

Department of Elementary and Special Education

Race Bergman, Interim Chair
Jones Hall 223

Alexander, Babb, Bertrand, Burriss, Calder, Campbell, Crews, Gower, Higdon, Jones, Manson, Means, Moore, Ring, Shaffer, Solley, Trent, Waldrop

Courses in the Department of Elementary and Special Education are designed to meet the professional needs of students preparing to teach at the elementary level and to improve the teaching competencies of those presently employed as teachers. Programs in the department lead to the Bachelor of Science with majors in Interdisciplinary Studies or Special Education. Students majoring in Interdisciplinary Studies must select a teaching level: either grades K-8 or 5-8. Special Education majors may choose between Modified Program, K-12 (for individuals with mild/moderate disabilities) or Comprehensive Program, K-12 (for individuals with severe/profound disabilities). A minor in Special Education is also available. Students should consult with their assigned advisors before each registration. Students interested in Early Childhood Education (Pre-K-4) should see that section under Department of Human Sciences. Students who wish to major in Interdisciplinary Studies but not pursue licensure are required to check with the Department of Elementary and Special Education in Jones Hall 223 to develop an appropriate course of study.

Major in Interdisciplinary Studies

Designed to prepare teachers for elementary schools, the major in Interdisciplinary Studies requires courses which satisfy the requirements for General Studies, Interdisciplinary Studies major, professional education, and enhanced student teaching as follows:

General Education Requirements

The following courses are required in addition to the General Studies requirements as described on pages 59-61.

ART 2210, 3200, 6 hours, Area II-B

GEOG 2000, 3 hours, Area III-B

GEOL 1030 and 1031, 4 hours

HIST 2010 or 2020, 3 hours

HIST 2030, 3 hours

MUED 1210, 3210, 6 hours, Area II-B

HLTH 4300, 3 hours

PHED 3430 (not required for 5-8 emphasis), 2 hours

Interdisciplinary Studies Major Requirements**Grades K-8 Level**

6 hours of the same foreign language
 BIOL 3000 Life Science for Elementary Teachers, 4 hours
 CDFS 3310 Human Development II, 3 hours, OR
 PSY 4190 Child Psychology, 3 hours, OR
 PSY 4210 Adolescent Psychology, 3 hours
 CDIS 3250 Speech and Language Development, 3 hours
 COMM 4560 Intercultural Communication, 3 hours
 ENGL 3330 Southern Literature, 3 hours
 ENGL 3600 Children's Literature, 3 hours, OR
 LIBS 4150 Books and Media for Children, 3 hours
 ENGL 4510 Modern English Grammar and Usage, 3 hours
 H SC 4410 Consumer Economics, 3 hours
 HIST 1110 Survey World Civilization I, 3 hours, OR
 HIST 1120 Survey World Civilization II
 MATH 1410 Concepts and Structure of Elementary School
 Mathematics, 3 hours
 MATH 1420 Informal Geometry, 3 hours
 PSCI 4030 Experimental Physical Science, 4 hours*

Grades 5-8 Level

ANTH 2010 Cultural Anthropology, 3 hours
 BIOL 3000 Life Science for Elementary Teachers, 4 hours
 COMM 4560 Intercultural Communication, 3 hours
 ENGL 3330 Southern Literature, 3 hours
 ENGL 3800 Literature for Adolescents, 3 hours, OR
 LIBS 4160 Books and Media for Young People and Adults, 3 hours
 ENGL 4510 Modern English Grammar and Usage, 3 hours
 HIST 1110 Survey World Civilization I, 3 hours, OR
 HIST 1120 Survey World Civilization II
 HIST 2010 Survey of United States History I, 3 hours, OR
 HIST 2020 Survey of United States History II, 3 hours
 H SC 4410 Consumer Economics, 3 hours
 MATH 1410 Concepts and Structure of Elementary School
 Mathematics, 3 hours
 MATH 1420 Informal Geometry, 3 hours
 MATH 4010 Selected Topics in Elementary Mathematics, 3 hours
 P S 2020 State and Local Government, 3 hours
 PSCI 4030 Experimental Physical Science, 4 hours*
 PSY 4210 Adolescent Psychology, 3 hours

*PSCI 1030 is a prerequisite for PSCI 4030.

