

**University Curriculum Committee**

**January 22, 2026, Meeting Minutes**

The University Curriculum Committee met **Thursday, January 22, 2026,**  
**at 3:00 p.m. via Teams.**

**Members Present:**

Sean Alley	Michael Hoane	Chad Rezsnyak
Melinda Anderson	Sharon Huo	Lindsey Roberts
Curtis Armstrong	Barbara Jared	Stephen Robinson
Julie Baker	Christy Killman	Darron Smith
Cheyenne Bare (student)	Peter Li	Matthew Smith
Angie Briggs	Karen Lykins	Steve Thomas
Scott Christen	Josh Martin	Charles Van Neste
Jie Cui	Hayden Mattingly	Fred Vondra
Brandi Fletcher	Allan Mills	Jeremy Wendt (chair)
Steve Frye	Ben Mohr	Kevin West
Julie Galloway	Linda Null	Kim Winkle
Gerald Gannod	Thomas Payne	Lauren Wright
Mike Gotcher	Richard Rand	Lisa Zagumny
Steven Hayslette	Mohan Rao	Jinfa Zhang
Colin Hill		

**Members Absent:**

Michael Allen	Abby McCulley (student)	Braxton Westbrook
Brittany Copley	Jennifer Shank	(student)
Kent Dollar	Daren Snider	Chris Wilson
Corey Heineman (student)	Benjamin Sweeney	
Kelly McCallister	Eli Tidwell (student)	

**Official Representative(s):**

Amy Chambers (*for Michael Allen*)

**Guests:**

Deb Allen	Mary McCaskey
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**Proceedings:**

**UCC Agenda**  
**January 22, 2026**

Item #	Unit	Agenda Item	AC/THEC
01	UCC	Approval of Agenda	
02	UCC	Approval of 11/20/25 Minutes	
03	Flight Foundation Legacy Courses	Transition of Gen Ed Courses to Flight Foundations Courses (see table below)	
04	Economics, Finance & Marketing	1 Course Change	
05	School of Art, Craft & Design	2 New Courses, 10 FF Curriculum Changes	
06a	Curriculum & Instruction	4 Course additions, 4 Course changes	
06b	Curriculum & Instruction	7 Course changes	
06c	Curriculum & Instruction	8 Concentration Deletions	AC/THEC
06d	Curriculum & Instruction	21 Curriculum Updates for Flight Foundations	
07	Professional Studies	1 New Course - PRST 3800	
08	Counseling and Psychology	1 New Course - PSY 3130	
09	Accounting	1 New Course - ACCT 4250	
10	Human Ecology	1 Curriculum Update for Flight Foundations - HDFS	
11	Music	10 Curriculum Updates for Flight Foundations	
	Other Such Matters		

Flight Foundation Courses Currently Approved by Gen Ed Committee

COMMUNICATION (9 hours)	QUANTITATIVE REASONING AND ANALYSIS (3 hours)	SCIENTIFIC REASONING (4-8 hours)	HISTORICAL FOUNDATIONS (6 hours)	SOCIAL AND BEHAVIORAL SCIENCES (6 hours)	HUMANITIES AND CULTURAL EXPRESSION (6-9 hours)	FINANCIAL & DIGITAL LITERACY (3-4 hours)
Composition (6 hours)	MATH 1010	ASTR 1010	HIST 2010	ECON 2010	ART 1035	HEC 3011
ENGL 1010	MATH 1420	ASTR 1020	HIST 2020	ECON 2020	ART 2000	ENOL/PC 2600
ENGL 1020	MATH 1530	BIOL 1010	ESS 1100	ART 2020	JOUR 1500	
Oral Communication (3 hours)	MATH 1630	BIOL 1020	EXPW 2015	*ENOL 2130	DLED 2000	
COMM 2025	MATH 1710	BIOL 1113	GEOG 1012	*ENGL 2235	FIN 2000	
PC 2500	MATH 1720	BIOL 1123	GEOG 1180	*ENGL 2330		
	MATH 1730	BIOL 2310	JOUR 1110	FLST 2520		
	MATH 1830	BIOL 1090	POLS 1030	FREN 1010		
	MATH 1845	BIOL 2010	PSY 1030	FREN 2510		
	MATH 1904	BIOL 2020	SOC 1010	GERM 1010		
	MATH 1910	CHEM 1010	NURS 2400	GERM 2520		
		CHEM 1020	WGS 2010	HIST 2210		
		CHEM 1110		HIST 2220		
		CHEM 1120		HIST 2310		
		CHEM 1090		HIST 2320		
		CHEM 1710		HIST 1310		
		GEOG 2100		MUS 1030		
		GEOL 1040		PHIL 1030		
		GEOL 1045		PHIL 2250		
		GEOL 1090		RELS 2010		
		PHYS 1090		SPAN 1010		
		PHYS 2010		SPAN 1015		
		PHYS 2020		SPAN 2510		
		PHYS 2110		SPAN 2550		
		PHYS 2120		THEA 1030		

Confirming that a quorum was present, Dr. Jeremy Wendt called the meeting to order via Teams at 3:00 p.m.

**1. APPROVAL OF AGENDA**

***Motion to approve:*** Lisa Zagumny

***Second:*** Julie Baker

**Vote:** Motion Carried

**2. APPROVAL OF MINUTES – NOVEMBER 20, 2025**

**Motion to approve:** Lisa Zagumny

**Second:** Julie Baker

**Vote:** Motion Carried

**3. GENERAL EDUCATION LEGACY COURSES TRANSITIONING TO NEW FLIGHT FOUNDATIONS**

The General Education Committee met December 5, 2026, to discuss and vote on courses submitted for inclusion in the Flight Foundations (General Education) curriculum. The committee approved the following courses:

- **Legacy Courses Approved**

- **Scientific Reasoning**
  - CHEM 1010 Introductory Chemistry I
- **Social and Behavioral Sciences**
  - ESPW 2015 Concepts of Health and Wellness
  - ESS 1100 Introduction to Environmental Studies
- **Humanities and Cultural Expression**
  - SPAN 1015 Spanish for Health Services
  - THEA 1030 Introduction to Theatre
  - GERM 1010 Elementary German I
  - SPAN 1010 Elementary Spanish I
  - FREN 1010 Elementary French I
  - GERM 2520 German Culture and Civilization

- The Committee also voted to change the category name “Financial and Digital Literacy” to “Financial Literacy or Digital Literacy.” (This item will be moved to Academic Council for review.)

**Motion to approve:** Lisa Zagumny

**Second:** Julie Baker

**Vote:** Motion Carried

**4. ECONOMICS, FINANCE AND MARKETING**

**Course change:** ECON 4510

**Current Catalog Description:**

Prerequisite: ECON 2010, 2020, and one of ECON 3320, 3810, or 3820. International trade, monetary exchange, balance of payments, and foreign investments.

**Proposed Changes:**

Remove prerequisite language ‘and one of ECON 3320, 3810, or 3820.’ The proposed prerequisites would be ECON 2010 and 2020.

**Proposed Catalog Description:**

Prerequisite: ECON 2010 and 2020. International trade, monetary exchange, balance of payments, and foreign investments.

**Justification:** Changes in the way the course is taught require less prior economics training than before.

**Financial Impact:** No additional financial impact is anticipated.

**Effective Date:** Fall 2026

**Motion to approve:** Lisa Zagumny

**Second:** Julie Baker

**Vote:** Motion Carried

**5. SCHOOL OF ART, CRAFT AND DESIGN**

a. **Course Additions:**

- i. **ART 1000: First Year Art Experience**, 1 cr.

**Justification:** QEP requirement

**No financial impact.**

**Effective:** Fall 2026

- ii. **ART 3206: Methods and Media**, 2, cr.

**Justification:** we need to reduce the course content and correlating credits to accommodate the required QEP First Year Art Experience course and to remain within 120 credits.

**No financial impact.**

**Effective:** Fall 2026

b. **Curriculum Changes**

The new curriculum requires addition of 3 to 4 credit course(s) under “Financial and Digital Literacy” category. We are proposing removing a 4 credit Natural Science course under “Scientific Reasoning” category and adding 3 credit hours of “Financial and Digital Literacy”, and 1 credit of general education elective.

We propose removing 3-credit English Literature and adding 3-credit Humanities and Cultural Expression course.

- i. Bachelor of Fine Arts, Art Education

Updated all old GEN ED category names with updated GEN ED category names. Changes in Degree Maps to satisfy Flight Foundations requirements.

Freshman fall:

DELETED Natural Science

Tennessee Tech / Box 5041 / 1010 Peachtree Avenue / Cookeville, TN 38505 / 931-372-3172 / F: 931-372-6172 / tntech.edu

ADDED GEN ED: Digital and/or Financial Literacy 3 cr.

ADDED ART 1000: First Year Art Experience 1cr

Sophomore fall:

DELETED ENGL 2130, 2235, 2330

ADDED GEN ED: Humanities & Cultural Expression elective 3 cr.

Sophomore spring:

ADDED GEN ED elective 1cr

CHANGED semester hour total

Junior year fall

DELETED ART 3205 3 cr.

ADDED ART 3206 2 cr.

Junior year spring:

Upper division Art History elective, 3 cr., delete 4170 (no longer taught), add 3190

DELETED ART 3205: Methods and Media, 3 cr.

CHANGED semester hour total

Senior year fall:

Upper-Division Art History Elective, 3 cr., delete 3160 & 4170 (no longer taught), add 3170, 3180, 3190.

ii. Bachelor of Fine Arts, Clay Concentration

CHANGES MADE:

Updated all old GEN ED category names with updated GEN ED category names

Freshman fall

ADD ART 1000: First Year Art Experience, 1 cr.

Sophomore spring:

DELETE GEN ED Natural Science, 4 cr.

ADD GEN ED Digital and Financial Literacy, 3 cr.

Junior fall:

DELETE ENGL 2130, 2235, or 2330, 3 cr.

ADD GEN ED Humanities & Cultural Expression elective, 3 cr.

Senior year spring:

DELETE elective, 1 cr.

ADD GEN ED elective, 1 cr.

iii. Bachelor of Fine Arts, Design Concentration

CHANGES MADE:

Updated all old GEN ED category names with updated GEN ED category names

Freshman fall

ADD ART 1000: First Year Art Experience, 1 cr.

Sophomore spring:

DELETE GEN ED Natural Science, 4 cr.

ADD GEN ED Digital and Financial Literacy, 3 cr.

Senior fall:

DELETE ENGL 2130, 2235, or 2330, 3 cr.

ADD GEN ED Humanities & Cultural Expression elective, 3 cr.

Senior year spring:

DELETE elective, 1 cr.

ADD GEN ED elective, 1 cr.

iv. Bachelor of Fine Arts, Dual-Focus Concentration

CHANGES MADE:

Updated all old GEN ED category names with updated GEN ED category names

Freshman fall

ADD ART 1000: First Year Art Experience, 1 cr.

Sophomore spring:

DELETE GEN ED Natural Science, 4 cr.

ADD GEN ED Digital and Financial Literacy, 3 cr.

Fall senior:

DELETE ENGL 2130, 2235, or 2330, 3 cr.

ADD GEN ED Humanities & Cultural Expression elective, 3 cr.

Senior year spring:

DELETE ART STUDIO elective, 1 cr.

ADD GEN ED elective, 1 cr.

v. Bachelor of Fine Arts – Fibers concentration

CHANGES MADE:

Updated all old GEN ED category names with updated GEN ED category names

Freshman fall

ADD ART 1000: First Year Art Experience, 1 cr.

Sophomore spring:

DELETE GEN ED Natural Science, 4 cr.

ADD GEN ED Digital and Financial Literacy, 3 cr.

Junior fall:

DELETE ENGL 2130, 2235, or 2330, 3 cr.

ADD GEN ED Humanities & Cultural Expression elective, 3 cr.

Senior year:

DELETE elective, 1 cr.

ADD GEN ED elective, 1 cr.

vi. Bachelor of Fine Arts – Glass concentration

CHANGES MADE:

Updated all old GEN ED category names with updated GEN ED category names

Freshman fall

ADD ART 1000: First Year Art Experience, 1 cr.

Sophomore spring:

DELETE GEN ED Natural Science, 4 cr.

ADD GEN ED Digital and Financial Literacy, 3 cr.

Junior fall:

DELETE ENGL 2130, 2235, or 2330, 3 cr.

ADD GEN ED Humanities & Cultural Expression elective, 3 cr.

Senior year fall:

DELETE glass studio elective, 1 cr.

ADD GEN ED elective, 1 cr.

vii. Bachelor of Fine Arts – Metals concentration

CHANGES MADE:

Updated all old GEN ED category names with updated GEN ED category names

Freshman fall

ADD ART 1000: First Year Art Experience, 1 cr.

Sophomore spring:

DELETE GEN ED Natural Science, 4 cr.

ADD GEN ED Digital and Financial Literacy, 3 cr.

Junior fall:

DELETE ENGL 2130, 2235, or 2330, 3 cr.

ADD GEN ED Humanities & Cultural Expression elective, 3 cr.

Junior spring:

DELETE elective, 1 cr.

ADD GEN ED elective, 1 cr.

viii. Bachelor of Fine Arts – Painting concentration

CHANGES MADE:

Updated all old GEN ED category names with updated GEN ED category names

Freshman fall

ADD ART 1000: First Year Art Experience, 1 cr.

Sophomore spring:

DELETE GEN ED Natural Science, 4 cr.

ADD GEN ED Digital and Financial Literacy, 3 cr.

Senior fall:

DELETE ENGL 2130, 2235, or 2330, 3 cr.

ADD GEN ED Humanities & Cultural Expression elective, 3 cr.

DELETE elective, 1 cr.

ADD GEN ED elective, 1 cr.

ix. Bachelor of Fine Arts – Wood concentration

CHANGES MADE:

Updated all old GEN ED category names with updated GEN ED category names

Freshman fall

ADD ART 1000: First Year Art Experience, 1 cr.

Sophomore spring:

DELETE GEN ED Natural Science, 4 cr.

ADD GEN ED Digital and Financial Literacy, 3 cr.

Sophomore spring:

DELETE ENGL 2130, 2235, or 2330, 3 cr.

ADD GEN ED Humanities & Cultural Expression elective, 3 cr.

Junior spring:

DELETE elective, 1 cr.

ADD GEN ED elective, 1 cr.

x. Bachelor of Science – Studio Arts

CHANGES MADE:

Updated all old GEN ED category names with updated GEN ED category names

Freshman fall

ADD ART 1000: First Year Art Experience, 1 cr.

Sophomore spring:

DELETE GEN ED Natural Science, 4 cr.  
ADD GEN ED Digital and Financial Literacy, 3 cr.

Junior fall:

DELETE ENGL 2130, 2235, or 2330, 3 cr.  
ADD GEN ED Humanities & Cultural Expression elective, 3 cr.

Senior year:

DELETE elective, 1 cr.  
ADD GEN ED elective, 1 cr.

Effective: fall 2026

Financial impact: None.

Justification: Update Flight Foundations Courses

Curriculum maps attached.

***Motion to approve:*** Lisa Zagumny

***Second:*** Julie Baker

***Vote:*** Motion Carried.

Tennessee Tech University  
School of Art, Craft & Design  
ART 3206-101 METHODS AND MEDIA

8/20/26 – 12/4/26, 5:30 PM – 6:50 PM, TUESDAY & THURSDAY, 189  
FOUNDATION HALL, 2 CREDIT HOURS, FALL 2026

### Instructor Information

Name: Jeremy Blair  
Office: 312C Foundation Hall (Office hours by appointment)  
Email: [jmblair@tntech.edu](mailto:jmblair@tntech.edu)  
Door Code:

### Course Information

Prerequisite: ARED 2020 & Undergraduate Benchmarks for Residency 1 & 2. Corequisites:  
ARED 3155

### Texts and References

Cassie Stephens. (2021). *Art Teacherin' 101* (Instructor Provided)

### Course Welcome and Description

Methods & Media provides pre-service art educators with philosophies, methodologies, applications, and contexts for teaching art in K-12 schools. The course presents best practices for assessment, curriculum design, instruction, and school-wide arts integration. Students will contextualize their knowledge of aesthetics, art history, criticism, and art production by developing philosophies, methods, and curricula to shape their future classrooms. This course surveys contemporary art education curricula, experiential learning practices, and methodologies that are most significant and relevant for today's K-12 students and visual art teachers.

### Course Objectives/Student Learning Outcomes

- To create interdisciplinary learning experiences that integrate the visual arts
- To develop a more reflective and culturally sensitive stance toward teaching
- To create learning experiences that connect art subjects to real-life experiences
- To increase appreciation and utilization of emerging trends in Art Education
- To recognize the implications and impact of curriculum development on K-12 learners

### Major Teaching Methods

The course will consist of weekly class discussions, short lectures, online communications, studio projects, and curriculum development.

