

**Tusculum College – Graduate and Professional Studies**  
**Bachelor of Arts in Education, K-6**  
**Course Descriptions**  
**3/30/2005**

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**\*Take PPST/ Praxis I Tests—Reading, Writing, and Math or turn in ACT of 22 or SAT of 1020**

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**❖ SPED 101 Survey of the Regular and Special Populations Within the School Environment**

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Designed for the pre-service education student to develop an understanding of the characteristics of the school environment and the relationship therein to the total school system: local, state, and federal. Focuses on development of the professional “self” called teacher. Surveys elements within the school that foster education of regular and special school populations. Studies current practices, issues, and trends in the Special Education Law and Policy to prepare to serve the special needs population in regular and special education school environments. Competency: Writing.  
(4 Semester Hours); Four-Week Course. Practicum included.

**❖ EDUC 200 History, Philosophy, and Principles of Education**

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Designed to introduce the student to the historical, philosophical, and cultural foundations of the American educational system. Structured to promote an understanding of the role of teachers on all levels enabling students to begin formulating a personal philosophy of education. Competencies: Writing and Public Speaking.  
(4 Semester Hours); Four-Week Course. Practicum included.

**❖ CISC 216 Computer as a Classroom Support System**

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Designed for the student to learn to use the computer for management of school data such as: tracking student grades and attendance, preparing letters to parents and teachers, and preparing tests. Learning the computer as an instructional tool, both as a visual aid and a tool to enhance individual performance. Exposure to software packages that are currently being used in K-6 classrooms and learning to choose software packages appropriate for the level of student being taught. Competency: Computer Literacy. (4 Semester Hours); Four-Week Course.

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**\*Apply to Professional Teacher Education Licensure K-6—Complete the Screening Process**

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**❖ PHED 360 Curriculum Design/Methods in Physical Education**

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Designed to provide the prospective teacher with knowledge and experiences of planning and delivering effective instructional programs in movement education at elementary school level. Competency: Self-Knowledge.  
(3 Semester Hours); Four-Week Course. Practicum included.

**❖ EDUC 320 Classroom Discipline and Management**

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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., i.e., teacher-student relationships, personal philosophy, the understanding of the assumptions that undergird various discipline approaches, the physical environment, knowledge of theory and practical applications for classroom discipline and management, so that students will stay on task and maintain interest in learning. Competency: Analytical Reading.  
(4 Semester Hours); Four-Week Course. Practicum included.

**❖ FINA 310 The Arts and Childhood Learning**

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Provides an integrated study of the way in which the arts (dance, music, theatre, and visual art) affect the learning and development process in pre-high school aged children. Competency: Civility.  
(4 Semester Hours); Four-Week Course. Practicum included.

**❖ ENGL 335 Children’s Literature**

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Provides the prospective elementary teacher as wide an exposure as possible to the highest quality children’s books; equips the student with criteria for evaluating and choosing books for children; special attention is given to storytelling, creative dramatics, and motivation to read. Competency: Critical Analysis.  
(4 Semester Hours); Four-Week Course. Practicum included.

**❖ EDUC 416 Teaching Reading**

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Provides a working knowledge of the basic theories, instructional models, and materials for teaching reading in grades K-6. Emphasis will be placed on developing understanding of the reading process and the teaching of reading as a keystone within PreK-6 levels. Students will develop an understanding of the causes of reading difficulties and use this knowledge in planning and assessing literacy skills of an individual student. Competency: Analytical Reading.  
(4 Semester Hours); Four-Week Course. Practicum included.

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**❖ HGLN 417 Literacy Through Language Arts**

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Provides a working knowledge of the basic theories, instructional models, and materials for teaching language arts in grades K-6. Students 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 the listening comprehension, speaking, reading and writing activities and 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. Competency: Analytical Reading. (4 Semester Hours); Four-Week Course. Practicum included.

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**❖ MATH 425 Mathematics Applications in the Real World**

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Provides a working knowledge of the basic theories, instructional models, and materials for teaching mathematics in grades PreK-6. Students 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. Competency: Math (4 Semester Hours); Four-Week Course. Practicum included.

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**❖ NSCI 421 Physical Science Concepts**

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Designed for pre-service elementary education majors, this course 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. Competency: Critical Analysis. (4 Semester Hours); Four-Week Course. Practicum included.

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**\*Begin taking PRAXIS II tests (Principles of Learning and Teaching/Content Knowledge)**

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**❖ HGLN 341 Learning Environments in K-6**

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Designed to prepare the K-6 pre-service teacher to apply curriculum principles and techniques in various learning environments with students of diverse abilities and needs. The pre-service 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 pre-service 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 teacher will develop strategies that foster the inclusion of diverse learners and students of different cultures. The pre-service teacher will demonstrate the ability to plan and teach both skills and content in 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. Competencies: Writing and Public Speaking. (4 Semester Hours); Four Week Course. Practicum included.

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**\*Apply for Student Teaching**

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**❖ HGLN 337 Assessment and Evaluation**

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Provides the pre-service 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 toward school, and what aspirations and interests students possess. The pre-service 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 the appropriate personnel. Competency: Critical Analysis. (4 Semester Hours); Four-Week Course. Practicum included.

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**\*Take PRAXIS (Curriculum, Instruction, and Assessment/Reading Across the Curriculum)**

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**\*EDUC 452, 454, 455 taken concurrently**

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**❖ EDUC 452 Student Teaching Seminar**

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Offered every semester one week prior to student teaching and continuing to meet every other week for the entire semester. Students will consider classroom management techniques and pertinent problems, issues, and policies relative to student teaching and application for the Specialty Areas of the Praxis II. Bi-weekly sessions during student teaching will be used for checkups with a question-and-answer format. Passing test scores on all areas of the Praxis will be required for completing of this course. (4 Semester Hours).

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**❖ EDUC 454 Student Teaching: K-3**

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Provides a full-time teaching experience in an accredited school under the direction of a selected classroom teacher and a campus supervisor.(6 Semester Hours).

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**❖ EDUC 455 Student Teaching: 4-6**

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Provides a full-time teaching experience in an accredited school under the direction of a selected classroom teacher and a campus supervisor. (6 Semester Hours).

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Total Program: 67 Semester Hours