 1000 - Intersections of Language and Culture **3 credit hours**
- MLED 3110 - Field Experience in Middle Level Education **2 credit hours**
- MLED 4000 - Methods of Teaching Middle Level Learners **3 credit hours**
- READ 4300 - Disciplinary Literacy in the Middle Grades **3 credit hours**
Scientific Literacy/Elective **4 credit hours**

Subtotal: 15 hours

Senior Fall

- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- MLED 4200 - Assessing the Middle Level Learner **3 credit hours**
- MLED 4340 - Managing Middle Level Learning Environments **3 credit hours**
- MLED 4350 - Theory to Practice in Middle Level Education **6 credit hours**

Subtotal: 15 hours**Senior Spring**

- MLED 4995 - Directed Teaching in Middle Level Education **12 credit hours**

Subtotal: 12 hours

Middle Level Education, Social Studies 6-8 Teacher Licensure Concentration, B.S.

Elementary and Special Education
615-898-2680

Stacy Fields, program coordinator
Stacy.Fields@mtsu.edu

All students pursuing the Middle-Level Education, Social Studies 6-8 Teacher Licensure program are required to complete True Blue Core requirements, content area concentration and middle level core coursework, and residency experiences. The Middle Level Education program offers preparation for individuals to teach their content area while supporting English Language Learners. The program leads to initial teacher license in Middle Grades Education Social Studies 6-8 and English as a Second Language PK-12.

Students should meet with their advisors regularly to plan their course schedules and stay on track for graduation and licensure.

NOTE: A grade of C or higher is required for all major courses.

Academic Map

Following is a printable, suggested four-year schedule of courses:

Middle Level Education, Social Studies 6-8 Teacher Licensure Concentration, B.S., Academic Map

Degree Requirements

True Blue Core (TBC)	41 hours
Major Requirements	85 hours*
Middle Level Core	52 hours
Social Studies Concentration	33 hours
Electives	0-12
TOTAL	120-126 hours

**This program requires courses that can also fulfill requirements of the True Blue Core curriculum. If courses for this program are also used to fulfill True Blue Core requirements, the program of study may be completed in 120 hours.*

True Blue Core (41 hours)

True Blue Core (TBC) requirements (shown in curricular listings below) include courses in the **Foundational Skills** areas of Written Communication (WC), Information Literacy (Info Lit), Non-Written Communication (NWC), and Quantitative Literacy (Quant Lit). **Knowledge Domains** include Human Society and Social Relationships (HSSR), Scientific Literacy (Sci Lit), Creativity and Cultural Expression (CCE), and History and Civic Learning (HCL), which include **Discovery** and **Explorations** categories. Students must choose at least one course from each **Discovery** category.

The following courses required by the program meet True Blue Core requirements:

- ECON 2410 (HSSR), GEOG 2000 (HSSR), or PS 1010 (HSSR)
- HIST 2010, HIST 2020, HIST 2030, HIST 2040, or HIST 2050 (HCL)
- HIST 1120 (CCE)
- FL 1000 (CCE)

Major Requirements (85 hours)

Requirements for the Middle Level Education, Social Studies 6-8 Teacher Licensure Concentration, B.S. major consist of middle level core and content area concentration courses.

Middle Level Core Requirements (52 hours)

- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- FL 1000 - Intersections of Language and Culture **3 credit hours**
- MLED 2000 - Characteristics of the Middle Level Learner **3 credit hours**
- MLED 3110 - Field Experience in Middle Level Education **2 credit hours**
- MLED 4000 - Methods of Teaching Middle Level Learners **3 credit hours**
- MLED 4200 - Assessing the Middle Level Learner **3 credit hours**
- MLED 4340 - Managing Middle Level Learning Environments **3 credit hours**
- MLED 4350 - Theory to Practice in Middle Level Education **6 credit hours**
- MLED 4995 - Directed Teaching in Middle Level Education **12 credit hours**
- READ 4300 - Disciplinary Literacy in the Middle Grades **3 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**

Middle Level Education, Social Studies 6-8 Teacher Licensure Concentration (33 hours)

- GEOG 2000 - Introduction to Regional Geography **3 credit hours**
- PS 1010 - Introduction to Global Politics **3 credit hours**
- ECON 2410 - Principles of Economics, Macroeconomics **3 credit hours**
- HIST 1120 - Survey World Civilization II **3 credit hours**
- HIST 3011 - Teaching Historical Thinking **3 credit hours**
- U.S. History upper-division elective (3000 level or higher) **3 credit hours**
- Global upper-division elective (3000 level or higher) **3 credit hours**
- European upper-division elective (3000 level or higher) **3 credit hours**

Choose 9 credit hours from the following (6 hours counted in the True Blue Core):

- HIST 2010 - Survey of United States History I **3 credit hours** OR
- HIST 2020 - Survey of United States History II **3 credit hours** OR
- HIST 2030 - Tennessee History **3 credit hours** OR
- HIST 2040 - Survey African American History I **3 credit hours** OR
- HIST 2050 - Survey African American History II **3 credit hours**

Curriculum: Middle Level Education, Social Studies 6-8 Teacher Licensure

Freshman Fall

- Written Communication **3 credit hours**
- Scientific Literacy **4 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- Quantitative Literacy **3 credit hours**