Updated Nov. 2025

## Special Instructional Platform/Materials

Students can access materials and resources on the course iLearn account. iLearn and Zoom will be utilized if students need to quarantine or if the university transitions to remote learning. Students will need the supplies below for each session:

- Connected Device
- Sketchbook

## Topics to be Covered

- Classroom Management
- Curriculum Design
- Discipline-Based Art Education
- Learning Environments
- Talking About Art
- Teaching Methodologies
- Teaching Philosophies
- Visual Literacy
- Visual Thinking Strategies

## Course Breakdown

Methods Cards – 25 points

Contemporary Curricula (3 Sequential Lessons) - 75 Points

Dream Classroom (Slideshow) - 25 Points

Teaching Philosophy - 25 Points

Book Club (Cassie Stephens, *Art Teacherin' 101*) - 25 Points

Exit Ticket: One-Sentence Lesson Plans - 25 Points

### One-Sentence Lesson Plan Format

[ Students are learning \_\_\_\_\_ by  
doing \_\_\_\_\_ so that \_\_\_\_\_. ]

## Grading and Evaluation Procedures

Each student has the opportunity to accumulate 200 points throughout the semester. Example – 180 points earned out of 200 = 90% A. Deadlines will be negotiated with the class and posted for all projects and assignments. A "B" or higher is required for OTE benchmarks.

## Grading Scale [if applicable]

Letter Grade	Grade Range
A	100-90
B	89-80
C	79-70
D	69-60
F	59 and below

## Course Schedule

8/21        **FIRST DAY OF SCHOOL**  
Life Updates, Review Syllabus & Course Expectations  
First day of school memories?  
*Introduce Art Teacherin' 101 (DUE: 11/20)*  
*Methods Card: First Day of School Ideas*  
*EXIT TICKET: Write a One-Sentence Lesson Plan for the first day of school*

8/26        **LESSONS THE ARTS TEACH**  
*Methods Card: Find Inspirational Quotes from an Artist/Teacher*  
*EXIT TICKET: Write a One-Sentence Lesson Plan that Reflects Corita Kent's 10 Rules for Students & Teachers*

8/28        **TEACHING METHODS**  
Teaching Methods Survey  
*Methods Card: Specific Teaching Methods You Align With*  
*EXIT TICKET: Write a One-Sentence Lesson Plan that utilizes a teaching method*

9/2        **ASSESSMENT & UNGRADING**  
*Methods Card: List of things an art teacher should never "grade"*  
*EXIT TICKET: Write a One-Sentence Lesson that features a Formative Assessment Method*

9/4        **CLASSROOM MANAGEMENT**  
Extreme Classroom Management Storytime  
*Methods Card: Non-Verbal Classroom Management Strategies*  
*EXIT TICKET: Write a One-Sentence Lesson Plan that features Student Grouping*

9/9        **DO'S & DON'T'S**  
How to Handle Difficult Students  
*Methods Card: Develop Your Own Classroom Hacks or Routines*  
*EXIT TICKET: Write a One-Sentence Lesson Plan where your students are teachers or co-teachers with you*

9/11        **RULES vs EXPECTATIONS**  
*Methods Card: Create a mini-Classroom Expectations Poster*

	EXIT TICKET: Write a One-Sentence Lesson Plan that Teaches students Classroom Expectations or Routines
9/16	<p>TEACHING PHILOSOPHY</p> <p>Methods Card: What is your Teaching Philosophy? Create a Teaching Philosophy Pie Chart Assign Teaching Philosophy</p> <p>EXIT TICKET: Write a One-Sentence Lesson Plan that Embodies your Teaching Philosophy</p> <p>HW: Teaching Philosophy</p>
9/18	<p>LEARNING THEORY</p> <p>Methods Card: What are your Multiple Intelligences? EXIT TICKET: Write a One-Sentence Lesson Plan to teach us something using a learning theory</p>
9/23	<p>STANDARDS</p> <p>Quick Overview of the TN State Fine Arts Standards PDF Applying the Standards</p> <p>Methods Card: Why use the TN State Fine Arts Standards EXIT TICKET: Write a One-Sentence Lesson Plan that Aligns with a Specific State Standard</p>
9/25	<p>EXCEPTIONAL LEARNERS &amp; ADAPTIVE ARTS</p> <p>Role Models &amp; Exceptional Artists Systematic Supports &amp; Policies</p> <p>Methods Card: Research artists who are Exceptional Learners EXIT TICKET: Write a One-Sentence Lesson Plan for a Student who is Non-verbal and has Limited Mobility</p>
9/30	<p>ART STORYTIME</p> <p>Methods Card: Start a Wish List of Books for your Future Classroom EXIT TICKET: Write a One-Sentence Lesson Plan that Utilizes Reading &amp; Writing</p>
10/2	<p>LEARNING ENVIRONMENTS</p> <p>Introduce Dream Classroom (DUE: 11/4) Methods Card: Create a Supply list for your Dream Classroom EXIT TICKET: Write a One-Sentence Lesson Plan that Utilizes your Future Dream Classroom</p>
10/7	<p>PRAXIS</p> <p>Introduction to Praxis 10-Minute Essay</p> <p>Methods Card: Create a detailed list of what you need to study the most for the Praxis Art Exam EXIT TICKET: What are the first steps to prepare for the Praxis Art Exam?</p>

10/9	<b>JUSTICE &amp; ANTI-RACISM IN ART ED</b> <i>Social Justice Framework for Art Teachers</i> <i>Methods Card: Research BIPOC &amp; LBGTQIA+ Artists for Your Classroom</i> <i>EXIT TICKET: Write a One-Sentence Lesson Plan that Addresses Social Injustices or Inequities in Today's Schools</i>
10/14	<b>BIPOC Artists</b> <i>Methods Card: What Cultures or Groups of People will you Celebrate in your Future Classroom?</i> <i>EXIT TICKET: Write a One-Sentence Lesson Plan that Celebrates Diverse Cultures in the Art Classroom</i>
10/16	<b>NO CLASS: FALL BREAK</b>
10/21	<b>COMMON ISSUES</b> <i>Common Teacher Issues</i> <i>Methods Card: Which common issue might you struggle with?</i> <i>EXIT TICKET: Write a One-Sentence Lesson Plan that keeps you from micromanaging the class</i> <i>DUE: Teaching Philosophy</i>
10/23	<b>TEACH LIKE FINLAND</b> <i>Methods Card: How does the Finnish system compare to the US?</i> <i>EXIT TICKET: Write a One-Sentence Lesson Plan inspired by a Finnish method</i>
10/28	<b>UNLOCKING CREATIVITY</b> <i>Methods Card: How do you unlock your students' creativity?</i> <i>EXIT TICKET: Write a One-Sentence Lesson where students "Gather"</i>
10/30	<b>PRAXIS WIG PARTY</b> <i>Which TMNT?; Monet or Manet?; Art Taboo</i> <i>Methods Card: Create your own Praxis memory/flashcard game</i> <i>HW: Register for Special Problems - Praxis Prep Course</i> <i>HW: Dream Classrooms</i>
11/4	<b>DREAM CLASSROOM</b> <i>Present Dream Classrooms Slideshows</i> <i>EXIT TICKET: Write a One-Sentence Lesson Plan that utilizes a unique feature of your dream classroom</i> <i>DUE: DREAM CLASSROOM</i>
11/6	<b>EARLY FINISHERS</b> <i>Design &amp; Play with Early Finisher Activities</i> <i>Review OTE Benchmark #3 Admission to Residency I</i> <i>Method Card: Create a Sketching Prompt as an Early Finisher Activity</i> <i>EXIT TICKET: Write a One-Sentence Lesson Plan for an Early Finisher</i>

11/11	<b>CURRICULA CHALLENGE</b> (edTPA Learning Segment) Create a themed unit of 3 sequential lessons that connect to your book - Intro, Applied Activity, Closure Whitechapel Art Books & edTPA Proposal Form <i>Method Card: Brainstorm multiple artists that align with your unit</i> <i>EXIT TICKET: Share your curricular theme and basic activities</i>
11/13	<b>WORK DAY</b> Contemporary Curricula (Proposal Form & Three Lesson Plans) Read <i>ART TEACHERIN' 101</i> by Cassie Stephens
11/18	<b>PRESENT CURRICULA</b> Present Contemporary Curricula (Proposal Form & Three Lesson Plans) <b>DUE:</b> Contemporary Curricula <b>HW:</b> Finish reading Cassie Stephens' <i>Art Teacherin' 101</i>
11/20	<b>BOOK CLUB @Cookeville Pizza &amp; Pub</b> Discuss <i>ART TEACHERIN' 101</i> by Cassie Stephens Universal Book Questions <i>Method Card: What type of Book could you Write?</i> <i>EXIT TICKET: Read your favorite excerpt from <i>Art Teacherin' 101</i></i>
11/25	<b>CLASSROOM SAFETY</b> Art Classroom Safety Scenarios <i>Methods Card: Design an art room safety procedures poster</i> <i>EXIT TICKET: Write a One-Sentence Lesson where students learn art safety Procedures</i>
11/27	<b>NO CLASS! Thanksgiving</b>
12/2	<b>PRAXIS STUDY GAMES</b> Art Tools; Kahoot; Feats of Strength <i>Methods Card: Create your own 'Feat of Strength' for Praxis</i> <i>HW: Register for Special Problems - Praxis Prep Course</i>
12/4	<b>WRAPPED</b> Review Methods & Media Course Review Method Cards Review Exit Ticket One-Sentence Lesson Plans Review Practicum Materials for Friday

## Course Policies

### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

### Attendance Policy

Attendance is always expected. If you will be absent, please contact the instructor immediately. Always communicate with your instructor about classes you may miss during the semester before the missed class period. Scheduled meetings with the instructor are required to review missed content and clarify assignments' expectations. Three unexcused absences will result in dropping a letter grade (A becomes a B). Four or more unexcused absences will fail the course. An absence is excused if the student submits official documentation.

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

### Class Participation

Students are expected to participate in classroom discussions and group activities and to put forth their highest effort on individually assigned projects and readings. Students are expected to listen and respond respectfully while others are speaking and share their unique insights every session.

### Assignments and Related Policy

If an assignment is late, please notify the instructor immediately. Late assignments will receive a 25% penalty for each late week.

All is not permitted for any use within this course.

## AI Policy Statement: Not Permitted in this Course

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course.

## Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

## Additional Resources

Technical Help If you are experiencing technical problems, visit the myTech IT Helpdesk for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here) visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.

## Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the Learning Center website for more information.

## Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

## Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its Environmental Health & Safety webpage.

**Tennessee Tech University  
School of Art, Craft & Design  
ART 1000 FIRST-YEAR ART EXPERIENCE**

TIME, DAY, LOCATION, 1 CREDIT HOUR, SEMESTER 2026

### Instructor Information

Name: Jeremy Blair

Office: 312C Foundation Hall

Email: [jmblair@tnstate.edu](mailto:jmblair@tnstate.edu)

Instagram: @tnchart

Door Code:

### Course Information

#### Course Welcome and Description

*First-Year Art Experience* introduces incoming freshmen and transfer students in the School of Art, Craft & Design to the academic, professional, and personal resources available to support their success at TN Tech. This one-credit course fosters community through a cohort model while guiding students toward completion of the Gold Career Readiness Certificate. Through hands-on activities, engaging discussions, guest speakers, campus tours, gallery visits, and more, students will explore art and design career pathways, strengthen academic and professional skills, and build meaningful connections with peers and the campus.

Through a combination of workshops, field visits, and reflective assignments, students will:

- Develop career readiness through self-assessment, resume design, and interview practice.
- Connect with campus organizations, student clubs, and SAC&D faculty and alumni.
- Gain exposure to opportunities such as study abroad, internships, and scholarships.
- Build academic skills in research, ideation, and professional communication.
- Practice stress management and explore strategies for student well-being.

The course culminates with the completion of the TN Tech Gold Career Readiness Certificate, preparing students for academic success and

professional growth. Serving as a precursor for ART 2099: Professional Practices, First-Year Art Experience equips students with the skills, confidence, and connections needed to thrive throughout their college journey and into their future careers.

### Course Objectives/Student Learning Outcomes

- To identify and access key academic, professional, and personal support resources at TN Tech.
- To demonstrate familiarity with SAC&D programs, faculty, facilities, and career pathways.
- To build community by participating in a cohort-based learning model.
- To develop a personal career plan and a written exploration of an art or design occupation.
- To showcase career readiness through completion of the Gold Career Readiness Certificate.
- To strengthen professional communication skills by practicing presentations, critiques, and collaborative discussions.
- To engage with the broader campus culture through tours, field trips, and participation in campus or community events.
- To practice strategies for well-being and balance, including stress and time management.

### Major Teaching Methods

First-Year Art Experience includes weekly discussions, short lectures, campus tours, guest speakers, and hands-on activities. Emphasis is placed on experiential learning through field trips, professional development, and collaborative projects that strengthen academic skills and foster community within the School of Art, Craft & Design.

### Special Instructional Platform/Materials

Students can access all major course materials on iLearn. Students will need a connected device and a sketchbook for each session. The instructor will provide all other supplies needed.

### Topics to be Covered

- Campus & Community Connections

- Art & Design Career Pathways
- Faculty & Alumni Introductions
- Campus Resources & Support Services
- Gold Career Readiness Certificate
- Library & Research Skills
- Professional Skills & Career Readiness
- Student Organizations & Cohort Building
- Applying for SAC&D Scholarships, Grants & Funding

## Course Breakdown

Gold Career Readiness Certificate – 100 points

Art Occupation Paper (750 words) – 25 points

Art & Design Career Plan – 25 points

Future Artist Resume – 25 points

Pecha Kucha Career Presentation – 25 points

## Grading and Evaluation Procedures

Each student can accumulate 200 points throughout the semester. Example – 175 points earned out of 200 = 88%. B. Deadlines will be published in the syllabus for all projects and assignments. All major assignments will be assessed using a formal rubric. A "B" or higher is required in the course.

### Grading Scale [if applicable]

Letter Grade	Grade Range
A	100-90
B	89-80
C	79-70
D	69-60
F	59 and below

# Course Schedule

## Week 1 - First Day of School

- Introductions, Syllabus, & Course Expectations
- Icebreaker: First day of school memories
- Overview of SAC&D degree programs

## Week 2 - Campus Art

- Campus Art Tour & Scavenger Hunt
- Visit the Joan Derryberry Gallery

## Week 3 - Art Careers

- Exploring SAC&D Majors & Careers
- Faculty video introductions & studio tours
- Survey of art and design career pathways
- Introduction to the Gold Career Readiness Certificate
  - [Gold Career Readiness Application – Fall 2025 \(PDF\)](#)

## Week 4 - Library & Research

- Vople Library, Global Experiences, iCube & Makerspace Tour
- Research skills workshop
- Assignment introduced: *Art Occupation Paper*

## Week 5 - Professional Skills I

- TypeFocus self-assessment
- Career Plan Builder ([ISURIZ.com](http://ISURIZ.com))
- Intro to Handshake profile building

## Week 6 - Professional Connections I

- Alumni Guest Speaker: Experiences at TN Tech
- Introduction to campus clubs and organizations

### **Week 7 - Career Exploration & Writing Skills**

- Research and writing workshop for Art Occupation Paper
- AI Literacy & Ethics discussion
- Peer brainstorming session

### **Week 8 - Professional Skills II**

- Resume design workshop & Peer Feedback
- Build and upload Future Artist Resume to Handshake

### **Week 9 - Craft Center Visit**

- Visit the Appalachian Center for Craft
- Studio tours, gallery visits, introductions to craft courses, and career conversations

### **Week 10 - Managing Time & Stress**

- Discussion: Managing stress, time, and balancing a creative practice
- Interviewing skills workshop & STAR-L introductions

### **Week 11 - Professional Connections II**

- Alumni Guest Speaker: Art Careers & creative career pathways
- Due: Art Occupation Paper

### **Week 12 - Scholarships & Funding**

- Workshop: How to apply for SAC&D scholarships, grants, and funding (Elevate, CISE, etc.)

### **Week 13 - Gold Certificate Submission**

- Gold Career Readiness certificate Submission Party 
- Group session: Finalize and submit Gold Career Readiness Certificate requirements together
  - [Gold Career Readiness Certificate Submission Portal](#)

### **Week 14 - Pecha Kucha Prep Workshop**

- Prepare presentation materials
- Practice 2-minute presentations
- Peer feedback on images, talking points, and flow

## Week 15 - Pecha Kucha Showcase

- Pecha Kucha Showcase & Celebration
- Each student presents a 2-minute Pecha Kucha-style presentation highlighting their Gold Certificate submissions:
  - Future art/design occupation (with images)
  - Campus club/organization involvement
  - Resume highlights & career planning steps

## Course Policies

### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

### Attendance Policy

Attendance is expected at every class meeting. If you are sick or need to self-quarantine, please contact the instructor as soon as possible. Whenever you anticipate missing class, communicate with the instructor before the absence if you are able. If you miss a class, you are required to schedule a meeting with the instructor to review missed content and clarify assignment expectations.

- Two unexcused absences will lower your final grade by one letter (e.g., an A becomes a B).
- Three or more unexcused absences will result in failure of the course.
- An absence is considered excused only if official documentation is provided.

Students facing extended absences due to emergencies or extenuating circumstances (such as serious illness, hospitalization, bereavement, military service, or legal obligations) may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an official absence notification.

### Class Participation

Updated August 3, 2023

Students are expected to participate in classroom discussions and group activities and to put forth their highest effort on individually assigned projects and readings. Students are expected to listen and respond respectfully while others are speaking and share their unique insights every session.

### Assignments and Related Policy

If an assignment is late, please notify the instructor immediately. Late assignments will receive a 25% penalty for each week they are late.

### AI Policy Statement: Not Permitted in this Course

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course.

### Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

### Additional Resources

**Technical Help** If you are experiencing technical problems, visit the myTech IT Helpdesk for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here) visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.

### Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the Learning Center website for more information.

### Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

Updated August 3, 2023

### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its Environmental Health & Safety webpage.

**Name:** Bachelor of Fine Arts (120 hours)  
**T#:**  
**GPA:** Art Education Licensure (K-12)  
**ACT:**  
**E-mail:**  
 Academic Advisor: Bill DeJournett, [wdejournett@tnstate.edu](mailto:wdejournett@tnstate.edu), o  
 Faculty Advisor: Jeremy Blair, [JMblair@tnstate.edu](mailto:JMblair@tnstate.edu)

Freshman Year, Fall				Freshman Year, Spring			
Course	Hrs.	Gr.	Sub.	Course	Hrs.	Gr.	Sub
GEN ED: ENGL 1010 English Composition I	3			GEN ED: ENGL 1020 English Composition II	3		
ART 1340- Foundation Studio I	3			ART 1350-Foundation Studio II	3		
ART 1320: Creative Studio	3			ART 1045-Drawing I	3		
ARED 2020-Art Education Theory Fall only	3			GEN ED: Quantitative Reasoning & Analysis	3		
GEN ED: Digital and/or financial literacy	3			GEN ED: Scientific Reasoning	4		
ART 1000 First year Art Experience	1						
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>16</b>		= 32 hours
<u>Testing Requirements if not exempt by ACT/SAT score:</u>							
<b>PRAKIS Core exam</b>	<b>Student score:</b>						
(5712) Passing Score for Reading: 156							
(5722) Passing Score for Writing: 162							
(5732) Passing Score for Math:150							

◊ Prerequisite for Painting I.

Sophomore Year, Fall				Sophomore Year, Spring			
Course	Hrs.	Gr.	Sub.	Course	Hrs.	Gr.	Sub.
GEN ED: Humanities & Cultural Expression	3			GEN ED: COMM 2025 or PC 2500	3		
ART 1050-Drawing II	3			ART 2000-Art History I	3		
ART 2020-Art History Survey II "only offered in fall semesters"	3			ARED 1251 Digital Technologies in Art Education	2		
ART 2410 Intro to Painting I	3			ART 2510, 2540, 2610, 2710, 2610, 2910, or 3820 (craft class, outside studioemphasis)	3		
GEN ED: Social & Behavior Science	3			GEN ED: Social & Behavior Science	3		
FOED 2050	3			GEN ED: elective	1		
<b>TOTAL</b>	<b>18</b>			<b>TOTAL</b>	<b>15</b>		=33 hours

Note: Substitutions (Sub Filed) in Blue have NOT been approved.

◊ Prerequisites: Art 1340 and 1045

Art Education: Updated 10/26

Junior Year, Fall				Junior Year, Spring			
Course	Hrs.	Gr.	Sub. Filed	Course	Hrs.	Gr.	Sub. Filed
GEN ED: HIST 2010-Early United States History	3			GEN ED: HIST 2020-Modern United States History	3		
EDPY 2210 Educational Psych	3			ARED 2050 STEAM Studio	2		
** [ARED 3155 Practicum I]	1			** [ARED 3165 Practicum II]	1		
**[ART 3208 Methods & Media]	2			ART 3130, 3150, 3170, 3180, 3190, or 4100, 4170 Upper-division Art History elective	3		
**ART 2040 Printmaking Relief (offered every other year) OR ART 3625 Surface Design	2			CUED 3500 or 3505	3		
Studio Emphasis	3			Upper-Division Studio Emphasis:	3		
TOTAL	14			TOTAL	15		= 29 hours
Praxis II EXAMS ** Subject to change: Check TN Requirements at ETS.org before registering. Passing scores for Art Content Praxis must be on file with Office of Teacher Ed BEFORE entering Residency. All Praxis must be attempted before Residency II. Please see benchmarks!							
ART: Art Content & Analysis**		Test code: 5135		passing score: 161		Student score:	
*ARED 2020 is a prerequisite course to ARED 3155, 3165, and ART 3205. Also, Admission to the Teacher Ed program is required. *ARED 3155 and ART 3205 are Prerequisites to ARED 3165 **[ARED 3155 and ART 3205 must be taken together]							
Senior Year, Fall				Senior Year, Spring			
Course	FALL ONLY	Hrs.	Gr.	Sub. Filed	Course	SPRING ONLY	Sub. Filed
ART 3130, 3150, 3180, 4100, 4170, 3170, 3180, or 3190. Upper-division Art History Elective	3				ARED 4900 Residency	10	
Studio Emphasis	3						
ARED 4875 Applications of Learning	5				ARED 4925 Applications of Teaching	2	
Upper-Division Studio Emphasis:	3						
TOTAL	14			TOTAL	12		= 26 hrs
Extra or Elective Courses	Hrs.	Gr.		Extra or Elective Courses	Hrs.	Gr.	
**Additionally, all benchmarks for Teacher Ed Program and Residency must be met. See advisor for a list of benchmarks and deadlines.** *A grade of "B" or better is required for continuation in program for the following courses: ARED 2020 and ARED 4875.* Studio emphasis hours can be divided between two media							
ART 2020 Art History Survey II is only offered in fall semesters. ART 2040 is offered every other year. ARED 1251 and ARED 2051 alternate years and are only offered in spring.							
Art Education: Updated 10/26							

Notes section: \*A grade of "B" or better is required for continuation in the program for the following courses: ARED 2020 and ARED 4875\*

**Bachelor of Science in Studio Arts - Program of Study**

**FRESHMAN YEAR**

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
GEN ED: ENGL 1010 Writing I <i>(Minimum grade of C must be earned)</i>	3			GEN ED: ENGL 1020 Writing II <i>(Minimum grade of C must be earned)</i>	3		
ART 1340- Foundation Studio I	3			ART 1350-Foundation Studio II Or ART 1250-Intro to Digital Imaging	3		
ART 1320 – Creative Studio	3			ART 1045-Drawing I	3		
GEN ED: Quantitative Reasoning & Analysis	3			ART 2000-Survey of Art History I	3		
GEN ED: Humanities/Cultural Expression	3			GEN ED: Social & Behavior Science	3		
ART 1000 First Year Art Experience	1						
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>		

**SOPHOMORE YEAR**

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 1350-Foundations Studio II OR ART 1250-Intro to Digital Imaging	3			Studio Elective course	3		
ART 1050-Drawing II OR ART 2330-Technical Drawing OR ART 2340-CAD for the Artist	3			Elective	3		
ART 2020-Survey of Art History II <i>*only offered in fall*</i>	3			Elective	3		
GEN ED: HIST 2010-American History I	3			GEN ED: HIST 2020-American History II	3		
GEN ED: Scientific Reasoning Elective	4			Digital and/or Financial Literacy	3		
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>		

### JUNIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
Upper Division-Studio Elective course	3			Upper Division-Studio Elective course	3		
Studio Elective course	3			Upper Division -Studio Elective	3		
Elective	3			Art History Elective (Upper Division)	3		
Art History Elective (Upper Division)	3			Elective	3		
GEN ED: Humanities & Cultural Expression	3			GEN ED: COMM 2025 OR PC 2500	3		
TOTAL	15			TOTAL	15		

### SENIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
Upper Division-Studio Elective course	3			ART 4000-Capstone Experience <i>*Only offered in spring semesters*</i>	3		
Upper-division Elective	3			Upper-division Elective	3		
Upper-division Elective	3			Upper-division Elective	3		
Upper-division Elective	3			Elective	4		
GEN ED: Social & Behavioral Science	3			GEN ED: Humanities/Cultural Expression Elective	3		
				General Education elective	1		
TOTAL	15			TOTAL	13		

All art majors must earn a grade of "C" or above in all art courses in order to earn credit towards graduation. A lower grade requires repeat of the course.

Tennessee Tech University requires students to complete at least 36 hours of Upper Division (3000/4000 level classes) to graduate. These classes can include major degree courses, minor degree courses, or electives. 21 hours of Upper Division coursework is built into Bachelor of Science in Studio Arts curriculum; the remaining 15 hours can be taken in any discipline, including Art.

ART 2020-Art History Survey II is only offered in fall semesters.

ART 4000: Capstone Experience is only offered in spring semesters.

T#:  
Current GPA:

Bachelor of Fine Arts  
Concentration in Clay

Academic Advisor: Bill DeJournett  
Faculty Advisor: Jessica Wilson, JLwilson@tnstate.edu

### FRESHMAN YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
GEN ED: ENGL 1010 English Composition I <i>(Minimum grade of C must be earned)</i>	3			GEN ED: ENGL 1020 English Composition II <i>(Minimum grade of C must be earned)</i>	3		
ART 1320: Creative Studio	3			ART 1045-Drawing I	3		
ART 1340- Foundation Studio I	3			ART 1350-Foundation Studio II	3		
Gen.Ed: Quantitative Reasoning and Analysis	3			ART 2510-Intro to Handbuilding OR ART 2540-Intro to Whee throwing OR ART 2505-Intro to Ceramics	3		
GEN ED: Humanities/Cultural Expression: Art 2000 Survey I or Art 1035: Intro to Art	3			GEN ED: Social & Behavior Science	3		
ART 1000 First-Year Art Experience	1						
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>		

\*A grade of C or better must be earned for all Art courses.

### SOPHOMORE YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 1050-Drawing II OR ART 2330-Technical Drawing/ <i>Fall Only</i> ) OR ART 2340-CAD for the Artist	3			ART 1250-Intro to Digital Imaging	3		
ART 3511- Intermediate Handbuilding <i>*only offered in fall</i>	3			ART 3540- Intermediate Whee throwing <i>*only offered in spring</i>	3		
ART 2020-Art History Survey II <i>*only offered in Fall*</i>	3			ART 3130-Art Since 1900 <i>*only offered in Spring*</i>	3		
GEN ED: HIST 2010-Early United States History	3			Studio Intro of choice	3		
Studio Intro of choice	3			GEN ED: Digital and/or Financial Literacy	3		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>		

## JUNIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 3520/1-Advanced Clay Studio	3			ART 3520/1-Advanced Clay Studio	3		
ART 3099-Professional Practices *only offered in fall semesters*	3			GEN ED: HIST 2020-Modern United States History	3		
ART History Elective	3			GEN ED: Humanities & Cultural Expression	3		
GEN ED: COMM 2025 OR PC 2500	3			ART History Elective	3		
GEN ED: Scientific Reasoning Elective	4			ART 3530 Independent Studies in Clay	3		
				<b>TOTAL</b>	<b>15</b>		
<b>TOTAL</b>	<b>16</b>						

## SENIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 4511-Senior Thesis in Clay I**	3			ART 4513-Senior Thesis in Clay III**	3		
ART 4512-Senior Thesis in Clay II**	3			ART 4514-Senior Thesis in Clay IV**	3		
Elective	3			Elective	4		
GEN ED: Social & Behavioral Science	3			Elective	3		
Studio Intro of Choice	3			GEN ED: Humanities/Cultural Expression	3		
				GEN ED: Elective	1		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>13</b>		

\*\*Student will need to also meet regularly with their Faculty Advisor to ensure they are prepared to begin Senior Thesis

Courses taken for General Education requirements must be from the approved list(located in the catalog). If you are unsure, please check with the current catalog or your advisor to make sure you are taking the correct classes.

**NOTE:** The Art History credits (Survey I or II) cannot count for both Art History electives and general education HUFA requirements.

Students must complete either Art 2000 (Survey I) or Art 1035 (Intro to Art) as part of their required 9 credit hours of general education HUFA.

ART 2020 Art History Survey II is only offered in fall.

ART 3130 Art Since 1900 is only offered in spring.

ART 3099 Professional Practices is only offered in fall.

ART 3540 Intermediate Whee throwing is only offered in spring.

ART 3511 Intermediate Handbuilding is only offered in fall.

T#:  
Current GPA:

Bachelor of Fine Arts  
Concentration in Design

Academic Advisor: Erin Higgins and Bill DeJournett  
Faculty Advisor: David Gallop, [DGallop@tnstate.edu](mailto:DGallop@tnstate.edu)  
or Matthew Holben, [mholben@tnstate.edu](mailto:mholben@tnstate.edu)

student email:

### FRESHMAN YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
GEN ED: ENGL 1010 English Composition I <i>(Minimum grade of C must be earned)</i>	3			GEN ED: ENGL 1020 English Composition II <i>(Minimum grade of C must be earned)</i>	3		
ART 1340- Foundation Studio I	3			ART 1320: Creative Studio	3		
ART 1250- Digital Imaging Basics	3			ART 2210-Intro to Design	3		
GEN ED: Quantitative Reasoning and Analysis	3			ART 2220-Typography, Text, and Image	3		
GEN ED: Humanities/Cultural Expression: Must be ART 2000 or ART 1035	3			GEN ED: Social & Behavior Science	3		
ART 1000 – First-Year Art Experience	1						
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>		

\*A grade of C or better must be earned for all Art courses to be accepted.

### SOPHOMORE YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 1045-Drawing I	3			ART 1050-Drawing II OR ART-2340-CAD for the Artist	3		
ART 3210-Design Studio I	3			ART 3220-Design Studio II	3		
ART 1350-Foundation Studio II	3			GEN ED: COMM 2025 or PC 2500	3		
ART 2020-Art History Survey II <i>*only offered in fall*</i>	3			ART 3130-Art Since 1900 <i>*only offered in spring*</i>	3		
GEN ED: Scientific Reasoning	4			GEN ED: Digital and Financial Literacy	3		
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>		

## JUNIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 3230-Design Studio III	3			Elective	3		
ART 3240-Illustration/Visual Narrative	3			Studio Intro of choice	3		
GEN ED: HIST 2010-Early United States History	3			ART Studio	3		
ART Studio	3			GEN ED: HIST 2020-Modern United States History	3		
ART History Elective	3			ART History Elective	3		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>		

## SENIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 4212-Design Practicum	3			ART 4221-Design Internship	3		
ART 4231-Design Portfolio 1	3			ART 4232-Design Portfolio 2	3		
Studio Intro of choice	3			Elective	3		
GEN ED: Humanities & Cultural Expression	3			GEN ED: Humanities & Cultural Expression	3		
GEN ED: Social Behavioral Science	3			GEN ED: Elective	1		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>13</b>		

\*\*Student will need to meet with Faculty Advisor each semester to ensure they are on track to begin Practicum and Internship and arrange an agreement of the work to be completed for these credits.

\*\*In specific circumstances students can repeat ART 4221-Design Internship in place of taking Practicum with approval from instructor.

Courses taken for General Education requirements must be from the approved list (located in the catalog). If you are unsure, please check with the current catalog or your advisor to make sure you are taking the correct classes.

\*A grade of C or better must be earned for all Art courses to be accepted.

**NOTE:** The Art History credits (Survey I or II) cannot count for both Art History electives and general education HUFA requirements.

Students must complete either Art 2000 (Survey I) or Art 1035 (Intro to Art) as part of their required 9 credit hours of general education HUFA.

ART 2020 Art History Survey II is only offered in Fall. ART 3130 Art Since 1900 is only offered in spring.

### CHANGES MADE:

Student Name:

T#:

Current GPA:

Bachelor of Fine Arts  
Dual Focus Concentration

Student email:

Academic Advisor: averble@tnstate.edu,  
wdejournett@tnstate.edu

Faculty Advisor:

### FRESHMAN YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
GEN ED: ENGL 1010 English Composition I <i>(Minimum grade of C must be earned)</i>	3			GEN ED: ENGL 1020 English Composition II <i>(Minimum grade of C must be earned)</i>	3		
ART 1340- Foundation Studio I	3			ART 1320: Creative Studio	3		
ART 1250-Intro to Digital Imaging	3			ART 1045-Drawing I	3		
GEN ED: Quantitative Reasoning & Analysis	3			Intro Studio Concentration 1 <i>(ART 2050, 2210, 2410, 2505, 2510, 2540, 2610, 2710, 2810, 2910 or 3820)</i>	3		
Humanities/Cultural Expression Elective: ART 2000 or ART 1035	3			GEN ED: Social & Behavior Science	3		
ART 1000 First-Year Art Experience	1			<b>TOTAL</b>	<b>15</b>		
<b>TOTAL</b>	<b>16</b>						

\*A grade of C or better must be earned for all Art courses to be accepted.

### SOPHOMORE YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 1350-Foundation Studio II	3			ART 1050-Drawing II OR ART 2330-Technical Drawing <i>(Fall Only)</i> OR ART 2340-CAD for the Artist	3		
Intro Studio Concentration 2 <i>(ART 2050, 2210, 2410, 2505, 2510, 2540, 2610, 2710, 2810, 2910, or 3820)</i>	3			ART Studio Concentration Core 1 <i>(3000/4000 level course)*</i>	3		
ART Studio Concentration Core 1 <i>(3000/4000 level course)*</i>	3			ART Studio Concentration Core 2 <i>(3000/4000 level course)*</i>	3		
ART 2020-Art History Survey II <i>*only offered in Fall*</i>	3			ART 3130-Art Since 1900 <i>*only offered in spring*</i>	3		
GEN ED: Scientific Reasoning Elective	4			GEN ED: Digital and/or Financial Literacy	3		
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>		

## JUNIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART Studio Concentration Core 1 (3000/4000 level course)*	3			ART Studio Concentration Core 1 (3000/4000 level course)*	3		
ART Studio Concentration Core 2 (3000/4000 level course)*	3			ART Studio Concentration Core 2 (3000/4000 level course)*	3		
ART 3099-Professional Practices *only offered in fall*	3			ART Studio Concentration Core 2 (3000/4000 level course)*	3		
GEN ED: HIST 2010-Early United States History	3			ART History Elective	3		
ART History Elective OR Guided Elective	3			GEN ED: HIST 2020-Modern United States History	3		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>		

## SENIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 4111- Dual Studio Senior Thesis I**	3			ART 4113- Dual Studio Senior Thesis III **	3		
ART 4112- Dual Studio Senior Thesis II**	3			ART 4114- Dual Studio Senior Thesis IV**	3		
GEN ED: Humanities & Cultural Expression	3			GEN ED: COMM 2025 OR PC 2500	3		
GEN ED: Social & Behavioral Science	3			GEN ED: Humanities & Cultural Expression	3		
ART Studio OR Guided Elective	3			<b>Art Studio</b> <b>GEN ED Elective</b>	1		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>13</b>		

\*Students should expect to take at least one intermediate and one advanced course from each studio concentration. Courses accepted are listed below. Art Education cannot be used as dual studios for this concentration.

