

CISC 216. COMPUTER AS A CLASSROOM SUPPORT SYSTEM. 4 semester hours.

The preservice teacher will learn to use the computer for management of school data: for example, tracking student grades and attendance, for preparing letters to parents and teachers and for preparing tests. The preservice teacher will also learn to use the computer as an instructional tool, both as a visual aid and a tool to enhance individual performance. The preservice teacher will be exposed to software packages that are currently being used in the Tennessee K-12 classrooms and will learn to choose software packages that are appropriate for the particular level of student they are teaching. Prerequisite: EDUC 200, SPED 101 and CISC 100 or Computer Literacy. Offered every year.

EDUC 200. HISTORY, PHILOSOPHY AND PRINCIPLES OF EDUCATION. 4 semester hours.

This course is intended to introduce pre-service teachers to the historical, philosophical and cultural foundations of the American educational system and compares past and present educational practices. Additionally, the course embodies the promotion of an understanding of the role of teachers on all levels, enabling preservice teachers to begin formulating a personal philosophy of education. An 18-hour practicum is a requirement of this course. Learning Outcome: Writing.

EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT. 4 semester hours.

This course is designed to help future teachers to thoughtfully examine various approaches to classroom discipline and management and to ensure that the discipline approach is consistent with the overall instructional program. Emphasis is placed on ways to make informal decisions concerning the various approaches to discipline and properly managing various aspects of the classroom. Emphasis on teacher-student relationship, personal philosophy, the understanding of the assumptions that undergird the various discipline approaches, the physical environment knowledge management, so that students will stay on task and maintain interest in learning. Practicum experience is required for this course. Prerequisites: EDUC 200 and PSYC 305. Learning Outcome: Analytical Reading.

EDUC 416. TEACHING READING. 4 semester hours.

This course provides a working knowledge of the basic theories, instructional models and materials for teaching reading in grades K-8. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a keystone within PreK-8 levels. Preservice teachers will develop an understanding of the causes of reading difficulties and use this knowledge in planning and assessing literacy skills of an individual student. Practicum experience is required for this course. Prerequisites: EDUC 200 and PSYC 305. Learning Outcome: Analytical Reading.

EDUC 452/EDUC/CMNS480. STUDENT TEACHING SEMINAR/SENIOR SEMINAR. 4 semester hours.

This course begins with two all-day sessions prior to student teaching and continues to meet every other week for the entire semester. Student teachers will consider classroom management techniques, pertinent problems, issues and policies relative to student teaching and application for the Specialty Areas on the Praxis II. Bimonthly sessions will be used for check-ups with a question- and-answer format. Student teacher research presented that last two days at the end of the semester will analyze global issues in education and provide information on other countries' educational systems. Passing test scores on all areas of the PRAXIS II will be required for completion of the course. Students completing CMNS 480 are not required to take PRAXIS II. Learning Outcomes: Critical Thinking and Public Speaking.

EDUC 454. ENHANCED STUDENT TEACHING (K-3). 6 semester hours.

This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum college coordinator and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each preservice teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience—this placement will be one half of that requirement for students seeking endorsement in Early Childhood or K-6(8).

EDUC 455. ENHANCED STUDENT TEACHING (4-6). 6 semester hours.

This course offers a full-time teaching experience in an accredited school under the direction of a selected classroom teacher, a Tusculum college coordinator and the Director of Field Experience. Students are required to observe the same schedule as that prescribed for the regular classroom teacher and are expected to participate in the same activities as the classroom teacher. Each preservice teacher is required to complete a minimum of two placements during the 15 weeks of the full-time student teaching experience—this placement will be one half of that requirement for students seeking endorsement in K-6 (8).

ENGL 335. CHILDREN'S LITERATURE. 4 semester hours.

This course is designed to provide the prospective elementary teacher as wide an exposure as possible to the highest quality children's books and to equip the students with criteria for evaluating and choosing books for children. Special attention is given to storytelling, creative dramatics, and motivation to read. Practicum experience is a required for this course. Learning Outcome: Civility and Critical Thinking.

EVSC 137. PHYSICAL AND ENVIRONMENTAL SCIENCE CONCEPTS. 4 semester hours.