Subtotal: 13 hours

Freshman Spring

- Information Literacy **3 credit hours**
- Scientific Literacy **4 credit hours**
- Creativity and Cultural Expression/Elective **3 credit hours**
- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- HIST 1120 - Survey World Civilization II **3 credit hours** (CCE)

Subtotal: 17 hours

Sophomore Fall

- Creativity and Cultural Expression Literature **3 credit hours**
- Non-Written Communication **3 credit hours**
- PS 1010 - Introduction to Global Politics **3 credit hours**

Choose 6 credit hours from the following:

- HIST 2010 - Survey of United States History I **3 credit hours**
- HIST 2020 - Survey of United States History II **3 credit hours**
- HIST 2030 - Tennessee History **3 credit hours**
- HIST 2040 - Survey African American History I **3 credit hours**
- HIST 2050 - Survey African American History II **3 credit hours**

Subtotal: 15 hours

Sophomore Spring

- Creativity and Cultural Expression/Elective **3 credit hours**
- ECON 2410 - Principles of Economics, Macroeconomics **3 credit hours**
- GEOG 2000 - Introduction to Regional Geography **3 credit hours** (HSSR)

Choose 3 credit hours from the following:

- HIST 2010 - Survey of United States History I **3 credit hours**
- HIST 2020 - Survey of United States History II **3 credit hours**
- HIST 2030 - Tennessee History **3 credit hours**
- HIST 2040 - Survey African American History I **3 credit hours**
- HIST 2050 - Survey African American History II **3 credit hours**

- MLED 2000 - Characteristics of the Middle Level Learner **3 credit hours**

Subtotal: 15 hours

Junior Fall

- HIST 3011 - Teaching Historical Thinking **3 credit hours**
- EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms **3 credit hours**
- EESE 3100 - Practicum in Teaching English Language Learners **1 credit hour**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**
- Upper division Global history (3000 level or above) **3 credit hours**
- Elective **3 credit hours**

Subtotal: 16 hours

Junior Spring

- FL 1000 - Intersections of Language and Culture **3 credit hours**
- MLED 3110 - Field Experience in Middle Level Education **2 credit hours**
- MLED 4000 - Methods of Teaching Middle Level Learners **3 credit hours**
- READ 4300 - Disciplinary Literacy in the Middle Grades **3 credit hours**
- Upper division US History (3000 level or above) **3 credit hours**
- Upper division European history (3000 level or above) **3 credit hours**

Subtotal: 17 hours

Senior Fall

- EESE 4900 - Methods for Teaching English Language Development **3 credit hours**
- MLED 4200 - Assessing the Middle Level Learner **3 credit hours**
- MLED 4340 - Managing Middle Level Learning Environments **3 credit hours**
- MLED 4350 - Theory to Practice in Middle Level Education **6 credit hours**

Subtotal: 15 hours

Senior Spring

- MLED 4995 - Directed Teaching in Middle Level Education **12 credit hours**

Subtotal: 12 hours

Special Education Minor

Elementary and Special Education

Alicia Pence, Advisor

Alicia.Pence@mtsu.edu

The minor in Special Education requires 18 semester hours as recommended by an advisor in special education as assigned by the chair, Department of Elementary and Special Education.

Special Education, B.S.

Elementary and Special Education

615-898-2321

Alicia Pence, program coordinator

Alicia.Pence@mtsu.edu

The major in Special Education requires 120 semester hours, including courses that satisfy the True Blue Core requirements. It is designed to prepare teachers in special education and other related fields (i.e., behavior therapy, non-profit organizations supporting youth with disabilities), and leads to initial licensure in either Special Education Intervention K-8 or 6-12, or Special Comprehensive K-12.

Academic Map

Following is a printable, suggested four-year schedule of courses:

Special Education, B.S., Academic Map

Degree Requirements

True Blue Core (TBC)	41 hours
Major Requirements	77 hours
Electives	2 hours
TOTAL	120 hours

True Blue Core (41 hours)

True Blue Core (TBC) requirements (shown in curricular listings below) include courses in the **Foundational Skills** areas of Written Communication (WC), Information Literacy (Info Lit), Non-Written Communication (NWC), and Quantitative Literacy (Quant Lit). **Knowledge Domains** include Human Society and Social Relationships (HSSR), Scientific Literacy (Sci Lit), Creativity and Cultural Expression (CCE), and History and Civic Learning (HCL), which include **Discovery** and **Explorations** categories. Students must choose at least one course from each **Discovery** category.

Major Requirements (77 hours)

Content Major Requirements (60 hours)

- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- MATH 1410 - Concepts and Structure of Elementary School Mathematics **3 credit hours**
- MATH 1420 - Informal Geometry **3 credit hours**
- CDIS 3250 - Speech and Language Development for the Educator **3 credit hours**
- ELED 3150 - Mathematics Methodology **3 credit hours**
- ELED 3600 - Science Teaching Methods for the Inclusive Classroom **3 credit hours**
- ELED 4200 - Assessing the Elementary Level Learner **3 credit hours**
- READ 3010 - Literacy I, K-5 **3 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**
- SPED 3020 - Characteristics of High Incidence and Multiple/Severe Disabilities **3 credit hours**
- SPED 4100 - Advanced Reading Strategies for Learners with Exceptionalities **3 credit hours**
- SPED 4120 - Functional Skills Instruction **3 credit hours**
- SPED 4140 - Techniques and Strategies for Instruction in Special Education **3 credit hours**
- SPED 4180 - Pre-residency Special Education **2 credit hours**
- SPED 4240 - Methods and Techniques of Behavior Management **3 credit hours**