\*\*Student will need to also meet regularly with both their Faculty Advisors in their dual studio concentrations to ensure they are prepared to begin Senior Thesis. A professor from each of the student's two studio concentration areas will be course co-instructors and co-chairs of the dual studio senior thesis committee.

Courses taken for General Education requirements must be from the approved list(located in the catalog). If you are unsure, please check with the current catalog or your advisor to make sure you are taking the correct classes.

**NOTE:** The Art History credits (Survey I or II) cannot count for both Art History electives and general education HUFA requirements.

Students must complete either Art 2000 (Survey I) or Art 1035 (Intro to Art) as part of their required 9 credit hours of general education HUFA.

ART 2020 Art History Survey II is only offered in fall. ART 3130 Art Since 1900 is only offered in spring.

ART 3099 Professional Practices is only offered in fall.

\*A grade of C or better must be earned for all Art courses to be accepted.

Approved courses for Concentration Core 1 and 2:

Student will choose four studio courses from Concentration Core 1 and four studio courses from Concentration Core 2. Prerequisites must be met before students can take Advanced courses.

Student Name:

\*Art Education majors are NOT eligible for the Dual Studio Concentration

<b>Clay:</b> ART 3511-Intermediate Handbuilding ART 3520-Advanced Clay Studio ART 3521-Advanced Clay Studio ART 3530-Independent Studies in Clay ART 3540-Intermediate Wheel-throwing ART 3531-Independent Studies in Clay	<b>Fibers:</b> ART 3610 Weaving I ART 3611-Weaving II ART 3620- Surface Design I ART 3621-Surface Design II ART 3630-Independent Study in Fibers ART 3631-Independent Study in Fibers ART 3640-3-D Structures I ART 3641-3-D Structures II ART 3650-Fiber Art Studio I ART 3651- Fiber Art Studio II
<b>Glass:</b> ART 3710- Int. Glass Studio ART 3711- Int. Glass Studio ART 3720- Adv. Glass Studio ART 3721- Adv. Glass Studio ART 3730-Independent Study in Glass ART 3731-Independent Study in Glass ART 3740 -Warm Glass ART 3750- Production Glass ART 4740-Special Problems in Glass	<b>Metals:</b> ART 3810- Metalsmithing ART 3811-Metalsmithing ART 3820-Blacksmithing ART 3821-Blacksmithing ART 3830-Independent Studies in Metal ART 3831-Independent Studies in Metal ART 4840-Special Problems Metals
<b>Painting:</b> ART 3410-Painting Studio II ART 3420-Painting Studio III ART 3421-Painting IV ART 3430-Independent Study Painting I ART 3431-Independent Study Painting II ART 3310-Drawing III ART 3320-Figure Studies ART 4310-Independent Studies in Drawing I ART 4311-Independent Studies in Drawing II	<b>Wood:</b> ART 3910- Wood Studio I ART 3911- Wood Studio I ART 3920- Wood Studio II ART 3921- Wood Studio II ART 3930-Independent Studies in Wood ART 3931-Independent Studies in Wood ART 3940- Woodturning( <i>Spring Only</i> ) ART 4940-Special Problems in Wood
<b>Design:</b> ART 3210 Design Studio I ART 3220-Design Studio II ART 3230-Design Studio III ART 3240- Illustration/Visual Narrative Art 2220- Typography, Text, Image ART 4211-Design Practicum ART 4221-Design Internship	

\*A grade of C or better must be earned for all Art courses to be accepted.

NOTE: The Art History credits (Survey I or II) cannot count for both Art History electives and general education HUFA requirements.

Students must complete either Art 2000 (Survey I) or Art 1035 (Intro to Art) as part of their required 9 credit hours of general education HUFA.

T#:  
Current GPA:

Bachelor of Fine Arts  
Concentration in Fibers

Academic Advisor: Bill DeJournett  
Faculty Advisor: Rena Wood, RWood@tnstate.edu

### FRESHMAN YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
GEN ED: ENGL 1010 English Composition I <i>(Minimum grade of C must be earned)</i>	3			GEN ED: ENGL 1020 English Composition II <i>(Minimum grade of C must be earned)</i>	3		
ART 1320-Creative Studio	3			ART 1045-Drawing I	3		
ART 1340- Foundation Studio I	3			ART 1350-Foundation Studio II	3		
GEN ED: Quantitative Reasoning & Analysis	3			ART 2610-Intro to Fibers	3		
GEN ED: Humanities & Cultural Expression: Must be Art 2000 or Art 1035	3			GEN ED: Social & Behavior Science	3		
ART 1000 First-Year Art Experience	1			<b>TOTAL</b>	<b>15</b>		
<b>TOTAL</b>	<b>16</b>						

\*A grade of C or better must be earned for all Art courses to be accepted.

### SOPHOMORE YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 1050-Drawing II OR ART 2330-Technical Drawing <i>(Fall Only)</i> OR ART 2340-CAD for the Artist	3			ART 1250-Intro to Digital Imaging	3		
ART 3610 Weaving I OR ART 3620- Surface Design I OR ART 3640 3-D Structures I	3			ART 3610 Weaving I OR ART 3620- Surface Design I OR ART 3640 3-D Structures I	3		
ART 2120-Art History Survey II *only offered in fall*	3			Elective	3		
GEN ED: HIST 2010-Early United States History	3			ART 3130-Art Since 1900 *only offered in spring*	3		
GEN ED: Scientific Reasoning	4			Natural Science Elective	4		
<b>TOTAL</b>	<b>16</b>			GEN ED: Digital and/or Financial Literacy	3		
				<b>TOTAL</b>	<b>15</b>		

## JUNIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 3610 Weaving I OR ART 3620- Surface Design I OR ART 3640 3-D Structures I	3			ART 3611-Weaving II OR ART 3621-Surface Design II OR ART 3641 3-D Structures II OR ART 3630 OR ART 3631-Ind. Study-Fibers	3		
ART 3650-Fiber Art Studio I	3			ART 3651- Fiber Art Studio II	3		
ART 3099-Professional Practices *only offered in fall*	3			Studio Intro of choice (2050, 2210, 2410, 2505, 2510, 2540, 2710, 2810, 2910, or 3820)	3		
ART History Elective	3			ART History Elective	3		
GEN ED: Humanities & Cultural Expression	3			GEN ED: HIST 2020-Modern United States History	3		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>		

## SENIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 4611-Senior Thesis in Fibers I**	3			ART 4613-Senior Thesis in Fibers III**	3		
ART 4612-Senior Thesis in Fibers II**	3			ART 4614-Senior Thesis in Fibers IV**	3		
Studio Intro of Choice (2050, 2210, 2410, 2505, 2510, 2540, 2710, 2810, 2910, 3820)	3			Elective	3		
GEN ED: Social & Behavioral Science	3			Approved Gen Ed Humanities/Fine Arts (Choose One) THEA 1030, MUS 1030, FREN 2510, GERM 2520, HIST 2210, HIST 2220, HIST 2310, HIST 2320, HIST 1310, PHIL 1030, SPAN 2510, SPAN 2550, RELS 2010, FLST 2520	3		
GEN ED: COMM 2025 OR PC 2500	3			GEN ED-Elective	1		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>13</b>		

\*\*Student will need to also meet regularly with their Faculty Advisor to ensure they are prepared to begin Senior Thesis

Courses taken for General Education requirements must be from the approved list(located in the catalog). If you are unsure, please check with the current catalog or your advisor to make sure you are taking the correct classes.

**NOTE:** The Art History credits (Survey I or II) cannot count for both Art History electives and general education HUFA requirements.

Students must complete either Art 2000 (Survey I) or Art 1035 (Intro to Art) as part of their required 9 credit hours of general education HUFA.

ART 2020 Art History Survey II is only offered in Fall.

ART 3130 Art Since 1900 is only offered in spring.

ART 3099 Professional Practices is only offered in fall.

T#:  
Current GPA:

Bachelor of Fine Arts  
Concentration in Glass

Academic Advisor: Bill DeJournet  
Faculty Advisor: Damon MacNaught,  
dmcnaught@tnstate.edu

### FRESHMAN YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
GEN ED: ENGL 1010 English Composition I <i>(Minimum grade of C must be earned)</i>	3			GEN ED: ENGL 1020 English Composition II <i>(Minimum grade of C must be earned)</i>	3		
ART 1340- Foundation Studio I	3			ART 1350-Foundation Studio II	3		
ART 1320-Creative Studio	3			ART 1045-Drawing I	3		
GEN ED: Quantitative Reasoning & Analysis	3			ART 2710-Intro to Glass	3		
GEN ED: Humanities & Cultural Expression: Must be Art 2000 or Art 1035	3			GEN ED: Social & Behavioral Science	3		
ART 1000 First-Year Art Experience	1			<b>TOTAL</b>	<b>15</b>		
<b>TOTAL</b>	<b>16</b>						

\*A grade of C or better must be earned for all Art courses to be accepted.

### SOPHOMORE YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 1050-Drawing II OR ART 2330-Technical Drawing <i>(Fall Only)</i> OR ART 2340-CAD for the Artist	3			ART 1250-Intro to Digital Imaging	3		
ART 3710- Int. Glass Studio	3			ART 3711- Int. Glass Studio	3		
ART 2020-Art History Survey II <i>*only offered in Fall*</i>	3			ART 3740 -Warm Glass OR ART 3750- Production Glass OR ART 3760-Lampworking	3		
GEN ED: HIST 2010-Early United States History	3			ART 3130-Art Since 1900 <i>*only offered in spring*</i>	3		
GEN ED: Scientific Reasoning	4			GEN ED: Digital & Financial Literacy	3		
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>		

## JUNIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 3720- Adv. Glass Studio	3			ART 3721- Adv. Glass Studio	3		
ART 3099-Professional Practices *only offered in fall*	3			ART 3730 OR ART 4740	3		
GEN ED: Humanities & Cultural Expression	3			ART History Elective	3		
ART History Elective	3			GEN ED: HIST 2020-Modern United States History	3		
Studio Intro of choice (2050, 2210, 2410, 2505, 2510, 2540, 2610, 2810, 2910, or 3820)	3			Studio Intro of choice (2050, 2210, 2410, 2505, 2510, 2540, 2610, 2810, 2910, or 3820)	3		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>		

## SENIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 4711-Senior Thesis in Glass I**	3			ART 4713-Senior Thesis in Glass III **	3		
ART 4712-Senior Thesis in Glass II**	3			ART 4714-Senior Thesis in Glass IV **	3		
GEN ED Elective	1			Elective	3		
Elective	3			GEN ED: Humanities & Cultural Expression	3		
GEN ED: Social & Behavioral Science	3			GEN ED: COMM 2025 OR PC 2500	3		
<b>TOTAL</b>	<b>13</b>			<b>TOTAL</b>	<b>15</b>		

\*\*Student will need to also meet regularly with their Faculty Advisor to ensure they are prepared to begin Senior Thesis

Courses taken for General Education requirements must be from the approved list (located in the catalog). If you are unsure, please check with the current catalog or your advisor to make sure you are taking the correct classes.

\*A grade of C or better must be earned for all Art courses to be accepted.

**NOTE:** The Art History credits (Survey I or II) cannot count for both Art History electives and general education HUFA requirements.

Students must complete either Art 2000 (Survey I) or Art 1035 (Intro to Art) as part of their required 9 credit hours of general education HUFA.

ART 2020 Art History Survey II is only offered in Fall.

ART 3130 Art Since 1900 is only offered in spring.

ART 3099 Professional Practices is only offered in fall.

### CHANGES MADE:

T#:  
Current GPA:

Bachelor of Fine Arts  
Concentration in Metals

Academic Advisor: Erin Ramsey, Bill DeJournett,  
wdejournett@tnstate.edu  
Faculty Advisor: Dan Randall, DRandall@tnstate.edu

Student email:

FRESHMAN YEAR								
1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester				
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed	
GEN ED: ENGL 1010 English Composition I <i>(Minimum grade of C must be earned)</i>	3			GEN ED: ENGL 1020 English Composition II <i>(Minimum grade of C must be earned)</i>	3			
ART 1340- Foundation Studio I	3			ART 1350-Foundation Studio II	3			
ART 1320-Creative Studio	3			ART 1045-Drawing I	3			
GEN ED: Quantitative Reasoning & Analysis	3			ART 2810-Intro to Metals	3			
GEN ED: Humanities & Cultural Expression: Must be Art 2000 or Art 1035	3			GEN ED: Social & Behavioral Science	3			
ART 1000 First-Year Art Experience	1							<b>TOTAL</b> 15
<b>TOTAL</b> 16								

\*A grade of C or better must be earned for all Art courses to be accepted.

SOPHOMORE YEAR								
1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester				
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed	
ART 2330-Technical Drawing/ <i>Fall Only</i> OR ART 2340-CAD for the Artist	3			ART 1250-Intro to Digital Imaging	3			
ART 3810- Metalsmithing	3			ART 3820-Blacksmithing	3			
ART 2020-Art History Survey II <i>*only offered in fall*</i>	3			ART 3810 Metalsmithing	3			
GEN ED: HIST 2010-Early United States History	3			ART 3130-Art Since 1900 <i>*only offered in spring*</i>	3			
GEN ED: Scientific Reasoning	4			GEN ED: Digital and/or Financial Literacy	3			
<b>TOTAL</b> 16				<b>TOTAL</b> 15				

## JUNIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 3810/3820- Metal/Blacksmithing	3			ART 3810/3820 – Metal/Blacksmithing	3		
Studio Intro of choice (2050, 2210, 2410, 2505, 2510, 2540, 2610, 2710, or 2910, )	3			GEN ED: COMM 2025 OR PC 2500	3		
ART 3099-Professional Practices *only offered in fall*	3			Art 3830: Independent Study	3		
ART History Elective	3			Studio Intro of choice (2050, 2210, 2410, 2505, 2510, 2540, 2610, 2710, or 2910)	3		
GEN ED: Humanities & Cultural Expression	3			GEN ED: HIST 2020-Modern United States History	3		
				GEN ED Elective	1		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>		

## SENIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 4811-Senior Thesis in Metals I**	3			ART 4813-Senior Thesis in Metals III**	3		
ART 4812-Senior Thesis in Metals II**	3			ART 4814-Senior Thesis in Metals IV**	3		
ART History Elective	3			Elective	3		
GEN ED: Social & Behavioral Science	3			GEN ED: Humanities & Cultural Expression	3		
Elective	3						
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>12</b>		

\*\*Student will need to also meet regularly with their Faculty Advisor to ensure they are prepared to begin Senior Thesis

Courses taken for General Education requirements must be from the approved list(located in the catalog). If you are unsure, please check with the current catalog or your advisor to make sure you are taking the correct classes.

\*A grade of C or better must be earned for all Art courses to be accepted.

**NOTE:** The Art History credits (Survey I or II) cannot count for both Art History electives and general education HUFA requirements.

Students must complete either Art 2000 (Survey I) or Art 1035 (Intro to Art) as part of their required 9 credit hours of general education HUFA.

ART 2020 Art History Survey II is only offered in Fall.

ART 3130 Art Since 1900 is only offered in spring.

ART 3099 Professional Practices is only offered in fall.

### CHANGES:

Form Updated: 06/2024

Student Info Updated 11/25/2025

T#:  
Current GPA:

Bachelor of Fine Arts  
Concentration in Painting

Student email:

Academic Advisor: Erin Ramsey or Bill DeJournett  
Faculty Advisor: Perry Johnson, PJohnson@tnstate.edu

### FRESHMAN YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
GEN ED: ENGL 1010 English Composition I <i>(Minimum grade of C must be earned)</i>	3			GEN ED: ENGL 1020 English Composition II <i>(Minimum grade of C must be earned)</i>	3		
ART 1340- Foundation Studio I	3			ART 1350-Foundation Studio II	3		
ART 1320-Creative Studio	3			ART 1045-Drawing I	3		
GEN ED: Quantitative Reasoning & Analysis	3			ART 2410-Intro to Painting	3		
GEN ED: Humanities & Cultural Expression: Must be Art 2000 or Art 1035	3			GEN ED: Social & Behavior Science	3		
ART 1000 First-Year Art Experience	1			TOTAL	15		
TOTAL	16						

\*A grade of C or better must be earned for all Art courses to be accepted.