Professional Education**Grades K-8 Level**

FOED 1110 Education as a Profession, 3 hours
 FOED 2110 Educational Psychology, 3 hours
 SPED 3010 Survey of the Exceptional Child, 3 hours
 ELED 3300 Instructional Design and Technology in the
 Elementary School, 3 hours
 ELED 3050 Creating Learning Environments K-8, 3 hours
 ELED 3150 Mathematics Methodology, 3 hours
 ELED 4010 Introduction to Language and Literacy in the
 Elementary School, 3 hours
 ELED 4020 Language and Literacy in the Elementary Grades,
 K-8, 3 hours
 ELED 4350 Theory to Practice, 3 hours

Grades 5-8 level

FOED 1110 Education as a Profession, 3 hours
 FOED 2110 Educational Psychology, 3 hours
 SPED 3010 Survey of the Exceptional Child, 3 hours
 ELED 3070 Creating Learning Environments, 5-8, 3 hours
 ELED 3150 Mathematics Methodology, 3 hours
 ELED 3330 Instructional Design and Technology in the
 Middle Grades, 3 hours
 ELED 4030 Introduction to Literacy in the Middle Grades,
 5-8, 3 hours
 ELED 4040 Literacy Instruction in the Middle Grades, 5-8, 3 hours
 ELED 4400 Middle School Instruction, 3 hours

Enhanced Student Teaching

ELED 4110 Directed Teaching, Grades K-8, 12 hours

Major in Special Education

The major in Special Education requires 136 semester hours including courses which satisfy the General Studies requirements. It is designed to prepare teachers in special education and will meet the Tennessee requirements for licensure in Special Education in either Modified Program, K-12 (for individuals with mild/moderate disabilities) or Comprehensive Program, K-12 (for individuals with severe/profound disabilities). Following are the program requirements.

Enhanced General Education Requirements**All Special Education Majors**

The following courses are required in addition to the General Studies requirements as described on pages 59-61.

BIOL 3000 Life Science for Elementary Teachers, 4 hours
 ENGL 3600 Children's Literature, 3 hours, OR
 LIBS 4150 Books and Media for Children, 3 hours
 HLTH 3310 Health Problems of Exceptional Children, 3 hours
 HLTH 3300 First Aid and Safety Education, 3 hours, OR
 CPR certification and electives in arts and sciences
 MATH 1410 Concepts and Structure of Elementary School
 Mathematics, 3 hours
 MATH 1420 Informal Geometry, 3 hours

Special Education Major Requirements**Modified Program, K-12**

CDFS 3330 Dynamics of Interpersonal Relationships, 3 hours
 CDFS 4350 Parenting, 3 hours
 PSY 2180 Thinking: Intelligence and Creativity, 3 hours
 PSY 4190 Child Psychology, 3 hours
 PSY 4210 Adolescent Psychology, 3 hours
 PSY 4720 Multicultural Perspectives in Psychology and Education,
 3 hours
 READ 4130 Corrective Reading, 3 hours
 SPED 3010 Survey of the Exceptional Child, 3 hours
 SPED 3210 Practicum in Special Education (Resource Room),
 3 hours*
 SPED 4240 Methods and Techniques of Behavior Management,
 3 hours*
 CDIS 3250 Speech and Language Development, 3 hours
 S W 4440 Social Work with the Disabled Individual, 3 hours

Comprehensive Program, K-12

CDFS 3330 Dynamics of Interpersonal Relationships, 3 hours
 CDFS 4350 Parenting, 3 hours
 PHED 3950 Adapted Physical Activity, 3 hours
 PHED 4910 Kinesiology, 3 hours
 PSY 4190 Child Psychology, 3 hours
 PSY 4210 Adolescent Psychology, 3 hours
 PSY 4720 Multicultural Perspectives in Psychology and Education,
 3 hours
 SPED 3010 Survey of the Exceptional Child, 3 hours
 SPED 3220 Practicum in Special Education (Self Contained),
 3 hours*
 SPED 4240 Methods and Techniques of Behavior Management,
 3 hours*
 CDIS 3250 Speech and Language Development, 3 hours
 S W 4440 Social Work with the Disabled Individual, 3 hours