- SPED 4280 - Assistive Technology in Special Education **3 credit hours**
- SPED 4370 - Transition Services and Education of Adolescents with Disabilities **3 credit hours**
- SPED 4380 - Co-teaching in Inclusive Classrooms **3 credit hours**
- SPED 4600 - Math Interventions for Learners with Exceptionalities **3 credit hours**
- SPED 4720 - Promoting Family-Professional Partnerships in Special Education **3 credit hours**

Residency I (5 hours)

- SPED 4220 - Residency I, Special Education **5 credit hours**

Residency II (12 hours)

- SPED 4320 - Residency II, Special Education **12 credit hours**

Electives (2 hours)

Recommended Curriculum: Special Education

Freshman

- EESE 2010 - Introduction to Education **3 credit hours**
- EESE 2011 - Introduction to Education Practicum **1 credit hour**
- MATH 1410 - Concepts and Structure of Elementary School Mathematics **3 credit hours**
- Written Communication **3 credit hours**
- Information Literacy **3 credit hours**
- Non-Written Communication **3 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- Scientific Literacy **8 credit hours**
- Quantitative Literacy **3 credit hours** (MATH 1010 or MATH 1710 recommended)
- Elective **1 credit hour**

Subtotal: 31 Hours

Sophomore

- Creativity and Cultural Expression Literature **3 credit hours**
- Human Society and Social Relationships **6 credit hours**
- Creativity and Cultural Expression **3 credit hours**
- History and Civic Learning **6 credit hours**
- MATH 1420 - Informal Geometry **3 credit hours**
- ELED 3600 - Science Teaching Methods for the Inclusive Classroom **3 credit hours**
- SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities **3 credit hours**
- SPED 3020 - Characteristics of High Incidence and Multiple/Severe Disabilities **3 credit hours**

Subtotal: 30 Hours

Junior

- CDIS 3250 - Speech and Language Development for the Educator **3 credit hours**
- ELED 3150 - Mathematics Methodology **3 credit hours**
- READ 3010 - Literacy I, K-5 **3 credit hours**

- SPED 4100 - Advanced Reading Strategies for Learners with Exceptionalities **3 credit hours**
- SPED 4120 - Functional Skills Instruction **3 credit hours**
- SPED 4180 - Pre-residency Special Education **2 credit hours**
- SPED 4280 - Assistive Technology in Special Education **3 credit hours**
- SPED 4370 - Transition Services and Education of Adolescents with Disabilities **3 credit hours**
- SPED 4380 - Co-teaching in Inclusive Classrooms **3 credit hours**
- SPED 4600 - Math Interventions for Learners with Exceptionalities **3 credit hours**
- SPED 4720 - Promoting Family-Professional Partnerships in Special Education **3 credit hours**
- Elective **1 credit hour**

Subtotal: 33 Hours

Senior

- ELED 4200 - Assessing the Elementary Level Learner **3 credit hours**
- SPED 4140 - Techniques and Strategies for Instruction in Special Education **3 credit hours**
- SPED 4220 - Residency I, Special Education **5 credit hours**
- SPED 4240 - Methods and Techniques of Behavior Management **3 credit hours**
- SPED 4320 - Residency II, Special Education **12 credit hours**

Subtotal: 26 Hours

Early Childhood Education

ECE 3310 - Human Development (Birth - Middle Childhood)

3 credit hours Examines developmental milestones, needs, and characteristics of children from conception, birth to middle childhood as well as family, school, and community influences. Topics will include biological, psychological, cognitive, and sociological development.

ECE 3320 - Individual Differences in Development of Young Children

3 credit hours Provides an in-depth study of the development of young children ages birth-8 with developmental delays, disabilities, and other exceptionalities. Discusses developmental and family theories. Provides an overview to legislation, models, and approaches for children with individual differences.

ECE 3330 - Supporting Families of Young Children

3 credit hours Prerequisites: ECE 3310 and ECE 3320. Develops knowledge and understanding of family and family interaction theories. Examination, development, and reflection on approaches and strategies for supporting families discussed. Collaboration, home visiting, communication strategies, coaching, relationship development, individualized planning, transition supports, and other topics also discussed.

ECE 4000 - Seminar in ECE Residency I

3 credit hours Prerequisites: ECE 4300/ECE 4301 and ELED 3150; corequisites: ECE 4050, ECE 4240/ECE 4241, ECE 4377/ECE 4378. Provides students with opportunities to develop skills related to classroom organization and management; supporting the academic, social, and emotional development of diverse learners, using evidence-based planning, instructional and assessment strategies, collaborating with colleagues, and developing relationships with families.

ECE 4050 - Field Experiences in ECE Residency I

6 credit hours Prerequisite: ECE 4300/ECE 4301; corequisites: ECE 4000, ECE 4240/ECE 4241, ECE 4377, and ECE 4378. A field-based experience (two full days in the classroom) in which students observe and actively work in K to grade 3 classrooms throughout the semester. Includes mentoring from a

university instructor and public-school classroom teacher.