### SOPHOMORE YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 1050-Drawing II	3			ART 1250-Intro to Digital Imaging	3		
ART 3410-Painting Studio II	3			ART 3420-Painting Studio III	3		
ART 2020-Art History Survey II <i>*only offered in fall*</i>	3			ART 3130-Art Since 1900 <i>*only offered in spring*</i>	3		
GEN ED: HIST 2010-Early United States History	3			GEN ED: COMM 2025 OR PC 2500	3		
GEN ED: Scientific Reasoning	4			GEN ED: Digital and/or Financial Literacy	3		
TOTAL	16			TOTAL	15		

## JUNIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 3421-Painting IV	3			ART 3431-Independent Study Painting	3		
Studio Intro of choice (2050, 2210, 2505, 2510, 2610, 2710, 2810, 2910 or 3820)	3			Studio Intro of choice (2050, 2210, 2505, 2510, 2540, 2610, 2710, 2810, 2910, or 3820)	3		
ART 3320, 4310, OR 4311-Drawing Elective	3			ART History Elective	3		
ART History Elective	3			GEN ED: HIST 2020-Modern United States History	3		
ART 3099-Professional Practices *only offered in fall*	3			Elective	3		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>		

## SENIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 4411-Senior Thesis in Painting I**	3			ART 4413-Senior Thesis in Painting III **	3		
ART 4412-Senior Thesis in Painting II**	3			ART 4414-Senior Thesis in Painting IV**	3		
GEN ED Elective	1			Elective	3		
ART Studio Elective	3			GEN ED: Humanities & Cultural Expression	3		
GEN ED: Social & Behavioral Science	3						
GEN ED: Humanities & Cultural Expression	3			<b>TOTAL</b>	<b>12</b>		
<b>TOTAL</b>	<b>16</b>						

\*\*Student will need to also meet regularly with their Faculty Advisor to ensure they are prepared to begin Senior Thesis

Courses taken for General Education requirements must be from the approved list (located in the catalog). If you are unsure, please check with the current catalog or your advisor to make sure you are taking the correct classes.

\*A grade of C or better must be earned for all Art courses to be accepted.

**NOTE: The Art History credits (Survey I or II) cannot count for both Art History electives and general education HUFA requirements.**

Students must complete either Art 2000 (Survey I) or Art 1035 (Intro to Art) as part of their required 9 credit hours of general education HUFA.

ART 2020 Art History Survey II is only offered in Fall.

ART 3130 Art Since 1900 is only offered in spring.

ART 3099 Professional Practices is only offered in fall.

T#:  
Current GPA:

Bachelor of Fine Arts  
Concentration in Wood

Academic Advisor: Erin Ramsey or Bill DeJournett  
Faculty Advisor: Stephan Micheletto-Blouin, smicheletto@tnstate.edu

### FRESHMAN YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
GEN ED: ENGL 1010 English Composition I <i>(Minimum grade of C must be earned)</i>	3			GEN ED: ENGL 1020 English Composition II <i>(Minimum grade of C must be earned)</i>	3		
ART 1340- Foundation Studio I	3			ART 1350-Foundation Studio II	3		
ART 1320-Creative Studio	3			ART 1045-Drawing I	3		
GEN ED: Quantitative Reasoning & Analysis	3			ART 2910-Intro to Wood	3		
GEN ED: Humanities & Cultural Expression (Choose One) Art 2000 Survey I or ART 1035: Intro to Art	3			GEN ED: Social & Behavioral Science	3		
ART 1000 First-Year Art Experience	1						
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>		

\*A grade of C or better must be earned for all Art courses to be accepted.

### SOPHOMORE YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
Art 2330 Technical Drawing	3			ART 3911- Wood Studio I	3		
ART 3910- Wood Studio I	3			ART 1250-Intro to Digital Imaging	3		
ART 2020-Art History Survey II *only offered in fall*	3			GEN ED: Humanities & Cultural Expression	3		
GEN ED: HIST 2010-Early United States History	3			ART 3130-Art Since 1900 *only offered in spring*	3		
GEN ED: Scientific Reasoning	4			GEN ED: Digital and/or Financial Literacy	3		
<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>		

## JUNIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 3920- Wood Studio II	3			ART 3921- Wood Studio II	3		
ART 3930, 4940, (3920 or 3921) Ind. Study or Special Problems	3			ART 3940- Woodturning( <i>Spring Only</i> )	3		
Studio Intro of choice (2050, 2210, 2410, 2505, 2510, 2610, 2710, 2810 or 3820)	3			Studio Intro of choice (2050, 2210, 2410, 2505, 2510, 2610, 2710, 2810 or 3820)	3		
ART History Elective	3			GEN ED: HIST 2020-Modern United States History	3		
ART 3099-Professional Practices *only offered in fall*	3			GEN ED: COMM 2025 OR PC 2500	3		
				GEN ED: Elective	1		
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>		

## SENIOR YEAR

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Course	Hrs.	Gr.	Sub Filed	Course	Hrs.	Gr.	Sub Filed
ART 4911-Senior Thesis in Wood I**	3			ART 4913-Senior Thesis in Wood III**	3		
ART 4912-Senior Thesis in Wood II**	3			ART 4914-Senior Thesis in Wood IV**	3		
GEN ED: Social & Behavioral Science	3			Elective	3		
Elective	3			GEN ED: Humanities & Cultural Expression	3		
Art History Elective	3						
<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>12</b>		

\*\*Student will need to also meet regularly with their Faculty Advisor to ensure they are prepared to begin Senior Thesis

Courses taken for General Education requirements must be from the approved list(located in the catalog). If you are unsure, please check with the current catalog or your advisor to make sure you are taking the correct classes.

\*A grade of C or better must be earned for all Art courses to be accepted.

NOTE: The Art History credits (Survey I or II) cannot count for both Art History electives and general education HUFA requirements.

Students must complete either Art 2000 (Survey I) or Art 1035 (Intro to Art) as part of their required 9 credit hours of general education HUFA.

ART 2020 Art History Survey II is only offered in Fall.

ART 3130 Art Since 1900 is only offered in spring.

ART 3099 Professional Practices is only offered in fall.

**Motion to approve:** Lisa Zagumny

**Second:** Julie Baker

**Vote:** Motion Carried.

## 6. **CURRICULUM AND INSTRUCTION**

### a. Course Additions:

#### 1. ESLP 3200. Teaching English Learners in Secondary Classrooms

Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Examines research-based methods for teaching English learners in secondary classrooms. Topics include language acquisition, assessment, and literacy development. Emphasis is placed on integrating language and content to support the academic success of all students. A minimum grade of B is required to meet degree requirements for licensure candidates.

#### 2. FOED 3855. Field Experiences in SPED Lab. 4-12. Credit 1-3.

Prerequisite: Full admission to the Teacher Education Program. Supervised work experiences in public schools for students who receive the intervention special education services. A minimum grade of B is required to meet degree requirements for licensure candidates.

#### 3. SEED 4875. Application of Learning Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Prepares candidates to teach all learners in middle/secondary settings by applying educational theory and research-based practice aligned with current teacher-evaluation models. Emphasizes assessment for learning, balanced questioning and discourse, student-centered pedagogy, engagement with current issues, and professional dispositions to build a practical, adaptable toolkit for grades 6-12. A minimum grade of B is required to meet degree requirements for licensure candidates.

#### 4. SPED 4500. Communication Disorders. Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Introduction to speech-language pathology and audiology, emphasizing communication and swallowing disorders across the lifespan. Learn key principles of assessment and intervention and explore collaborative practices with families and multidisciplinary teams in educational, clinical, and community settings. A minimum grade of B is required to meet degree requirements for licensure candidates.

### b. Course Changes:

#### 1. From:

##### CUED 4800. Student Engagement. Lec. 3. Credit 3.

Designed to develop engaging strategies that support and meet the needs of all learners.

Candidates will identify and learn to implement engaging strategies related to student's developmental, cultural, and socioeconomic factors.

To:

##### CUED 4800. Student Engagement. Lec. 3. Credit 3.

Designed to develop engaging strategies that support and meet the needs of all learners.

Update: Course description.

#### 2. From:

##### ELED 4900. Residency Practicum 10. Credit 10.

Prerequisite: ELED 4875; Full admission to the Teacher Education Program. Corequisite: ELED 4925. Performance based clinical experience in authentic settings involving planning

appropriate instruction based on students' needs, creating a positive learning environment, communicating and collaborating with colleagues and others, and effectively assessing student learning and reflecting on practice. A minimum grade of B is required to meet degree requirements for licensure candidates.

To:

ELED 4900. Residency Practicum 10. Credit 10.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ELED 4925.

Performance based clinical experience in authentic settings involving planning appropriate instruction based on students' needs, creating a positive learning environment, communicating and collaborating with colleagues and others, and effectively assessing student learning and reflecting on practice. A minimum grade of B is required to meet degree requirements for licensure candidates.

Delete: Prerequisite of ELED 4875.

3. From:

SPED 3030. Specific Learning Disabilities Lec. 3. Credit 3.

Prerequisite: SPED 2010, and full admission to the Teacher Education Program. Corequisite: FOED 3850. History and background of identification of specific learning disabilities, the characteristics of specific learning disabilities, diagnostic criteria, current Federal and state laws and policies, the role of Response to Intervention and Multi-Tiered Systems of Support, and designing data-based individualized instruction. A minimum grade of B is required to meet degree requirements for licensure candidates.

To:

SPED 3030. Specific Learning Disabilities Lec. 3. Credit 3.

Prerequisite: SPED 2010, and full admission to the Teacher Education Program. Corequisite: FOED 3855. History and background of identification of specific learning disabilities, the characteristics of specific learning disabilities, diagnostic criteria, current Federal and state laws and policies, the role of Response to Intervention and Multi-Tiered Systems of Support, and designing data-based individualized instruction. A minimum grade of B is required to meet degree requirements for licensure candidates.

Change: Corequisite to FOED 3855.

4. From:

SPED 4900. Residency Practicum 10. Credit 10.

Prerequisite: SPED 4875; Full admission to the Teacher Education Program. Corequisite: SPED 4925. Performance based clinical experience in authentic settings involving planning appropriate instruction based on students' needs, creating a positive learning environment, communicating and collaborating with colleagues and others, and effectively assessing student learning and reflecting on practice. A minimum grade of B is required to meet degree requirements for licensure candidates.

To:

SPED 4900. Residency Practicum 10. Credit 10.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SPED 4925.

Performance based clinical experience in authentic settings involving planning appropriate instruction based on students' needs, creating a positive learning environment, communicating and collaborating with colleagues and others, and effectively assessing student learning and

reflecting on practice. A minimum grade of B is required to meet degree requirements for licensure candidates.

Delete: Prerequisite of SPED 4875.

Justification: Changes due to edTPA going away and program of study adjustments due to those changes.

Financial Impact: None

Effective Date: Fall 2026

***Motion to approve:*** Lisa Zagumny

***Second:*** Julie Baker

***Vote:*** Motion Carried.

Tennessee Tech University  
Curriculum & Instruction  
**CUED 4800-500 Student Engagement**  
Online, 3 credit hours, Fall 2025



EFFECTIVE, ENGAGING PROFESSIONALS  
CLINICALLY RICH, EVIDENCE-BASED PROGRAMS  
NETWORK OF MUTUALLY BENEFICIAL PARTNERSHIPS

**Mission**

The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.

**Vision**

The college will be an empowering force in education and human sciences.

**Conceptual Framework**

The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.

**Instructor Information**

Instructor: Dr. Queen Ogbomo.  
Office: Bartoo Hall Rm #311  
Telephone Number: (931) 372-3618  
Campus Email: [qogbomo@tnstate.edu](mailto:qogbomo@tnstate.edu)  
Office Hours: By appointment

**Course Information**

**Texts and References**

Updated August 2025

### Required

Wong, H. K., & Wong, R. T. (2018). *The classroom management book*. Harry K. Wong Publications, Inc. Mountain View, CA. ISBN 978-0-9764233-3-1

Fisher, D., Frey, N., Quaglia, R. J., Smith, D., & Lande, L. L. (2017). *Engagement by design: Creating learning environments where students thrive*. Corwin Press. Thousand Oaks, CA. ISBN 978-1-5063-7573-1

### Recommended Text

Wong, H. K. & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*, 5th Edition. Wong Publications, Mountain View, CA. 978-0-9764233-8-6

## Course Welcome and Description

### **CUED 4800 – Student Engagement**

This course is designed to equip teacher candidates with strategies that promote active student engagement and effective classroom management. Candidates will explore, apply, and reflect on research-based methods to support all learners, foster inclusive classroom environments, and strengthen communication with families and communities. Emphasis will be placed on designing engaging instruction, managing student behavior, building positive relationships, and using data to inform teaching. Assignments and discussions are aligned with real classroom practice and tailored to candidates' residency placements.

## Course Objectives/Student Learning Outcomes

### **I. Discipline Taught**

Candidates will demonstrate an understanding of the implications of disability legislation and special education policies and procedures. (Assignments, Discussions Posts on Readings, Classroom Arrangement Assignment).

### **II. Student Learning and Development**

Candidates demonstrate an understanding of how all students learn and develop.

Candidates provide learning opportunities that support students' intellectual, social, and personal development and optimize learning opportunities for each student (Assignment, Engagement Strategies Assignment).

### **III. Diverse Learners**

Candidates demonstrate an understanding of how students differ in their approaches to learning

Candidates create instructional opportunities that are adapted to all learners with regard for families, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs. (Assignments, Video Review Assignment, Engagement Strategies Assignment and Discussions Posts on Readings).

#### **IV. Teaching Strategies**

Candidates demonstrate an understanding of the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study, and interdisciplinary instruction) and that foster high expectations for all students.

Candidates use multiple teaching and learning strategies and engage students in active learning opportunities to develop critical thinking and problem-solving skills.

Candidates develop clear, accurate presentations of concepts, using appropriate and varied methods to assist students' understanding.

Candidates vary the teacher role in the instructional process, such as alternating among instructor, facilitator, coach, to achieve different instructional purposes and to meet individual student needs ( Assignments, Engagement Strategies Assignment and Discussions Posts on Readings).

#### **V. Learning Environment**

Candidates create an inclusive learning environment that supports positive social interaction, active engagement in learning, and self-motivation for all students.

Candidates develop shared expectations for all students that include a positive, inclusive classroom climate of mutual respect, support, and inquiry.

Candidates use classroom management strategies that foster self-control and self-discipline. Candidates know how to de-escalate potential conflicts and use conflict resolution strategies to maintain a smoothly functioning learning community. (Assignments, First Day Scripts, Classroom Managemnet & Discipline Plans, Classroom Arrangement Assignment).

#### **VI. Communication**

Candidates demonstrate an understanding of effective verbal and non-verbal and media communication techniques and use them to support all students' learning (Assignments, Communication Projects I & II).

#### **VII. Planning**

Candidates use knowledge of learning theory, subject matter, curriculum, and student development, and assessed student needs in planning instruction.

Candidates evaluate, select, and create learning experiences that are developmentally appropriate, relevant to students, and are based upon principles of effective instruction.

Candidates effectively integrate a variety of resources, such as teacher-created materials, textbooks, technology, and community and business resources.

Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives.

Candidates collaborate with others in developing individualized plans for students with special needs (Assignments, Objectives and Assessment Assignment)

### **VIII. Assessment and Evaluation**

Candidates select, construct, and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated and make instructional decisions based upon this information.

Candidates solicit and use information about students' learning needs and progress collected from parents, other colleagues, and the students themselves.

Candidates maintain useful records of student work and progress and communicate student progress to students, parents, and other colleagues ((Assignments, Objectives and Assessment Assignment).

### **IX. Reflective Practitioner**

Candidates reflect on teaching practice by evaluating continually the effects of instruction for all students.

Candidates use knowledge of legal and ethical responsibilities; organizational, historical, and philosophical dimensions of classrooms and schools; and educational policy to guide professional behavior (Assignments, Objectives and Assessment Assignment).

### **X. Colleagues, Parents, and Community**

Candidates consult with parents, teachers, and other professionals within the schools and other community agencies to foster student learning.

Candidates participate in collegial activities designed to make the entire school a productive learning environment for all students.

Candidates serve as an advisor or advocate for students, recognize student problems, and seek additional help as needed and appropriate (Assignments, Communication Projects I & II, Child Abuse Training).

### **XI. Technology**

Candidates apply computers and related technologies to support instruction in appropriate grade levels and subject areas.

Candidates apply technology tools to enhance professional growth and productivity; use technology in communicating, collaborating, conducting research, and solving problems.

### **Major Teaching Methods**

Discussion Board Posts, Written Projects, Teaching video analysis

Updated August 2025

## Special Instructional Platform/Materials [e.g. laptop, etc.]

### Topics to be Covered

- Principles and strategies for classroom management
  - Knows how to develop classroom routines and procedures
  - Knows how to maintain accurate records
  - Knows how to establish standards of conduct
  - Knows how to arrange classroom space
  - Recognizes ways of promoting a positive learning environment
- Basic strategies for promoting students' development of self-regulatory skills
  - Setting goals
  - Managing time
  - Organizing information
  - Monitoring progress
  - Reflecting on outcomes
  - Establishing a productive work environment
- What works in school/parent/community partnerships, including volunteers, activities, parent-teacher communication, and community resources
- Obstacles to school/parent/community partnerships
- Bullying and child abuse
- Identification and description of possible barriers to parent and teacher communication.
- Attitudinal and idea descriptions that support positive parent and teacher relationships.
- An understanding of several supportive steps in initiating relationships prior to children's entrance into the classroom.
- Identification of the factors that facilitate productive parent-teacher conferences.
- An identification of several methods of working with parents in the classroom.
- Discussion of the rationale for parent education and implications for program planning.
- Understands ways to develop positive home-school relationships
  - Encouraging parent involvement through a positive school atmosphere, positive principal and teacher attitudes
  - Provide school activities and resources such as back-to-school nights, parent education groups, PTO, Fairs, reading nights
  - Making contacts through letters, email, phone calls, blogs, teacher websites etc.
- Develops procedures, guidelines, and recruitment of parent volunteers in the classroom
- Develop communication skills
  - Identify and use one-way and two-way communication
  - Describe roadblocks to communication by teachers and parents
- Learns how to prepare for Parent-Teacher conferences and conduct the conference
- Knows the school's responsibility in reporting Child Abuse

NOTE: If you need two columns, type your content and then select the content to divide into columns and choose the layout tab above – columns—two. Do not tab over or use spaces; screen readers will ignore the additional information.