Professional Education

Modified Program, K-12

- ELED 3150 Mathematics Methodology, 3 hours
- ELED 3300 Instructional Design and Technology in the Elementary School, 3 hours
- ELED 4010 Introduction to Language and Literacy in the Elementary School, 3 hours
- ELED 4020 Language and Literacy in the Elementary Grades, K-8, 3 hours
- FOED 1110 Education as a Profession, 3 hours
- FOED 2110 Educational Psychology, 3 hours
- SPED 3430 Characteristics of Mildly Disabled Children, 3 hours*
- SPED 4150 Techniques, Methods, and Materials in Special Education (Mildly Disabled), 3 hours*
- SPED 4160 Educational Assessment of Exceptional Children, 3 hours*

Comprehensive Program, K-12

- ELED 4010 Introduction to Language and Literacy in the Elementary School, 3 hours*
- ELED 3150 Mathematics Methodology, 3 hours*
- ELED 3300 Instructional Design and Technology in the Elementary School, 3 hours
- ELED 4020 Language and Literacy in the Elementary Grades, K-8, 3 hours
- FOED 1110 Education as a Profession, 3 hours
- FOED 2110 Educational Psychology, 3 hours
- SPED 3440 Characteristics of Severely/Profoundly Disabled Children, 3 hours*
- SPED 4140 Techniques, Methods, and Materials in Special Education (Severely/Profoundly Disabled), 3 hours*
- SPED 4160 Educational Assessment of Exceptional Children, 3 hours*

*Must be admitted to teacher education program before taking course

Enhanced Student Teaching

Modified Program, K-12

- SPED 4350 Directed Teaching in Special Education (Resource Room), 12 hours

Comprehensive Program, K-12

- SPED 4320 Directed Teaching in Special Education (Self Contained), 12 hours

Recommended Curriculum - Modified†

FRESHMAN		SOPHOMORE	
ENGL 1010, 1020 (Area I-A)	6	ENGL 2030, 2--- (Area II-A)	6
FOED 1110	3	FOED 2110	3
BIOL 1030 (Area IV-A)	4	SPED 3010	3
GEOL 1030 or PSCI 1030	4	HIST 2010, 2020, or 2030 (Area III-A)	6
ELED 3300	3	BIOL 3000	4
COMM 2200 or 4000 (Area I-B)	3	MATH 1010	3
MATH 1410, 1420	6	HLTH 3300 (Health)	3
PSY 2180	3	Gen. Studies (Area II-B)	3
HLTH 3110 (Health)	3	Gen. Studies (Area III-B)	3
PHED Activity courses	2		34
	37		

JUNIOR

SPED 3210, 3430, 4160*	9	SPED 4150, 4240*	6
ELED 4010, 4020	6	READ 4130*	3
ELED 3150	3	CDIS 3250	3
ENGL 3600 or L S 4150	3	CDFS 4350	3
PSY 4190, 4210	6	PSY 4720	3
S W 4440	3	SPED 4350* (Student Teaching Modified)	12
CDFS 3330	3		30
PHED activity courses or PHED 2100 (Health)	2		
	35		

*SPED 3010 and admission to teacher education are required before entering these courses.

†Due to the number of changes in this program it is highly recommended that students work with a special education advisor. An advisor will assist each student to assure that he/she meets both licensure and graduation requirements.

Recommended Curriculum - Comprehensive†

FRESHMAN		SOPHOMORE	
ENGL 1010, 1020 (Area I-A)	6	ENGL 2030, 2--- (Area II-A)	6
FOED 1110	3	FOED 2110	3
BIOL 1030 (Area IV-A)	4	SPED 3010	3
GEOL 1030 or PSCI 1030	4	HIST 2010, 2020, or 2030 (Area III-A)	6
ELED 3300	3	BIOL 3000	4
COMM 2200 or 4000 (Area I-B)	3	MATH 1010	3
MATH 1410, 1420	6	HLTH 3300 (Health)	3
HLTH 3110 (Health)	3	PHED activity courses or PHED 2100 (Health)	2
PHED Activity courses	2	Gen. Studies (Area III-B)	3
Gen. Studies (Area II-B)	3		33
	37		

JUNIOR

SPED 3220, 3440, 4160*	9	SPED 4140, 4240*	6
ELED 4010, 4020	6	PHED 4910	3
ELED 3150	3	CDIS 3250	3
ENGL 3600 or LIBS 4150	3	CDFS 4350	3
PSY 4190, 4210	6	PSY 4720	3
S W 4440	3	SPED 4320* (Student Teaching Comprehensive)	12
CDFS 3330	3		30
REC 4510	3		
	36		

*SPED 3010 and admission to teacher education are required before entering these courses.