ECE 4075 - ECE Residency I Field Experiences

5 credit hours Prerequisites: Admission to the teacher-education program, ECE 4300/ECE 4301 and ELED 3150; co-requisites: ECE 4000, ECE 4240/ECE 4241, and ECE 4377/ECE 4378. A field-based experience (two full days in the classroom) in which students observe and actively work in K to grade 3 classrooms throughout the semester. Includes mentoring from a university instructor and public-school classroom teacher.

ECE 4100 - Residency I: Early Childhood Education

9 credit hours Prerequisites: Admission to the teacher education program; ECE 4300/ECE 4301 or ECE 4380/ECE 4381; ECE 4375/ECE 4376; ELED 3150. A field-based course in which students observe and actively work in pre-K to grade 3 classrooms. Includes mentoring from a university instructor and classroom cooperating teacher, competency modules, and problem-based learning cases to develop skills related to classroom management, assessment, supporting diverse learners, using evidence-based instructional strategies, collaborating with colleagues, and developing relationships with families.

ECE 4110 - Residency II: Grades PreK-3

12 credit hours Prerequisite: ECE 4100. Full semester of supervised teaching experience in two placements in the public schools. Pass/Fail.

ECE 4210 - Integrating the Creative Arts into the Early Childhood Curriculum

3 credit hours Prerequisite: ECE 3310. Designed to prepare early childhood educators to integrate the creative arts (art, music, drama, and movement) into the early childhood curriculum, with a focus on all children in grades PreK-3. Explores pedagogical methods and materials.

ECE 4220 - Supporting the Social Emotional Learning of Young Children

3 credit hours Prerequisite: ECE 3310. Focuses on supporting the social emotional competencies of children and providing theoretical grounded approach for teachers to support children in fostering it. Provides strategies through collaboration with families and communities for teachers to promote prosocial behavior in an equitable, inclusive, and supportive environment.

ECE 4230 - Culturally Relevant Teaching in Early Childhood

3 credit hours Prerequisite: ECE 3310. Offers preparation to early childhood educators to teach and support children and families who represent a variety of ethnicities, cultures, and languages. Focuses on best practices for creating an inclusive and equitable PreK-3 grade classroom.

ECE 4240 - Intervention Strategies for Supporting Young Children

3 credit hours Prerequisite: ECE 3320; corequisites: ECE 4050 and ECE 4241. Discusses recommended practices and instructional strategies for supporting young children who have varied and unique learning needs. Twenty-four (24) hours of field work required.

ECE 4241 - Intervention Strategies for Supporting Young Children Lab

0 credit hours Corequisite: ECE 4240. Includes 24 hours of field work in an early childhood classroom (preK-grade 3).

ECE 4300 - Preschool Practicum

3 credit hours Prerequisites: ECE 4370; admission to teacher education program. Corequisite: ECE 4301. May be taken concurrently with ECE 4320; if not taken concurrently must be a prerequisite. May not be taken concurrently with ECE 4380. Advanced information and skills working with three- and four-year olds. Lab interaction with children; planning and implementation of curriculum. Three hours laboratory plus two-hour seminar per week.

ECE 4301 - Preschool Practicum Lab

0 credit hours Corequisite: ECE 4300.

ECE 4320 - Assessing Young Children

3 credit hours Prerequisites: ECE 3310, ECE 4300, ECE 4370, and ECE 4380; may be taken concurrently; admission to teacher education program. In-depth study of assessment and evaluation of child development and early childhood environments for the purpose of planning instructional programs and environments for young children (birth-8). Strategies for gathering and recording information about children, including families and other professionals in the assessment process, and evaluation environments emphasized. Three hours lecture/discussion.

ECE 4360 - Administering Early Childhood Programs

3 credit hours Prerequisites: Admission to Teacher Education. Examines diverse early care and education settings and their influence on child development. Emphasis on program planning and administration in early childhood settings. One hour per week of observation required.

ECE 4370 - Effective Instruction (Birth-8)

3 credit hours Prerequisite: ECE 3310. Knowledge and skills necessary for implementing developmentally appropriate practices in programs serving children birth to age eight.

ECE 4375 - Literacy in Early Childhood

3 credit hours Prerequisites: ECE 4370; prerequisite or corequisite: ECE 4320; admission to Teacher Education program. Corequisite: ECE 4376. Study of emergent literacy and literacy concepts, birth through grade three. Includes methods of teaching and assessing literacy in a diverse environment. Use of children's media and literature addressed. Three hours lecture plus two-hour morning experiential field placement weekly.

ECE 4376 - Literacy in Early Childhood Lab

0 hours credit Corequisite: ECE 4375.

ECE 4377 - Literacy in Early Childhood II

3 credit hours Prerequisite: ECE 4375; corequisite: ECE 4378. Enhances use of evidence-based literacy instruction and assessment practices on reading and writing for young children (birth to 8 years old). Provides a more in-depth method of teaching and assessing literacy after the completion of ECE 4375. Includes 24 hours of field experience with children birth to 8 years old.

ECE 4378 - Literacy in Early Childhood II Lab

0 credit hours Prerequisites: ECE 4375/ECE 4376; corequisites: ECE 4377 and ECE 4050. Includes 24 hours of field work completed in an early childhood classroom (preK-grade 3).