### Course Schedule

See Detailed Course Schedule Document on (iLearn/D2L) Contents section.

Updated August 2025

## Course Breakdown

See iLearn for detailed explanations and rubrics.

First Day Scripts	50 points
Classroom management Plan	50 points
Discipline Plan	50 points
Classroom Arrangement Assignment	50 points
Substitute folder assignment	30 points
Communication project 1	50 points
Communication project II	50 points
Child Abuse Module	20 points
Engagement Strategy Assignment	50 points
<i>The Classroom Management</i> Book Discussion	50 Points
<i>Engagement By Design</i> Book Discussion	50 Points
<b>Total Points</b>	<b>500 points</b>

## Discussion and Response Rubric

Criteria	0	1-3	4-7	8-10
Academic Quality	Work was late or was not completed.	Responses to questions were minimal. There is evidence of very little thought and effort. It is hard to tell whether or not the student read the assignment or just looked at headings to include in the assignment.	Overall, responses to initial post were adequate. Responses to some parts of the questions were not answered. Student may have skimmed the readings, and does not prove a thorough understanding of the author's intended message.	Well done! All questions in the post were answered thoroughly and thoughtfully. Student PROVES he/she has read the assignment carefully, quoting the authors, including page numbers, and demonstrating thoughtful reflection of the assignment within the required page limit.
Mechanics		There are many spelling and mechanical errors, references are not cited, and most answers are directly copied from another source.	There are very few mechanical and spelling errors. Some references were cited.	There were no mechanical or spelling errors. All references were cited properly using APA 7 <sup>th</sup> edition when necessary.
Response to Peers	There was no response to other peers' posts	There is evidence of very little thought and effort.	Overall, peer discussion responses do not meet the minimal requirements.	Student completed peer discussion responses on time. Student's comments for at least 2 peer responses are relevant, insightful, build on others' ideas, and take the discussion/writing to a new level. Candidate skillfully challenges others' ideas during discussion.

## Grading and Evaluation Procedures

### Grade A

Exemplary work, deemed by the instructor to reflect ideas and writing of a high professional standard which are creative and reflect a thorough understanding of the demands of the assignment.

### Grade B

Work of good quality, input from the instructor will help the student redesign the project or reorganize the paper to make it more coherent or viable.

### Grade C

Some of the ideas presented are not necessarily articulated. The student may have missed vital evidence or presented projects that do not show evidence of original thought.

### Grade D

The student shows poor understanding of the demands of the task. Aspects of the task may also have been omitted. Significant areas of deficiency. Appears that little thought, time, or effort was put into the work.

### Grade F

Unacceptable work. Poor presentation, inadequate response to the assignment, little or no effort, bare minimum has obviously been completed.

Assignments and Projects 95%

Professionalism 5%

### Grading Scale [if applicable]

Letter Grade	Grade Range
A	93-100
B	85 to 92%
C	75 to 84%
D	71 to 74%
F	70% or below

## Course Policies

### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student

Updated August 2025

Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

### **Attendance and Participation Policy**

#### **Attendance**

Active and regular online participation is essential for your success in this course. Being punctual and consistent in your engagement reflects the professional disposition expected of all teacher education candidates.

If you are unable to participate for an extended period due to an emergency or extenuating circumstance (e.g., illness, hospitalization, bereavement, military service, or legal obligation), please contact the **Office of the Vice President for Student Affairs** at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an official absence notification.

#### **Class Participation**

- Log in to iLearn each week to complete discussions and assignments.
- Contribute to class discussions by responding to at least two classmates' posts each week. This encourages idea sharing, deeper learning, and respectful dialogue.
- Your instructor will monitor the discussion board to support and guide conversations.

#### **Assignments and Deadlines**

- Post your weekly discussion responses on time. Working ahead is discouraged so you can fully reflect and engage with course content.
- If illness or other serious circumstances prevent you from meeting a deadline, contact your instructor as soon as possible to request an extension.
- All assignments are due on the dates listed in the course schedule unless prior arrangements are made. Late work will lose 2 points per day.
- Discussion post should show you were prepared; lack of preparation may result in a deduction of points.

#### **Quality Expectations**

- Assignments must be free from spelling and grammatical errors. Work with excessive errors will be returned for revision, and points will be deducted.
- Written work will be evaluated on both content and effort.
- Model correct written and spoken language at all times in class discussions and submissions.

### **Disability Accommodation**

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden

University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## Additional Resources

### Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

### Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

### Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

## Generative AI: Moderate Use Guidelines

### AI policy statement: Permitted when Assigned in this Course with Attribution.

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor.

To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this

assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the [CITL website](#).

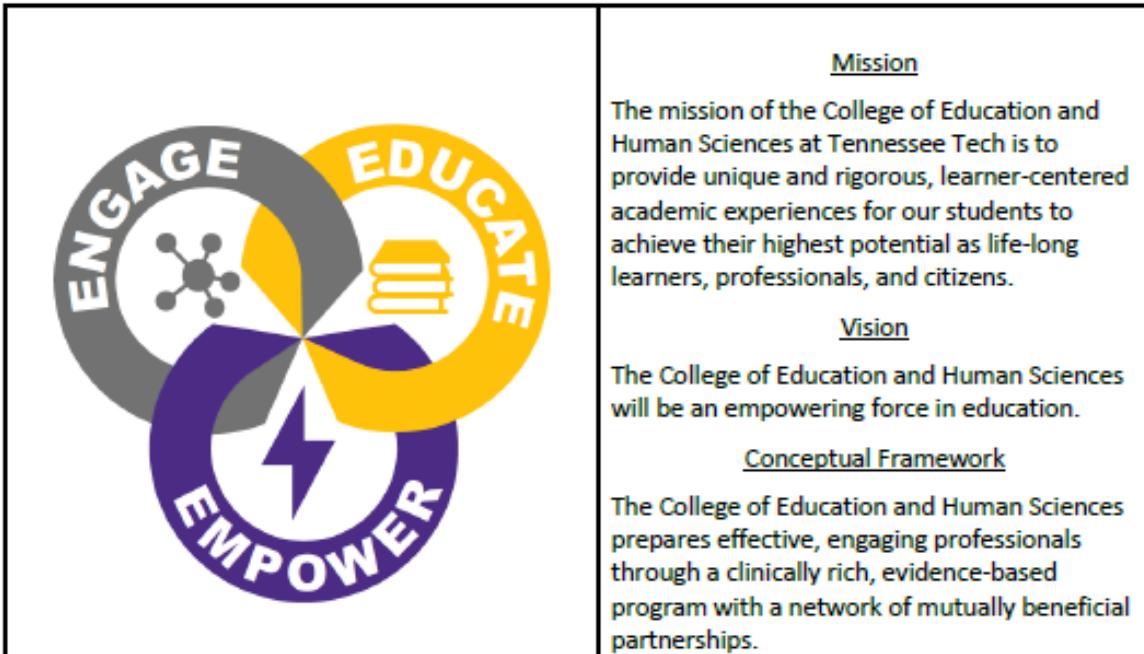
#### **Instructor's Rights**

The instructor reserves the right to alter this syllabus and any assignments, due dates, and other items as needed in order to meet the needs of the class. See course outline/schedule. Instructor may use your work as a future class example or research purposes.

**Tennessee Tech University**  
**College of Education and Human Sciences**  
**Curriculum & Instruction**

Residency: Fall 2026  
ECSP/ELED/SEED/SPED: 4900  
M-F 10 credit hours

**Conceptual Framework**



**Mission**

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**Vision**

The College of Education and Human Sciences will be an empowering force in education.

**Conceptual Framework**

The College of Education and Human Sciences prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.

**Instructor Information**

Instructor: Dr. Amy Brown  
Office: TJ Farr 103  
Office Phone: 372-3170  
Email: [abrown@tnstate.edu](mailto:abrown@tnstate.edu)  
Office Hours: By Appointment

**Instructor Information**

Instructor: Dr. Jeremy Wendt  
Office: Bartoo Hall 313  
Office Phone: 931-372-3181  
Email: [jwendt@tnstate.edu](mailto:jwendt@tnstate.edu)  
Office Hours: By Appointment

**Course Information: Prerequisite or Co-Requisite (if applicable)**

- Appropriate coursework required by major
- Pre-requisite of full admission to the Teacher Education Program
- Pass applicable Praxis exams
- Current CPR/First-Aid/AED certification/Professional Liability Insurance
- Any mandatory screening requirements from individual school systems
- Cleared Background Check
- Co-requisite of 4925, Application of Teaching
- Pre-requisite of 4875, Application of Learning (excludes ELED/SPED)

Required Text

None

Recommended Text

None

Required Special Instructional Materials

- Computer and Internet Access

Course Description

Performance based clinical experience in authentic settings involving planning appropriate instruction based on students' needs, creating a positive learning environment, communicating and collaborating with colleagues and others, and effectively assessing student learning and reflecting on practice. A minimum grade of "B" is required for licensure candidates.

Major Teaching Methods

The mentor/candidate will utilize various teaching strategies (i.e. modeling, demonstration, co-teaching, whole and small group instruction, seminar presentations, discussions, etc.).

Class Discussion

Seminar

Topics to be Covered

During the clinical experience, the teacher candidate will:

- Plan
- Instruct
- Assess
- Reflect

Course Schedule – (see Important Dates and Detailed Schedule for specific dates/times).

- Candidates are in their placement 5 days a week, following the school's calendar, with the

Course Breakdown

Licensure

During the semester, you will be required to submit your licensure information on-line AFTER you receive instructions from the Office of Teacher Education Licensure Certification Analyst.

**NOTE: All licensure required Praxis exams must be passed before licensure application will be submitted to the Tennessee Department of Education.**

Licensure Standards

See crosswalk here: <https://www.tntech.edu/education/accreditation.php>

Additional Expectations – refer to Memorandum of Understanding

1. Appropriate dress - As a teacher candidate, you will be expected to meet the dress code(s) of the school(s) in which you are assigned. As a rule, professional dress is not the same as

social dress. Think twice before you get dressed in the morning. **NOTE:** Refer to school/district policy for tattoos and facial/tongue piercings.

2. Producing professional written work - As a teacher candidate, you are expected to produce written material that is typed or word-processed, grammatically correct, neat, and completed on time. These expectations apply to all work completed during the clinical experience including teaching materials, lesson plans, unit plans, etc.
3. Consideration of colleagues - As a teacher candidate, you will be expected to be respectful of your colleagues. Cell phones and other electronic devices should be silenced/turned off during the school day.
4. Professional Behavior – As a teacher candidate, you are placed in a school as a guest of that school. School principals have the authority to cancel placements of those not exhibiting appropriate professional behavior. Removal because of unprofessional behavior may result in termination or extension of the clinical experience.
5. Time Commitment—As a teacher candidate, you are required to be at school and follow the same schedule as all teachers. You must attend all extra-curricular events required by teachers—open houses, faculty meetings, team meetings, parent/teacher conferences, etc.
6. Calendar—You should follow the school calendar for the district you are assigned. When your school is closed, you do not attend. If TTU is closed and your school is open, follow your school's schedule. Exception: If a seminar is scheduled, you are required to attend the seminar even though your placement school may not be in session.

#### Grading and Evaluation Procedures

Grades will be determined by the following three (3) components (all components must be submitted for a candidate to receive a course grade.)

1. Two (2) observations by the clinical supervisor using the Aspiring Teacher Rubric (ATR) for a maximum of 120 total points (40% of final grade). (Lesson plans must be received by the clinical supervisor five (5) days prior to the observation.)
2. One (1) observation using the ATR plus one (1) summative evaluation by the mentor teacher using the ATR for a maximum of 120 total points (60% of final grade).
3. A self-assessment must be completed within 48 hours of all formal observations. Three (3) points will be deducted from each observation when the self-assessment for that observation has not been completed within the 48-hour period.

#### Grade Scale

70 – 100	A
48 - 69	B
34 – 47	C
23 – 33	D
0 – 22	F

A minimum grade of "B" is required for licensure candidates.

### **Removal from Assignment:**

The clinical teaching program is a collaborative relationship between TTU, cooperating school districts, mentor teacher and the teacher candidate. Occasionally, there are circumstances that warrant the termination of the clinical experience.

- **By Principal**—You are a guest of the school. If the principal asks to have you removed, it will happen immediately. Upon removal, you will be asked to meet with the Office of Teacher Education to discuss the issues at hand. Depending on the nature/severity of the issues, your clinical experience may be terminated, or you may be reassigned to another school and, if necessary, your assignment may be extended.
- **By Office of Teacher Education**—You will be dismissed if your mentor teacher and/or your clinical supervisor feel you lack necessary skills.
- **Unprofessional Conduct**—Reason for immediate dismissal. Examples: rude, disrespectful behavior towards faculty or students, chronic tardiness, talking or texting on cellphone, or other inappropriate conduct, including any Facebook (or other social media) posts about the school, personnel, or students.

### **Course Policies**

#### **TTU Library Online Access**

The Tennessee Tech Library is available to all candidates enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. Visit the ITS site to find out [more about initializing your TTU account or resetting your password](#).

[More information on electronic media is available at the TTU Volpe Library.](#)

#### **Student Academic Integrity Policy**

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

#### **Attendance Policy**

Teacher candidates are expected to follow the same regulations regarding length of workday and attendance that apply to the classroom-mentor teacher. This implies that the teacher candidate is expected to be present in the assigned classroom unless there is illness or unless there is an extreme emergency. Tardiness is never acceptable. Teacher candidates are responsible for contacting both the mentoring teacher and their clinical supervisor, beforehand, in the event of any absences. If you are responsible for any part of teaching, you must provide plans for your mentor teacher. Teacher candidates may miss up to 3 days due to illness or unexpected

emergencies. The only exception is the professional seminars/writing days, which all candidates are expected to attend. Excessive absences will be addressed on an individual basis and may result in extension of the clinical practice.

Candidates who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tnstate.edu](mailto:studentaffairs@tnstate.edu) to request an absence notification.

#### Class Participation

Candidates are expected to work closely with the mentor teacher and clinical supervisor on a regular basis, collaborate with the mentor when planning lessons, reflecting on teaching, and application and use of feedback provided by the mentor and/or the clinical supervisor. Please reference the Important Dates and Detailed Schedule documents for specific dates of observations.

#### Assignments and Related Policy

Teacher candidates are required to submit the following:

- Self-assessments within 48 hours after each observation
- Site Evaluation
- Exit Survey
- Clinical Supervisor Evaluation
- Clinical Placement Attendance
- Tennessee Early Reading Training (see below)

Tennessee Early Reading Training - 2023 EPP Literacy Standards Met: 1.1.a; 1.1.b; 1.1.d; 1.1.e; 1.1.f; 1.2.a; 1.2.b; 1.2.c; 1.2.d; 1.2.e; 1.2.f; 1.2.g; 1.2.h; 2.1.1; 3.1; 3.2; 5.15

Early Childhood, Elementary, English as a Second Language, and Special Education candidates seeking to obtain a teaching license with at least one qualifying endorsement ([listed here](#)) must demonstrate compliance with the Tennessee Literacy Success Act (TLSA) requirements when submitting licensure transactions.

If the Tennessee Early Reading Training has not been completed in prior coursework, complete Course 1 of the Tennessee Early Reading Training Course [here](#). You must obtain your final certificate of completion to upload for licensure recommendation. The Office of Teacher Education will guide the licensure recommendation process at the conclusion of this course.

#### Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

## Additional Resources

### Technical Help

- If you are experiencing technical problems, visit [the myTech IT Helpdesk](#) for assistance.
- If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here) visit the [Center for Innovation in Teaching and Learning \(CITL\)](#) website or call 931-372-3675 for assistance.
- For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource](#) page.

### Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the Learning Center website for more information.

### Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

### Copyright and Fair Use

All projects created in this course should follow appropriate [copyright and fair use](#).

### Please note:

- Self-plagiarism will also not be allowed. Candidates cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.
- TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.  
(Source: TTU University Faculty Meeting, August 25, 2009).

### AI Guidelines

AI policy statement: Permitted in this Course with Attribution.

In this course, Generative AI resources are encouraged to be used by students with the purpose of supporting their work. To ensure academic integrity, students must openly disclose any AI-

generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by (Generative AI Tool Provider), in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the [CITL website](#).

Tennessee Tech University  
Curriculum & Instruction  
ESLP 3200-Section 001

Teaching English Learners in Secondary Classrooms

Tuesday/Thursday, 1:30-3:00, Bartoo 307, 3 Credit Hour, Fall 2026



Mission

The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.