†Due to the number of changes in this program, it is highly recommended that students work with a special education advisor. An advisor will assist each student to assure that he/she meets both licensure and graduation requirements.

Minor in Special Education

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

Courses in Elementary Education [ELED]

1000 (100) Pedagogy Seminar. One credit. Introduction to computer technology used in elementary school classrooms. Students practice the skills specified by the State of Tennessee 21st Century Classroom guidelines.

3050 (305) Creating Learning Environments K-8. Three credits. Design, instruction, and evaluation of an integrated reflective curriculum in the elementary grades. Classroom experiences provided.

3070 (307) Creating Learning Environments 5-8. Three credits. The design, instruction, and evaluation of an integrated middle school curriculum with particular attention to the effect of physical, social, and emotional needs of the middle school student as they relate to middle school instruction. Classroom experiences provided.

- 3150 (315) Mathematics Methodology.** Three credits. Prerequisites: Admission to teacher education program; ELED 3050 or 3070. Prepares pre-service elementary and middle school teachers for teaching mathematics.
- 3300 (330) Instructional Design and Technology in the Elementary School.** Three credits. Prerequisite: Admission to teacher education program. Introduces principles of instructional design with an emphasis on the integration and use of instructional technology to promote effective classroom instruction. Two hours lecture and two-hour lab.
- 3330 (333) Instructional Design and Technology in the Middle Grades, 5-8.** Three credits. Prerequisite: Admission to teacher education program. Introduces the principles of instructional design with an emphasis on the integration and use of instructional technology to promote effective classroom instruction. Two hours lecture and two-hour lab.
- 4000 (400) Methods and Materials in the Teaching of Writing.** Three credits. An in-depth exploration of elementary students' efforts to become writers. Specific strategies, appropriate assignments, and instructional goals as well as basic writing skills, all based on recent research, presented.
- 4010 (401) Introduction to Language and Literacy in the Elementary School.** Three credits. Prerequisites: Admission to teacher education program; ELED 3050. Develops an understanding of the acquisition and development of language and literacy and of the theories behind the teaching of language and literacy; promotes lifelong literacy skills.
- 4020 (402) Language and Literacy in the Elementary Grades, K-8.** Three credits. Prerequisites: Admission to teacher program; ELED 3050. Introduces various strategies and techniques for teaching and assessing literacy (reading and writing) in the elementary school.
- 4030 (403) Introduction to Literacy in the Middle Grades, 5-8.** Three credits. Prerequisites: Admission to teacher education program; ELED 3070. Introduces preservice teachers to the concept of literacy as it relates to middle school learners. The preservice teacher will gain an understanding of language and literacy in the middle school.
- 4040 (404) Literacy Instruction in the Middle Grades, 5-8.** Three credits. Prerequisites: Admission to teacher education; ELED 3070. Introduces various strategies and techniques for teaching and assessing literacy (reading and writing) in the middle school.
- 4110 (411) Directed Teaching, Grades K-8.** Twelve credits. Full-day supervised teaching experience of 15 weeks duration in a public school classroom. Pass/Fail.
- 4260 (426 A-Z) Problems in Elementary Education.** One to three credits. 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.
- 4350 (435) Theory to Practice.** Three credits. Prerequisite: Completed or presently enrolled in all methods courses. Strategies and techniques for guiding the learning of the young child. Development and use of materials in primary and elementary classrooms with emphasis on explanation and experimentation. Laboratory work and weekly seminar.

- 4400 (440) Middle School Instruction.** Three credits. Prerequisites: Admission to teacher education program; ELED 3070. Introduces strategies to teach children in the upper elementary and middle grades. Practicum experiences required.
- 4510 (451) The Teaching Internship, Grades 1-8.** Nine credits. Supervised teaching available only to those with at least one year of paid teaching experience in the major in which endorsement is sought. Applicants must meet all prerequisites for student teaching.