ECE 4380 - Infant and Toddler Practicum

3 credit hours Prerequisites: ECE 4370; admission to teacher education program. Corequisite: ECE 4381. May be taken concurrently with ECE 4320; must be a prerequisite if not taken concurrently. May not be taken concurrently with ECE 4300. Advanced knowledge and skills for working with infants and

toddlers (birth-3). Lab participation involving interactions with children as well as planning and implementing curriculum required. A three-hour laboratory and a two-hour seminar per week.

ECE 4381 - Infant and Toddler Practicum Lab
0 credit hours Corequisite: ECE 4380 .

Elementary Education

ELED 3000 - The Contemporary Classroom through the Lens of Diversity

3 credit hours Corequisite: ELED 3100. Prerequisite: Acceptance into the teacher education program. Provides a foundation for teaching for social justice and equity. A field-based component included.

ELED 3100 - Experiencing Elementary Education

1 credit hour Corequisite: ELED 3000 with C (2.0) or better. Prerequisite: Admission to Teacher Education. Field-based course that builds upon previous experiences and coursework. Students will implement content pedagogical strategies into teaching as well as other field experiences in elementary schools.

ELED 3150 - Mathematics Methodology

3 credit hours Prerequisites: Admission to teacher education program; True Blue Core Quantitative Literacy course with C- or better; MATH 1410 and MATH 1420 with C or better. Offers preparation to pre-service elementary and middle school teachers for teaching mathematics. Field-based experiences required.

ELED 3300 - Digital Applications for Teaching and Learning

3 credit hours Prerequisite: Admission to Teacher Education program. Designed to better prepare teacher candidates specifically in the areas of emerging technologies and how best to utilize them for teaching and learning. Explores characteristics of digital age learners, creation and application of emerging technologies, digital communication strategies, safe use of information, and technology integration within the curriculum that enhances the learning environment.

ELED 3400 - Teaching Science and Social Studies through Literacy

3 credit hours Prerequisites: Admission to Teacher Education; ELED 3000 and ELED 3100 with grade of C (2.0) or better. Teacher candidates introduced to issues and trends that influence the areas of science,

social studies, and English language arts (ELA) as well as methods, techniques, strategies, and materials that will enable them to integrate and teach these content areas successfully. Explores these topics via lecture, investigations (problem-based learning projects and scientific inquiry), lab, and field experiences in local elementary schools.

ELED 3500 - Teaching Social Studies via the Lens of Language Arts and Literacy

3 credit hours Introduction to issues and trends that influence the areas of social studies and English language arts [ELA] as well as methods, techniques, strategies, and materials to integrate high-quality instructional materials in teaching.

ELED 3600 - Science Teaching Methods for the Inclusive Classroom

3 credit hours Prerequisite: Admission to the Teacher Education Program (TEP). Offers preparation for K-5 teacher candidates to teach science using inquiry-based methods. Emphasizes the 5E Instructional Model, STEM integration, and inclusive practices for diverse learners. Covers lesson planning, assessment, and creating engaging learning environments.

ELED 4070 - Writing to Learn

2 credit hours Corequisites: ELED 4350 and READ 4130. Familiarizes teacher candidates with writing-to-learn techniques that can be used across the curriculum to assist students in thinking and processing new and existing knowledge.

ELED 4110 - Directed Teaching, Grades K-5

12 credit hours Prerequisite: Permission of department. Full-day supervised teaching experience of 15 weeks duration in a public school classroom. Pass/Fail.

ELED 4130 - Academic Interventions for Elementary School Learners

3 credit hours Prerequisites: Permission of department; admission into Residency I coursework. Corequisites: ELED 4350, ELED 4340, and ELED 4200. Designed to better prepare teacher candidates specifically in the areas of academic success for all learners, differentiated instruction, assessment, and intervention frameworks such as RTI₂. Teacher candidates must be officially admitted into the K-5 Residence I program and will work with elementary students at a local school.

ELED 4200 - Assessing the Elementary Level Learner

3 credit hours Prerequisites: Permission of department; admission to Residency I semester. Corequisites: ELED 4130, ELED 4340, and ELED 4350. Integrates elementary level content with classroom and standardized assessments to enable the planning, design, and implementation of assessment driven instruction.

ELED 4260 - Problems in Elementary Education

1 to 3 credit hours Prerequisite: Permission of department. A problem-oriented course, on or off campus, planned and designed for individuals, a school faculty, school system, or other professional groups, which will provide opportunities for in-service education related to assessed needs. Credit toward an undergraduate degree will be limited to six semester hours.

ELED 4340 - Managing Learning Environments

3 credit hours Prerequisite: Admission to teacher education program. Familiarizes teacher candidates with classroom management strategies.

ELED 4350 - Theory to Practice

6 credit hours

Prerequisite: Admission to Teacher Education program; ELED 4130, ELED 4200, and ELED 4340 with grades of C (2.0) or better. Strategies and techniques for guiding the learning of elementary school children. Development and use of materials in elementary classrooms with emphasis on explanation and experimentation. Laboratory work and weekly seminar.

NOTE: Students must select a specific Residency I section and sign up for all corresponding classes in that particular section. Classes may not be selected from multiple sections.