Vision

The college will be an empowering force in education and human sciences.

Conceptual Framework

The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.

**Instructor Information**

Instructor's Name: Lindsey Braisted

Office: Bartoo Hall, Room 323

Telephone Number: (931) 372-6388

Campus Email: [lbraisted@tnstate.edu](mailto:lbraisted@tnstate.edu)

**Prerequisite**

Full admission to the Teacher Education Program.

## Course Information

This course examines research-based methods for teaching English learners in secondary classrooms. Topics include language acquisition, assessment, and literacy development. Emphasis is placed on integrating language and content to support the academic success of all students. A minimum grade of B is required to meet degree requirements for licensure candidates.

## Texts and References

### Required Instructional Materials

Wright, W. E., (2025) (4th ed.). Foundations for teaching English language learners: Research, theory, policy, and practice. Baltimore: Brookes Publishing. [Foundations for Teaching English Language Learners \(brookespublishing.com\)](http://Foundations for Teaching English Language Learners (brookespublishing.com))

Recommended Text Link: [ELPA21 Standards](#)

## Course Welcome and Description

This course examines research-based methods for teaching English learners in secondary classrooms. Topics include language acquisition, assessment, and literacy development. Emphasis is placed on integrating language and content to support the academic success of all students.

## Course Objectives/Student Learning Outcomes

1. Demonstrate understanding of students' educational backgrounds.
2. Apply language acquisition theories to design instructional strategies that promote language development and academic achievement.
3. Design lessons that integrate explicit language instruction with academic content to support multilingual learners in meeting grade-level standards.
4. Identify and implement effective teaching practices that create supportive learning environments.
5. Interpret and apply current state and federal requirements related to services, program models, and instructional methods for multilingual learners.
6. Analyze and apply appropriate assessment practices to interpret data, inform instruction, and provide accommodations for multilingual learners across proficiency levels.
7. Integrate listening, speaking, reading, and writing into content-based instruction to enhance language development.

8. Incorporate technology and digital tools to enhance language learning and access to instructional resources.
9. Reflect on the role of families and communities in multilingual learners' education and identify ways to build productive school-home partnerships.

### Major Teaching Methods

Online Work, Discussion, Demonstrations, Reading Assignments, Written Assignments, Technology Use, Modeling, Individual Projects

### Special Instructional Platform/Materials

To be successful in this class, students must:

1. Have access to a reliable computer and internet.
2. Navigate and utilize TTU online resources and various websites – including the library and iLearn.
3. Daily check TTU email and iLearn for written feedback, course updates, and grades.

### Topics to be Covered

- Language backgrounds and their impact on teaching and learning
- Stages of language development in multilingual learners (MLs)
- ELPA21 standards and applications
- Key linguistic concepts and terminology in multilingual education
- Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- Foundations of language acquisition: theory to classroom application
- First and second language acquisition processes
- Theorists and foundational perspectives in ESL and multicultural education
- Laws and policies governing multilingual education
- Instructional models and program structures for MLs
- Identification and implementation of best practices for multilingual learners
- Assessment and evaluation of multilingual learners
- Instructional strategies for developing speaking, listening, reading, and writing with MLs
- Integrating technology to support language and literacy development
- Language integration across content areas
- Differentiated instruction for diverse language proficiency levels
- Pedagogical and methodological approaches for multilingual classrooms
- Creating supportive classroom environments that promote student engagement and success
- Family and community partnerships in multilingual education

**Course Schedule** All assignments must be electronically submitted on Tennessee Tech's Learning Management System, iLearn/D2L by the date and time specified on the syllabus and iLearn.

Week	Assignments
Week 1	<b>Reading:</b> Introduction to English Learners (see iLearn) <b>Assignment:</b> Discussion Board
Week 2	<b>Reading:</b> Chapter 1 <b>Assignment:</b> Chapter 1 Response; Student Background Project
Week 3	<b>Reading:</b> Chapter 2 <b>Assignment:</b> Chapter 2 Response; ELPA 21 Standard Scavenger Hunt
Week 4	<b>Reading:</b> Chapter 3 <b>Assignment:</b> Chapter 3 Response
Week 5	<b>Reading:</b> Chapter 4 <b>Assignment:</b> Chapter 4 Response
Week 6	<b>Reading:</b> Chapter 5 <b>Assignment:</b> Chapter 5 Response; Study for Midterm
Week 7 (Midterm)	<b>Assignment:</b> Strategy Presentation
Week 8	<b>Reading:</b> Chapter 6 <b>Assignment:</b> Chapter 6 Response
Week 9	<b>Reading:</b> Chapter 7 <b>Assignment:</b> Chapter 7 Response
Week 10	<b>Reading:</b> Chapter 8 <b>Assignment:</b> Chapter 8 Response

Week 11	<b>Reading:</b> Chapter 9 <b>Assignment:</b> Chapter 9 Response
Week 12	<b>Reading:</b> Chapter 10 <b>Assignment:</b> Chapter 10 Response
Week 13	<b>Reading:</b> Chapter 11 <b>Assignment:</b> Chapter 11 Response
Week 14	<b>Reading:</b> Podcast <b>Assignment:</b> Podcast Notetaker; Lesson Plan
Week 15	<b>Reading:</b> N/A <b>Assignment:</b> Final Reflection (Date TBD)

## Course Breakdown

### Introduction to English Learners (20 points)

*Course Objective:* 1, 2

*IntASC Standards Met:* 1(h), 2(m), 2(o), 10(g), 4(m), 4(q)

*TESOL Standards Met:* 2a, 2b, 2e

You will complete a discussion post in iLearn responding to the introductory video linked in the course module. Your post should demonstrate thoughtful reflection, professional tone, and attention to grammar and mechanics. See iLearn for full instructions.

### Chapter Response (20 points)

*Course Objective:* 5, 6, 7, 8, 9, 10

*IntASC Standards Met:* 1(d), 1(e), 1(f), 1(g), 1(h), 1(i), 1(d), 2(g), 2(i), 2(k), 2(o), 3(l), 4(f), 4(m), 5(i), 6(j), 6(k), 6(p), 8(k), 8(l), 8(m), 9(j)

*TESOL Standards Met:* 1a, 1b, 1c, 1d, 2a, 2b, 4d, 5b

After reading each chapter, you will respond to questions which highlight the most important components of the chapter. You will be required to apply your learning to life-like scenarios. All chapter responses will be completed in the “quiz” section of iLearn.

### Student Background Study (50 Points)

*Course Objective:* 1, 2

*EPP Literacy Standards Met:* 4.11

*IntASC Standards Met:* 2(k), 2(m), 5(p)

*TESOL Standards Met:* 2a, 2b, 2c, 2(o)

The purpose of this project is to examine the backgrounds and educational experiences of student populations commonly served in local schools. Working in small groups, you will prepare a brief

presentation highlighting key information teachers should know—such as language backgrounds, instructional needs, and classroom strategies. See iLearn for rubric and exemplars.

#### Vocabulary Midterm (100 Points)

*Course Objective:* 7, 9

*IntASC Standards Met:* 1(e), 1(g), 4(j), 4(k), 4(l)

*TESOL Standards Met:* 1a, 1b, 1c, 1d, 4a, 4b

The purpose of this assignment is for you to be knowledgeable of the most important terms related to multilingual instruction. The list of terms to be assessed can be found in ilearn.

#### Strategy Presentation (50 points)

*Course Objective:* 3, 4, 5, 8, 9, 10

*IntASC Standards Met:* 1(e), 1(f), 1(g), 1(h), 1(i), 2(g), 2(i), 2(j), 2(o), 3(j), 3(l), 4(l), 8(k), 8(l), 8(m)

*TESOL Standards Met:* 1b, 1c, 1d, 3a,

You will prepare a brief presentation explaining an instructional strategy designed for English learners. Include theory or research background, demonstration of classroom use, benefits, challenges, and a one-page reference handout. See iLearn for the list of strategies and evaluation criteria.

#### In Class-TESOL Article Notetaker (20 points) -

*Course Objective:* 1, 2, 3, 4, 5

*IntASC Standards Met:* 2(c), 4(d), 9(e)

*TESOL Standards Met:* 1.b, 2.a, 3.a, 3.b, 5.a, 5.b

Use the notetaker linked in ilearn to take notes while reviewing the article linked in ilearn on effective instruction for English learners.

#### In Class- ELPA 21 Standard Scavenger Hunt (20 points)

*Course Objective:* 4, 8

*IntASC Standards Met:* 1(e), 1(f), 1(g), 1(h), 1(i), 4(n), 5(n), 6(b), 6(h)

*TESOL Standards Met:* 1b, 1c, 1d, 4d

This activity introduces you to the English Language Proficiency (ELP) Standards. You will explore their organization, domains, and performance levels, and analyze how they guide instruction across grade bands and content areas.

#### Podcast Notetaker (20 points)

*Course Objective:* 4, 9

*IntASC Standards Met:* 9(a), 9(e), 9(l), 10(c), 10(k)

*TESOL Standards Met:* 5.a, 5.b, 2.a, 3.a

Find a podcast related to multilingual instruction. You may use the link provided in ilearn to guide your choice or select your own podcast. The podcast should be at least 20 minutes in order to provide enough content to respond to the questions in the notetaker. As you listen to the podcast, complete the notetaker linked in ilearn. Submit the notetaker to ilearn.

#### In Class- Article and Notetaker (20 points)

*Course Objective:* 1, 2, 3

*IntASC Standards Met: 10(d), 10(n)*

*TESOL Standards Met: 2.a, 2.b*

Read the assigned article in iLearn on building school-home connections. Complete the corresponding notetaker and quiz.

**In Class- Case Study (20 points)**

*Course Objective: 3, 4, 5, 7, 8, 9*

*IntASC Standards Met: 1(b), 2(c), 2(m), 7(a), 7(d), 8(b), 8(l)*

*TESOL Standards Met: 1.a, 1.b, 2.a, 3.a, 3.b, 3.c, 4.a, 4.b*

You will analyze a sample student profile to identify language strengths, areas for growth, and appropriate instructional supports. Using course concepts, design a short lesson tailored to the student's needs. This assignment will be completed in class.

**Final Reflection (100 points)**

*Course Objective: 1, 2, 4, 5, 6*

*IntASC Standards Met: 2(c), 2(g), 2(m), 3(f), 3(j), 9(a), 9(e), 9(l)*

*TESOL Standards Met: 1.a, 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 4.a, 5.a, 5.b*

Reflect on how course concepts, readings, and assignments have expanded your understanding of effective instruction for English learners. The reflection should be two pages, double-spaced, in 12-point font. Submit to iLearn.

**Professionalism (100 points)**

*Course Objective: 1, 2, 4*

*IntASC Standards Met: 9(c), 9(l), 10(k)*

*TESOL Standards Met: 5.b*

Professionalism in this course will be evaluated according to the Aspiring Teacher Rubric.

Students are expected to maintain a professional disposition during class time and any communication that should take place outside of scheduled class time.

## Grading and Evaluation Procedures

If you are unable to submit an assignment on time, please communicate with instructor as soon as possible. In such cases, the following guidelines will apply:

**Late Submission with Instructor's Approval:** For each day the assignment is late, you will be eligible to receive up to 75% of the total number of points, with a 25% decrease for each subsequent late day.

**Late Submission without Instructor's Approval:** Work submitted past the due date listed in the course calendar will result in a zero for the assignment.

**Failure to Submit an Assignment:** In cases where an assignment is not submitted at all, a letter grade deduction will result. This step is taken to emphasize the importance of completing assignments, as they contribute significantly to your learning and progress in the course.

I believe that timely completion of assignments contributes to your overall academic growth. If you encounter any challenges or need assistance, please reach out to me as quickly as possible. Absolutely no assignments will be accepted after 12/5/25 at 11:59 p.m. CST.

#### Grading Scale [if applicable]

Letter Grade	Grade Range
A	93%–100%
B	85–92%
C	76–84%
D	70–75%
F	0–69%

### Course Policies

#### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

#### Attendance Policy

Regular attendance is required. ESLP 3200 provides opportunities for teacher education candidates to demonstrate the dispositions of effective teachers. Regular attendance is an indication of responsibility and is one of the identified dispositions reflected in the TTU conceptual framework.

- Tardies (missing less than 10% of class time) will result in a loss of five points from your professionalism grade.
- You may miss one class period without penalty. Please send an email notifying the instructor of your absence prior to class.
- Subsequent absences will result in a five-point deduction from professionalism per class period missed.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

## Class Participation

Full participation in this course means that you come to class fully prepared by having completed all readings, engaging in meaningful conversations, asking thoughtful questions, and supporting peers during a variety of team projects.

**Content Knowledge:** This is an in-depth methods course, yet there will still be content you may have to further explore individually. Take initiative to learn more about specific topics related to English language instruction by exploring the iLearn modules and revisiting your textbook.

**Respect and Sensitivity:** Demonstrating cultural awareness, empathy, and respect for diverse perspectives, especially given the multicultural context of English Language Instruction.

**Communication:** Clear, professional, and respectful communication with instructors, and peers.

**Responsiveness to Feedback:** Openness to constructive criticism, adaptability, and willingness to improve based on feedback.

**Collaborative Skills:** Working effectively in group activities, contributing fairly, and supporting classmates, especially when collaborating on projects or lesson planning.

**Professional Appearance and Demeanor:** When applicable, maintaining a professional appearance during any presentations.

## Assignments and Related Policy

All assignments, unless otherwise stated, papers are to be typed, double spaced, in 12-point font, and free of all errors. Unless otherwise stated, all papers will be written within the APA guidelines. Please submit all assignments in .doc or .pdf formats. Other file types will not be accepted. Please be sure to take in account the limitations of technology when preparing to submit assignments. In other words, please do not wait until the last minute to submit assignments because of the possibility of technology issues, electrical outages, and other unforeseen challenges. The daily class schedule, assignment descriptions, assignment due dates, and/or rubrics/checklists may be found in iLearn. To facilitate student learning, the instructor may alter the syllabus and class schedule as needed. All changes will be communicated to students.

## Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## Additional Resources

### Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

### Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

### Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

### Generative AI: Moderate Use Guidelines

#### **AI policy statement: Permitted when Assigned in this Course with Attribution.**

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor.

To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the [CITL website](#).

Tennessee Tech University  
Curriculum & Instruction  
ESLP 3200-Section 001

Teaching English Learners in Secondary Classrooms

Tuesday/Thursday, 1:30-3:00, Bartoo 307, 3 Credit Hour, Fall 2026



Mission

The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.

Vision

The college will be an empowering force in education and human sciences.

Conceptual Framework

The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.

**Instructor Information**

Instructor's Name: Lindsey Braisted

Office: Bartoo Hall, Room 323

Telephone Number: (931) 372-6388

Campus Email: [lbraisted@tnstate.edu](mailto:lbraisted@tnstate.edu)

**Prerequisite**

Full admission to the Teacher Education Program.

## Course Information

This course examines research-based methods for teaching English learners in secondary classrooms. Topics include language acquisition, assessment, and literacy development. Emphasis is placed on integrating language and content to support the academic success of all students. A minimum grade of B is required to meet degree requirements for licensure candidates.

## Texts and References

### Required Instructional Materials

Wright, W. E., (2025) (4th ed.). Foundations for teaching English language learners: Research, theory, policy, and practice. Baltimore: Brookes Publishing. [Foundations for Teaching English Language Learners \(brookespublishing.com\)](http://brookespublishing.com)

Recommended Text Link: [ELPA21 Standards](#)

## Course Welcome and Description

This course examines research-based methods for teaching English learners in secondary classrooms. Topics include language acquisition, assessment, and literacy development. Emphasis is placed on integrating language and content to support the academic success of all students.

## Course Objectives/Student Learning Outcomes

1. Demonstrate understanding of students' educational backgrounds.
2. Apply language acquisition theories to design instructional strategies that promote language development and academic achievement.
3. Design lessons that integrate explicit language instruction with academic content to support multilingual learners in meeting grade-level standards.
4. Identify and implement effective teaching practices that create supportive learning environments.
5. Interpret and apply current state and federal requirements related to services, program models, and instructional methods for multilingual learners.
6. Analyze and apply appropriate assessment practices to interpret data, inform instruction, and provide accommodations for multilingual learners across proficiency levels.
7. Integrate listening, speaking, reading, and writing into content-based instruction to enhance language development.

8. Incorporate technology and digital tools to enhance language learning and access to instructional resources.
9. Reflect on the role of families and communities in multilingual learners' education and identify ways to build productive school-home partnerships.

## Major Teaching Methods

Online Work, Discussion, Demonstrations, Reading Assignments, Written Assignments, Technology Use, Modeling, Individual Projects

## Special Instructional Platform/Materials

To be successful in this class, students must:

1. Have access to a reliable computer and internet.
2. Navigate and utilize TTU online resources and various websites – including the library and iLearn.
3. Daily check TTU email and iLearn for written feedback, course updates, and grades.