This course is designed for preservice elementary education majors and will include hands-on teaching methods as well as course content for physical and environmental science. Topics of study will include the scientific method, earth/space science, basic physics and chemistry and ecological principles and processes.

Practicum experience is required for this course.

Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Critical Thinking.

HGLN 337. ASSESSMENT AND EVALUATION. 4 semester hours.

The purpose of this course is to provide preservice teachers with skills that will enable them to determine what students have learned, what aptitude students possess for future learning, how well students are progressing to specific educational goals (state grade-level curriculum standards), how students feel towards school and what aspirations and interests students possess. The preservice teacher will develop and use tests, rating scales, observational records, questionnaires and other types of informal and authentic measurement instruments. This course will provide the learner with an opportunity to understand and apply sound measurement principles and practices to methods of inquiry and research. Strong emphasis will be placed on performance-based assessment, interpretation of standardized testing measures and communication of this information to appropriate personnel. Practicum is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Critical Thinking.

HGLN 341. LEARNING ENVIRONMENTS IN K-6. 4 semester hours.

This course is designed to prepare the K-6 preservice teacher to apply curriculum principles and techniques in various learning environments with students of diverse abilities and needs. The preservice teacher will demonstrate ability to plan, implement and assess curriculum that includes current technology, materials and community resources. Using information from informal assessment techniques, the preservice teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teacher's understanding of the psychological and social development of the primary and preadolescent student. Using methods such as cooperative learning, the pre-service student will develop strategies that foster the inclusion of diverse learners and students of different cultures. The preservice teacher will demonstrate ability to plan and teach both skills and content within the K-6 area while building a community of engaged learners. Included in this course will be a review of the philosophical underpinnings that drive education in the K-6 learning environment. Practicum experience is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Writing.

HGLN 417. LITERACY THROUGH LANGUAGE ARTS. 4 semester hours.

This course provides a working knowledge of the instructional models and materials for teaching language arts in grades K-6. Preservice teachers will develop an understanding of writing development including language mechanics, appropriate grammar and legible handwriting. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices. Practicum experience is required for this course. Prerequisites: EDUC 200 and SPED 101. Learning Outcome: Analytical Reading.

MATH 137. INSTRUCTIONAL STRATEGIES FOR LIFELONG LEARNING OF MATHEMATICS. 4 semester hours.

This course provides a working knowledge of the basic theories, instructional models and materials for teaching mathematics in grades PreK-8. Preservice teachers will develop an understanding of how algebraic, geometric and arithmetic ideas are created, described, disseminated and refined. Special emphasis will be placed on interpreting information presented graphically, numerically and scientifically in real-life situations. Problem-solving and reflections on solutions will be applied to instructional practices. Practicum experience is required for this course. Learning Outcome: Mathematics. Prerequisites: MATH 135 or higher, EDUC 200 and SPED 101.

PHED 360. CURRICULUM DESIGN/METHODS IN PHYSICAL EDUCATION. 3 semester hours.

Designed to provide the prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in movement education, health and wellness at the elementary school level. Learning Outcome: Self-Knowledge. Prerequisite: Must have been admitted to teacher education program and have junior standing.

SPED 101. SURVEY OF THE REGULAR AND SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT.

4 semester hours.

This course is designed for the preservice teacher to develop an understanding of the characteristics of the school environment and the relationship of that school environment to the total school system: local, state, and federal. The preservice teacher will focus on developing the professional "self" called teacher. Finally, the preservice teacher will survey those elements within the school that foster the education of regular and special school populations within the school. The preservice teacher will study current practices, issues, and trends in Special Education Law and Policy to prepare to serve the special needs population in regular and special education school environments. Practicum experience is required for this course. Learning Outcome: Writing.

VISA 330. THE ARTS AND CHILDHOOD LEARNING. 4 semester hours.

This course provides an integrated study of the way in which the arts, dance, music and theater and the visual arts affect the learning and development process in pre-high school aged children. Practicum experience is required for this course. Prerequisites: EDUC 200 and PSYC 200. Learning Outcome: Civility.