ELED 4420 - The Professional Teacher

1 credit hour Prerequisite: Acceptance into the Teacher Education Program. Provides an in-depth study of relevant and current topics in the field of teaching such as: becoming a metacognitive teacher, expectations of a professional teacher, and professional learning communities.

ELED 4500 - Theory into Practice

5 credit hours Field experience providing pre-service teacher candidates opportunities to integrate content knowledge with pedagogy and reflection within a professional learning community into a coherent

understanding of the varied roles of teachers and how each contributes to learning.

Elementary, Early, and Special Education**EESE 1010 - Teachers as Problem Solvers**

2 credit hours Introduces teaching as a profession using problem-based learning, educational case problems, and collaborative learning teams. Five hours field experience.

EESE 1011 - Creating Differentiated Instruction

2 credit hours Prerequisite: EESE 1010 with C (2.0) or better; cannot be taken concurrently with EESE 1010. Content provides knowledge, skills, and dispositions associated with effective teaching and learning. Incorporates five hours field experience.

EESE 2010 - Introduction to Education

3 credit hours

Corequisite: EESE 2011. Overview of education, teaching, and schools; orientation to teaching as a profession; and an exploration of effective teaching, purpose of schools and social foundations of education.

EESE 2011 - Introduction to Education Practicum

1 credit hour Corequisite: EESE 2010. Field-based course that provides the clinical context to support student reflection on the profession of teaching and the contemporary school. Requires 30 hours of field experience.

EESE 3000 - Racial, Ethnic, and Linguistic Diversity in U.S. Classrooms

3 credit hours Prerequisite: Admission to Teacher Education; co-requisite: EESE 3100. Provides a foundation in cultural studies and linguistics to support teaching for social justice and equity. A 5-6 hour cultural immersion experience is required.

EESE 3100 - Practicum in Teaching English Language Learners

1 credit hour Prerequisite: Admission to Teacher Education; corequisite: Field Experience with EESE 3000. Students will spend 16-20 hours observing and assisting certified ESL teachers.

EESE 4000 - Job-Embedded Clinical Experiences and the Reflective Educator

1 to 3 credit hours Field-based course supports the learning and growth of job-embedded teacher candidates through mentoring and support.

EESE 4900 - Methods for Teaching English Language Development

3 credit hours Prerequisites: Admission to teacher education, EESE 3000, and EESE 3100. Best instructional practices in English Language Development for multilingual learners in K-5 contexts.

Middle Level Education

MLED 2000 - Characteristics of the Middle Level Learner

3 credit hours Prerequisites: EESE 2010 and EESE 2011 with grades of C (2.0) or better. Reflects on the early adolescent learner while focusing on the student-centered school environment and a well-balanced curriculum.

MLED 3100 - Experiencing Middle Level Education I

1 credit hour Prerequisites: EESE 1010 and EESE 1011 with C (2.0) or better; admission to Teacher Education. Field-based course introduces students to middle level schools and environments. Students will be immersed in the structures and philosophy of middle level education.

MLED 3110 - Field Experience in Middle Level Education

2 credit hours Students will implement content pedagogical strategies into middle level placements.

MLED 3300 - Instructional Technology in Middle Level Education

3 credit hours Examines rationales, methods, and technology practices related to adolescents in grades 6-8. Each teacher candidate will use digital tools to explore, communicate, collaborate, and learn from the rich and varied resources available.

MLED 4000 - Methods of Teaching Middle Level Learners

3 credit hours Prerequisite: Admission to Teacher Education. Corequisites: MLED 3110 and READ 4035. Focuses on curriculum integration as well as methods identified as best practice in middle level education.

MLED 4200 - Assessing the Middle Level Learner

3 credit hours Prerequisite: MLED 4000 with grade of C- or better. The integration of middle level content with classroom and standardized assessments to enable the planning, design, and implementation of assessment driven instruction.

MLED 4340 - Managing Middle Level Learning Environments

3 credit hours Prerequisite: MLED 4000 with grade of C- or better. Introduces middle level teacher candidates to classroom and instructional strategies that are effective in building, adjusting, and maintaining an effective classroom learning environment.

MLED 4350 - Theory to Practice in Middle Level Education

6 credit hours Field-based course includes strategies and techniques of guiding the learning of middle level students. The development and use of materials in the middle school classroom with emphasis on explanation and experimentation. Majority of the course is field work with accompanying seminars.

MLED 4995 - Directed Teaching in Middle Level Education

12 credit hours Prerequisites: Completion of all coursework. Supervised experience requires full-day placement in a middle level school setting. Extended teaching and evaluation of teacher candidate preparation for teaching is required. Admission requirements for Residency II, including completion of all program coursework, must be met for enrollment.

Reading

READ 1010 - Reading Lab

1 credit hour Prerequisite: Must be corequisite with a lower-division course. Enables students to integrate discipline-specific reading and study skills necessary to be successful in a linked lower-division University course. Combines directed projects, small and large group discussion, and assignments tailored to the course with which it is linked.

READ 3010 - Literacy I, K-5

3 credit hours Prerequisite: Admission to teacher education. Introduces various strategies and techniques for teaching literacy foundational skills in the elementary school.

READ 4010 - Literacy II, K-5

3 credit hours Prerequisites: Admission to teacher education; READ 3010. Builds on READ 3010 requiring deeper understanding of essential components of effective literacy instruction in elementary school.