Courses in Reading [READ]

- 3340 (334) Teaching Reading in the Secondary School.** Three credits. Prerequisite: Admission to teacher education. Materials, methods, and techniques for teaching reading at the secondary level, including clinical laboratory experiences. Designed for teachers of language arts.
- 4130 (413) Corrective Reading.** Three credits. Prerequisite: Admission to teacher education. The application of diagnostic and remedial skills in the solution of problems related to reading level, rate, comprehension, and other difficulties in the elementary classroom.
- 4460 (446) Teaching Reading in the Content Areas.** Three credits. Prerequisite: Admission to teacher education. Emphasis on the teaching of reading in content subjects, such as mathematics, science, and social studies in upper elementary, middle, and secondary schools. Specific suggestions for activities and lesson strategies included.

Courses in Special Education [SPED]

- 3010 (301) Survey of the Exceptional Child.** Three credits. Introduction to programs and problems of children who deviate from the norm in physical, emotional, mental, and social characteristics. (Required of all individuals who major or minor in education for state licensure purposes.)
- 3210 (321) Practicum in Special Education (Resource Room).** Three credits. Prerequisites: Admission to teacher education; SPED 3010. Participation in the resource room setting with students with mild disabilities. Directed laboratory experiences for a minimum of five hours per week with a weekly seminar required.
- 3220 (322) Practicum in Special Education (Self-Contained).** Three credits. Prerequisites: Admission to teacher education; SPED 3010. Participation in the self-contained classroom setting with students with severe/profound disabilities. Directed laboratory experiences for a minimum of five hours per week with a weekly seminar required.
- 3430 (343) Characteristics of Mildly Disabled Children.** Three credits. Prerequisites: Admission to teacher education; SPED 3010. In-depth study of the resource room and mainstreaming concepts as they relate to special education. Includes ways to set up instruction of resource room students.
- 3440 (344) Characteristics of Severely/Profoundly Disabled Children.** Three credits. Prerequisites: Admission to teacher education; SPED 301. In-depth study of children with severe/profound disabilities. Includes ways to set up an instructional program for teaching severely/profoundly disabled.

- 4140 (414) Techniques, Methods, and Materials in Special Education (Severely/Profoundly Disabled).** Three credits. Prerequisites: Admission to teacher education; SPED 3440. A practical application of special education techniques and methods for teaching children with severe disabilities. Includes curriculum planning, methods and materials, data collection, and classroom management for the student functioning at the severe/profound levels.
- 4150 (415) Techniques, Methods, and Materials in Special Education (Mildly Disabled).** Three credits. Prerequisites: Admission to teacher education; SPED 3430. A practical application of special education techniques and methods for teaching children with mild disabilities. Includes curriculum planning, methods and materials data collection, and classroom management for the student functioning at the mildly disabled level.
- 4160 (416) Educational Assessment of Exceptional Children.** Three credits. Prerequisites: Admission to teacher education; SPED 3430 or 3440. Selection and administration of standardized tests and subtests for the specific purpose of planning an effective remedial program. Includes information gathering techniques, evaluation of this information in selection of tests, and interpretation of information and test scores.
- 4240 (424) Methods and Techniques of Behavior Management.** Three credits. Prerequisite: Admission to teacher education. Overview of various approaches to behavior management. Application of different approaches in variety of settings. Basis of evaluation of various behavior change techniques.
- 4260 (426 A-Z) Problems in Special Education.** One to three credits. 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.
- 4320 (432) Directed Teaching in Special Education (Self-Contained).** Twelve credits. Full-day supervised teaching experience of 15 weeks duration in a public school classroom. Pass/Fail.
- 4350 (435) Directed Teaching in Special Education (Resource Room).** Twelve credits. Full-day supervised teaching experience of 15 weeks duration in a public school classroom. Pass/Fail.
- 4360 (436) Directed Teaching in Special Education (Speech and Hearing).** Twelve credits. Full-day supervised teaching experience of 15 weeks duration in a public school classroom. Pass/Fail.
- 4510 (451) Teaching Internship, Special Education.** Nine credits. Supervised teaching available only for those with at least one year of paid teaching experience in the major in which endorsement is sought. Applicants must meet all prerequisites for student teaching in Special Education. Pass/Fail.

Graduate Study

The department offers at the graduate level the Master of Education degree with majors in Curriculum and Instruction, Reading, and Special Education with concentrations in Mildly/Moderately Disabled, Preschool Disabled, and Severely/Profoundly Disabled. Graduate minors are available in Curriculum and Instruction, Reading, and Special Education. The Specialist in Education degree is offered with a major in Curriculum and Instruction and with a concentration in Elementary Education. Details may be found in the Graduate Catalog.