READ 4015 - Language and Literacy

6 credit hours Prerequisite: Admission to teacher education. Introduces various strategies and techniques for teaching reading and writing in the elementary school.

READ 4035 - Language and Literacy in the Middle Grades

6 credit hours Prerequisites: Admission to teacher education. Introduces various strategies and techniques for teaching and assessing literacy in the middle school.

READ 4300 - Disciplinary Literacy in the Middle Grades

3 credit hours Introduces various strategies and techniques for teaching and assessing literacy in the middle school.

Special Education

SPED 3010 - Characteristics and Teaching of Learners with Exceptionalities

3 credit hours An introduction to the exceptional learner. Examines the history, principles, and legal requirements as well as the diverse characteristics and learning styles of exceptional learners. Discusses differentiated teaching strategies in both inclusive and skill-based environments. Multicultural diversity, normalization, and integration addressed. (Required for all individuals who major in Special Education-Interventionist K-8, Special Education-Comprehensive, Elementary Education, and Middle Level Education for state licensure; and students seeking a minor in Special Education.

SPED 3020 - Characteristics of High Incidence and Multiple/Severe Disabilities

3 credit hours Prerequisite: SPED 3010. An in-depth study that focuses on the cognitive, academic, social, and emotional characteristics of learners with high and multiple/severe disabilities. Laws and regulations regarding Response to Intervention (RTI) and inclusive practices in the least restrictive environment (LRE) thoroughly discussed; development of an Individualized Education Program (IEP) introduced.

Differentiated instruction techniques offered for a variety of classroom settings.

SPED 3030 - Applied Adolescent Developmental Variation and Assessment of Individuals with High Incidence Disabilities

4 credit hours Prerequisite: SPED 3010.

Comprehensive overview of the atypical development of students with high incidence disabilities. Topics include neurological impairment, behavioral development, medication side effects, physical characteristics and social relationships. Through application of knowledge, candidates will create a developmental profile after assessing a student in these areas: social, affective, biological, physical, and psychological.

SPED 3040 - Digital Tools and Methods in Flexible Learning Environments

3 credit hours Prerequisite: SPED 3010. Focuses on Universal Design for Learning (UDL); assessing learning strengths, preferences, interests, and needs; and providing students with exceptionalities a variety of digital methods and tools that may be used to further their learning in flexible learning environments. Discusses a variety of digital, interactive tools that can be used for a whole inclusive class, small group, or one-on-one instruction.

SPED 3130 - Diversity in Language and Communication

3 credit hours Prerequisite: SPED 3010. (SPED 3010 cannot be taken concurrently with SPED 3130.) Examines language development from birth to adolescence and difficulties that can occur in individuals with exceptionalities. Strategies to overcome speech difficulties and language barrier deficits also discussed.

SPED 3440 - Characteristics of Low Incidence Populations (Comprehensive)

3 credit hours Prerequisite: SPED 3010 with a minimum grade of C (2.0); major in Special Education or permission of department. In-depth study of characteristics, needs, and etiology of learners with low incidence disabilities in appropriate classroom settings.

SPED 4000 - Teaching Diverse Learners in K-8 Classrooms, (Comprehensive)

3 credit hours Prerequisites: SPED 3010 and SPED 3440 or permission of department. Develops strategies and methods for teaching reading, math,

and writing skills to students with exceptionalities in grades K-8.

SPED 4010 - Explicit Reading Strategies for Learners with Exceptionalities

4 credit hours Prerequisite: SPED 3010 or permission of department. Delves into the methods and materials used to remediate reading skill deficits in elementary and middle school settings. Basic diagnostic measures to assess reading progress examined as well as the etiology and implications of related theory and research.

SPED 4080 - Pre-Residency Comprehensive Integrated Clinical Experience

2 credit hours Prerequisites: Admission to Teacher Education program; SPED 3010. Field-based course that builds upon experiences begun in earlier required SPED courses. Implements content pedagogical strategies for students with severe disabilities in school or community settings.

SPED 4100 - Advanced Reading Strategies for Learners with Exceptionalities

3 credit hours Prerequisites: SPED 3010 and SPED 4010 with grades of C- or better; admission to Teacher Education program. Focuses on advanced forms of assessment, data collection, and instruction in literacy for students with disabilities. Discusses a variety of high-quality instructional materials as well as the monitoring of student learning progress in literacy.

SPED 4120 - Functional Skills Instruction

3 credit hours Prerequisites: Admission to Teacher Education program or permission of department; SPED 3010 and SPED 3440. Emphasis on teaching students with disabilities the necessary skills for greater independence, self determination, and quality of life.

SPED 4135 - Literacy and Mathematics Strategies in Special Education

3 credit hours Designed to provide an in-depth understanding of literacy and math strategies for learners with disabilities.

SPED 4140 - Techniques and Strategies for Instruction in Special Education

3 credit hours Prerequisites: Admission to Teacher Education program or permission of department; corequisite: SPED 4220. A practical application of techniques and strategies for teaching learners with

low incidence disabilities. Includes teaching technique, theories and approaches, data collection, and environmental management.

SPED 4150 - Techniques, Methods, and Materials in Special Education (Modified)

3 credit hours Prerequisites: Admission to Teacher Education program; corequisite: SPED 4210. The practical application of special education techniques and methods for teaching learners with low incidence disabilities. Includes curriculum planning, methods and materials, data collection, and environmental management for learners with low incidence disabilities.

SPED 4165 - Curriculum-Based Measurement and Progress Monitoring

3 credit hours Prerequisite: Admission to Teacher Education program. Incorporates a theory-, practice-, and application-based conceptual framework that introduces regular progress monitoring strategies. Students will interpret standardized assessments, make educational decisions based on quantitative and qualitative data, and understand how to conduct curriculum-based assessment, instruction, accommodations, and monitoring student progress.

SPED 4170 - Strategic Teaching and Learning in Secondary Education (Modified)

3 credit hours Prerequisites: Admission to teacher education program; SPED 3010. Learning strategies instruction and the use of content enhancement routines in inclusive settings with diverse learning populations. Includes metacognitive strategies, development, and application of strategic instruction.

SPED 4180 - Pre-residency Special Education

2 credit hours Prerequisites: SPED 3010; admission to Teacher Education program. Field-based course which builds upon experiences. Students will implement content pedagogical strategies into both inclusive and resource classroom settings.

SPED 4210 - Residency I, Interventionist Integrated Clinical Experience

5 credit hours Prerequisites: SPED 4180; admission to Teacher Education. Corequisites: SPED 4100, SPED 4240, and SPED 4600. Participation in the resource room or inclusive classroom setting with students with mild disabilities. Weekly seminar attendance and participation required.

SPED 4220 - Residency I, Special Education

5 credit hours Prerequisites: Admission to Teacher Education program; SPED 4180 with grade of C- or better. Practicum field experience in special education self-contained, resource, and/or inclusive classroom settings.

SPED 4240 - Methods and Techniques of Behavior Management

3 credit hours Prerequisites: Admission to teacher education or permission of department. An overview of various approaches to behavior management and their application in a variety of environments.

SPED 4260 - Problems in Special Education

1 to 3 credit hours A problem-oriented course, on or off campus, planned and designed for individuals, a school faculty, school system, or other professional groups. Will provide opportunities for pre-or in-service education related to assessed needs.

SPED 4280 - Assistive Technology in Special Education

3 credit hours Prerequisites: SPED 3010 or SPED 3440 and admission to teacher education program or permission of department. Technology--low tech and high--and how it applies to the needs of school-aged learners with disabilities. Assessing and supporting these needs through the delivery of assistive technology.

SPED 4300 - Advanced Applied Behavioral Interventions and Supports

3 credit hours Prerequisites: SPED 4240 with minimum grade of C- and admission to Teacher Education program. Study of modifying student behavior using techniques of applied behavior analysis in a variety of educational settings. Candidates will research and discuss multiple techniques that improve behaviors in various environments. Positive reinforcement; evidence-based, progress-monitoring tools; and assessment methods emphasized.

SPED 4320 - Residency II, Special Education

12 credit hours Prerequisites: SPED 4220; permission of department. Full-day supervised teaching experience of 15 weeks duration in a public school setting. Pass/Fail.

SPED 4350 - Residency II, Interventionist Integrated Clinical Experience

12 credit hours Prerequisites: SPED 4210; admission to Teacher Education program; permission of department. Full-day supervised teaching experience of 15 weeks duration in a public school setting. Pass/Fail.

SPED 4370 - Transition Services and Education of Adolescents with Disabilities

3 credit hours Prerequisites: Admission to Teacher Education program or permission of department. Transition services and when and how they are provided for adolescents with disabilities. Transition assessment, planning, and goal setting discussed as well as a variety of transition services available to students both in and out of the classroom setting.

SPED 4380 - Co-teaching in Inclusive Classrooms

3 credit hours Prerequisites: Admission to teacher education program or permission of department; SPED 3010. Collaborative and co-teaching models and how to implement them in the inclusive classroom. Emphasizes RTI, collaborative teaching, differentiated instruction, explicit teaching, the affective domain, and accommodations and modifications.

SPED 4550 - Data Literacy: Implementing Evidence-Based Prescriptive and Diagnostic Interventions for Struggling Learners

3 credit hours Prerequisites: SPED 3010 and SPED 3020; admission to Teacher Education program. Explores evidence-based practice and guides candidates in utilizing multiple avenues of diagnostic, prescriptive data in order to refine instruction, determine educational placement, and determine which evidence-based interventions are most appropriate to be implemented to meet specific skill deficits.

SPED 4600 - Math Interventions for Learners with Exceptionalities

3 credit hours Prerequisites: MATH 1410 and MATH 1420. May be taken with SPED 4180. Transitions students from looking at whole group math instruction to intense intervention strategies in mathematics. Students will engage in diagnosis, remediation strategies, progress monitoring, and culminating assessments. Has a large field component integrated into SPED 4180.

SPED 4720 - Promoting Family-Professional Partnerships in Special Education

3 credit hours Prerequisites: SPED 3010; admission to Teacher Education program or permission of department. Understanding the various aspects of culture and diversity in meeting the needs of parents and families of children with special needs. Presents strategies and techniques for educators and professionals to collaborate and work effectively with parents and care providers.

SPED 4910 - Developmental Assessment

3 credit hours Prerequisite: Admission to Teacher Education program and Residency I. Corequisite: SPED 4220. A study of evaluative and diagnostic instruments and procedures used with Learners with Multiple Disabilities.