## Topics to be Covered

- Language backgrounds and their impact on teaching and learning
- Stages of language development in multilingual learners (MLs)
- ELPA21 standards and applications
- Key linguistic concepts and terminology in multilingual education
- Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- Foundations of language acquisition: theory to classroom application
- First and second language acquisition processes
- Theorists and foundational perspectives in ESL and multicultural education
- Laws and policies governing multilingual education
- Instructional models and program structures for MLs
- Identification and implementation of best practices for multilingual learners
- Assessment and evaluation of multilingual learners
- Instructional strategies for developing speaking, listening, reading, and writing with MLs
- Integrating technology to support language and literacy development
- Language integration across content areas
- Differentiated instruction for diverse language proficiency levels
- Pedagogical and methodological approaches for multilingual classrooms
- Creating supportive classroom environments that promote student engagement and success
- Family and community partnerships in multilingual education

**Course Schedule** All assignments must be electronically submitted on Tennessee Tech's Learning Management System, iLearn/D2L by the date and time specified on the syllabus and iLearn.

<b>Week</b>	<b>Assignments</b>
Week 1	<b>Reading:</b> Introduction to English Learners (see iLearn) <b>Assignment:</b> Discussion Board
Week 2	<b>Reading:</b> Chapter 1 <b>Assignment:</b> Chapter 1 Response; Student Background Project
Week 3	<b>Reading:</b> Chapter 2 <b>Assignment:</b> Chapter 2 Response; ELPA 21 Standard Scavenger Hunt
Week 4	<b>Reading:</b> Chapter 3 <b>Assignment:</b> Chapter 3 Response
Week 5	<b>Reading:</b> Chapter 4 <b>Assignment:</b> Chapter 4 Response
Week 6	<b>Reading:</b> Chapter 5 <b>Assignment:</b> Chapter 5 Response; Study for Midterm
Week 7 (Midterm)	<b>Assignment:</b> Strategy Presentation
Week 8	<b>Reading:</b> Chapter 6 <b>Assignment:</b> Chapter 6 Response
Week 9	<b>Reading:</b> Chapter 7 <b>Assignment:</b> Chapter 7 Response
Week 10	<b>Reading:</b> Chapter 8 <b>Assignment:</b> Chapter 8 Response

Week 11	Reading: Chapter 9 Assignment: Chapter 9 Response
Week 12	Reading: Chapter 10 Assignment: Chapter 10 Response
Week 13	Reading: Chapter 11 Assignment: Chapter 11 Response
Week 14	Reading: Podcast Assignment: Podcast Notetaker; Lesson Plan
Week 15	Reading: N/A Assignment: Final Reflection (Date TBD)

## Course Breakdown

### Introduction to English Learners (20 points)

*Course Objective:* 1, 2

*IntASC Standards Met:* 1(h), 2(m), 2(o), 10(g), 4(m), 4(q)

*TESOL Standards Met:* 2a, 2b, 2e

You will complete a discussion post in iLearn responding to the introductory video linked in the course module. Your post should demonstrate thoughtful reflection, professional tone, and attention to grammar and mechanics. See iLearn for full instructions.

### Chapter Response (20 points)

*Course Objective:* 5, 6, 7, 8, 9, 10

*IntASC Standards Met:* 1(d), 1(e), 1(f), 1(g), 1(h), 1(i), 1(d), 2(g), 2(i), 2(k), 2(o), 3(l), 4(f), 4(m), 5(i), 6(j), 6(k), 6(p), 8(k), 8(l), 8(m), 9(j)

*TESOL Standards Met:* 1a, 1b, 1c, 1d, 2a, 2b, 4d, 5b

After reading each chapter, you will respond to questions which highlight the most important components of the chapter. You will be required to apply your learning to life-like scenarios. All chapter responses will be completed in the “quiz” section of iLearn.

### Student Background Study (50 Points)

*Course Objective:* 1, 2

*EPP Literacy Standards Met:* 4.11

*IntASC Standards Met:* 2(k), 2(m), 5(p)

*TESOL Standards Met:* 2a, 2b, 2c, 2(o)

The purpose of this project is to examine the backgrounds and educational experiences of student populations commonly served in local schools. Working in small groups, you will prepare a brief

presentation highlighting key information teachers should know—such as language backgrounds, instructional needs, and classroom strategies. See iLearn for rubric and exemplars.

### Vocabulary Midterm (100 Points)

*Course Objective:* 7, 9

*IntASC Standards Met:* 1(e), 1(g), 4(j), 4(k), 4(l)

*TESOL Standards Met:* 1a, 1b, 1c, 1d, 4a, 4b

The purpose of this assignment is for you to be knowledgeable of the most important terms related to multilingual instruction. The list of terms to be assessed can be found in iLearn.

### Strategy Presentation (50 points)

*Course Objective:* 3, 4, 5, 8, 9, 10

*IntASC Standards Met:* 1(e), 1(f), 1(g), 1(h), 1(i), 2(g), 2(i), 2(j), 2(o), 3(j), 3(l), 4(l), 8(k), 8(l), 8(m)

*TESOL Standards Met:* 1b, 1c, 1d, 3a

You will prepare a brief presentation explaining an instructional strategy designed for English learners. Include theory or research background, demonstration of classroom use, benefits, challenges, and a one-page reference handout. See iLearn for the list of strategies and evaluation criteria.

### In Class-TESOL Article Notetaker (20 points) -

*Course Objective:* 1, 2, 3, 4, 5

*IntASC Standards Met:* 2(c), 4(d), 9(e)

*TESOL Standards Met:* 1.b, 2.a, 3.a, 3.b, 5.a, 5.b

Use the notetaker linked in iLearn to take notes while reviewing the article linked in iLearn on effective instruction for English learners.

### In Class- ELPA 21 Standard Scavenger Hunt (20 points)

*Course Objective:* 4, 8

*IntASC Standards Met:* 1(e), 1(f), 1(g), 1(h), 1(i), 4(n), 5(n), 6(b), 6(h)

*TESOL Standards Met:* 1b, 1c, 1d, 4d

This activity introduces you to the English Language Proficiency (ELP) Standards. You will explore their organization, domains, and performance levels, and analyze how they guide instruction across grade bands and content areas.

### Podcast Notetaker (20 points)

*Course Objective:* 4, 9

*IntASC Standards Met:* 9(a), 9(e), 9(l), 10(c), 10(k)

*TESOL Standards Met:* 5.a, 5.b, 2.a, 3.a

Find a podcast related to multilingual instruction. You may use the link provided in iLearn to guide your choice or select your own podcast. The podcast should be at least 20 minutes in order to provide enough content to respond to the questions in the notetaker. As you listen to the podcast, complete the notetaker linked in iLearn. Submit the notetaker to iLearn.

### In Class- Article and Notetaker (20 points)

*Course Objective:* 1, 2, 3

*IntASC Standards Met: 10(d), 10(n)*

*TESOL Standards Met: 2.a, 2.b*

Read the assigned article in iLearn on building school-home connections. Complete the corresponding notetaker and quiz.

**In Class- Case Study (20 points)**

*Course Objective: 3, 4, 5, 7, 8, 9*

*IntASC Standards Met: 1(b), 2(c), 2(m), 7(a), 7(d), 8(b), 8(l)*

*TESOL Standards Met: 1.a, 1.b, 2.a, 3.a, 3.b, 3.c, 4.a, 4.b*

You will analyze a sample student profile to identify language strengths, areas for growth, and appropriate instructional supports. Using course concepts, design a short lesson tailored to the student's needs. This assignment will be completed in class.

**Final Reflection (100 points)**

*Course Objective: 1, 2, 4, 5, 6*

*IntASC Standards Met: 2(c), 2(g), 2(m), 3(f), 3(j), 9(a), 9(e), 9(l)*

*TESOL Standards Met: 1.a, 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 4.a, 5.a, 5.b*

Reflect on how course concepts, readings, and assignments have expanded your understanding of effective instruction for English learners. The reflection should be two pages, double-spaced, in 12-point font. Submit to iLearn.

**Professionalism (100 points)**

*Course Objective: 1, 2, 4*

*IntASC Standards Met: 9(c), 9(l), 10(k)*

*TESOL Standards Met: 5.b*

Professionalism in this course will be evaluated according to the Aspiring Teacher Rubric.

Students are expected to maintain a professional disposition during class time and any communication that should take place outside of scheduled class time.

## Grading and Evaluation Procedures

If you are unable to submit an assignment on time, please communicate with instructor as soon as possible. In such cases, the following guidelines will apply:

**Late Submission with Instructor's Approval:** For each day the assignment is late, you will be eligible to receive up to 75% of the total number of points, with a 25% decrease for each subsequent late day.

**Late Submission without Instructor's Approval:** Work submitted past the due date listed in the course calendar will result in a zero for the assignment.

**Failure to Submit an Assignment:** In cases where an assignment is not submitted at all, a letter grade deduction will result. This step is taken to emphasize the importance of completing assignments, as they contribute significantly to your learning and progress in the course.

I believe that timely completion of assignments contributes to your overall academic growth. If you encounter any challenges or need assistance, please reach out to me as quickly as possible. Absolutely no assignments will be accepted after 12/5/25 at 11:59 p.m. CST.

#### Grading Scale [if applicable]

Letter Grade	Grade Range
A	93%–100%
B	85–92%
C	76–84%
D	70–75%
F	0–69%

### Course Policies

#### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

#### Attendance Policy

Regular attendance is required. ESLP 3200 provides opportunities for teacher education candidates to demonstrate the dispositions of effective teachers. Regular attendance is an indication of responsibility and is one of the identified dispositions reflected in the TTU conceptual framework.

- Tardies (missing less than 10% of class time) will result in a loss of five points from your professionalism grade.
- You may miss one class period without penalty. Please send an email notifying the instructor of your absence prior to class.
- Subsequent absences will result in a five-point deduction from professionalism per class period missed.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

## Class Participation

Full participation in this course means that you come to class fully prepared by having completed all readings, engaging in meaningful conversations, asking thoughtful questions, and supporting peers during a variety of team projects.

**Content Knowledge:** This is an in-depth methods course, yet there will still be content you may have to further explore individually. Take initiative to learn more about specific topics related to English language instruction by exploring the iLearn modules and revisiting your textbook.

**Respect and Sensitivity:** Demonstrating cultural awareness, empathy, and respect for diverse perspectives, especially given the multicultural context of English Language Instruction.

**Communication:** Clear, professional, and respectful communication with instructors, and peers.

**Responsiveness to Feedback:** Openness to constructive criticism, adaptability, and willingness to improve based on feedback.

**Collaborative Skills:** Working effectively in group activities, contributing fairly, and supporting classmates, especially when collaborating on projects or lesson planning.

**Professional Appearance and Demeanor:** When applicable, maintaining a professional appearance during any presentations.

## Assignments and Related Policy

All assignments, unless otherwise stated, papers are to be typed, double spaced, in 12-point font, and free of all errors. Unless otherwise stated, all papers will be written within the APA guidelines. Please submit all assignments in .doc or .pdf formats. Other file types will not be accepted. Please be sure to take in account the limitations of technology when preparing to submit assignments. In other words, please do not wait until the last minute to submit assignments because of the possibility of technology issues, electrical outages, and other unforeseen challenges. The daily class schedule, assignment descriptions, assignment due dates, and/or rubrics/checklists may be found in iLearn. To facilitate student learning, the instructor may alter the syllabus and class schedule as needed. All changes will be communicated to students.

## Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## Additional Resources

### Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

### Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

### Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

### Generative AI: Moderate Use Guidelines

#### AI policy statement: Permitted when Assigned in this Course with Attribution.

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor.

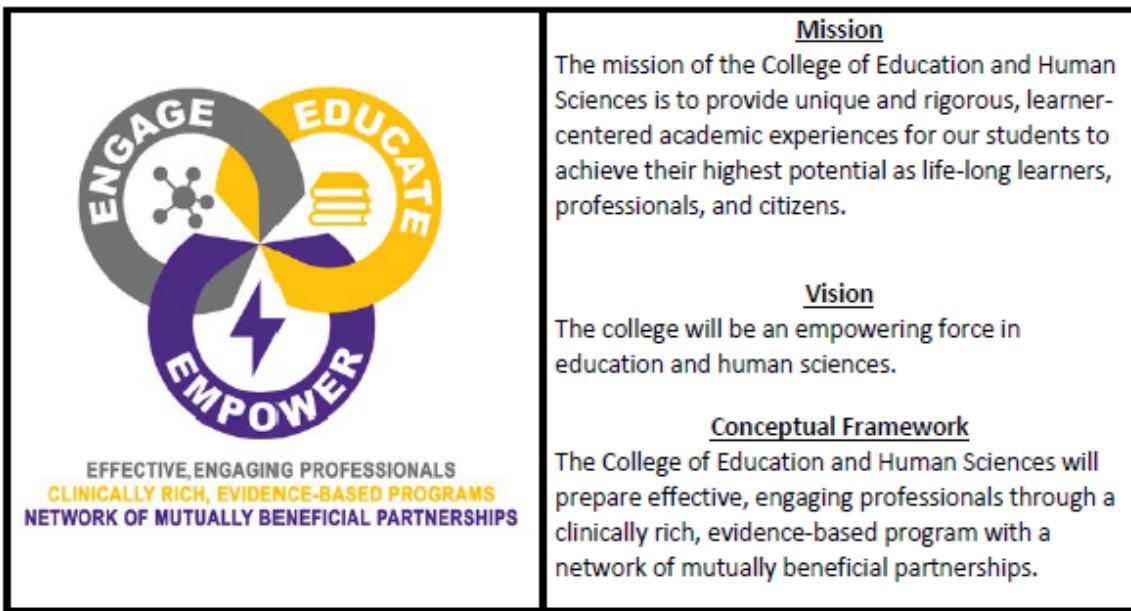
To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the [CITL website](#).

Tennessee Tech University  
Curriculum & Instruction  
**FOED 3855-001 – Field Experiences in SPED**

1-3 Credit Hours, Fall 2026



## Instructor Information

Office Hours FOED 3855 are by appointment. The easiest way to contact is via email. We try to respond within 24 hours during the week and 48 hours on the weekend. If you are on campus, you are always welcome to stop by the office to ask clarifying questions.

Instructor:

Campus Email:

## Course Information

### Co-Requisite

No co-requisites

### **Pre-requisites**

Full admission to the Teacher Education Program.

### **Texts and References**

Field experience guidebook

### **Course Welcome and Description**

FOED 3855 is a field experience to practice skills and knowledge obtained in SPED 3030. The field experience is designed to give candidates experience in interventionist special education classrooms. You will be expected to use your content from SPED 3030 to apply to practicum settings.

### **Course Objectives/Student Learning Outcomes**

1. Candidates will view appropriate lessons in digital and live formats to observe and evaluate skills needed for students of all ability levels, especially in the areas of writing and mathematics.
2. Candidates will use researched-based strategies to appropriately support students of varying abilities within the same lesson.
3. Candidates will use knowledge of specific disabilities and medical conditions to construct and carry out appropriate plans including modifications and accommodations.

### **Major Teaching Methods**

In-person lectures, discussions, demonstrations, reading, observations, and collaboration with mentor teachers and peers.

### **Special Instructional Platform/Materials**

Assignments, course documents, due-dates, and communication is through [iLearn](#). Candidates are expected to bring a laptop to the in-class portions of this course. Candidates will also submit a portfolio of their field placement to Tk20 (see below for details about Tk20).

### **Topics to be Covered**

Assessment and Screening	Educator Codes of Ethics
Classroom Culture and Expectations	High Quality Instructional Materials
Classroom Scheduling	Inclusion of Students with Different Needs
Collaboration	Instructional Strategies
Contexts for Learning	Lesson Preparation
Differentiated Instruction	Materials Management
Explicit Instruction	Professional Dispositions

Professional Learning Communities  
Scheduling and Pacing

Self-Reflective Practitioners  
Trauma Informed Practice

## Course Schedule

We will begin this course meeting on campus to prepare you for the expectations of your field placements. You will receive one field placement: an interventionist classroom. You will attend each of this placements one full day per week in order to apply your knowledge from the previous class sessions in that class. Please see detailed class schedule at the end of this syllabus.

## Course Breakdown/Assignments

Intervention Placement
Attendance Document (1 point per week = 10 points)
Introductory Letter (5 points)
Classroom Framework (10 points)
Connection and Reflection (2 points for each setting x 10 weeks = 40 points)
Mentor Check-in (10 points)
Drop-in (5 points)
In-person Observation #1 (Small group)
Pre-assessment (5 points)
Plan (10 points)
Self Reflection (5 points)
In-person Observation #2 (Small Group)
Pre-assessment (5 points)
Plan (10 points)
Self Reflection (5 points)
Observation #1 rubric score (15 points)
Observation #2 rubric score (15 points)
Mentor Final Evaluation (20 points)

## Grading and Evaluation Procedures

A minimum grade of B is required to meet degree requirements for licensure candidates.

### Grading Scale

Letter Grade	Grade Range
A	93-100
B	85-92
C	75-84
D	70-74
F	69 and below

#### Late Submissions:

Late submissions will be taken with a deduction of one point per day, regardless of the total points possible in the assignment. An assignment worth five points will be worth zero after the fifth day it is late.

Failure to earn a B in this course will require repeating the course and delaying Residency. A grade of INCOMPLETE is only given when there is a compelling personal reason for not being able to complete course requirements by the end of the semester. Consideration for an INCOMPLETE requires that a candidate has completed 70% of the course work with an average grade of a B, or higher, for the completed work. I will design an outline of required components necessary to complete the course and this outline serves as a contract between the candidate and the instructor. An INCOMPLETE will delay your graduation and residency.

An INCOMPLETE will not be given because a student has not managed their time appropriately. Once the INCOMPLETE contract is signed, it is the candidate's responsibility to complete and submit all required assignments within the University policy time frame or the "I" will automatically become an "F." It is also the candidate's responsibility to remain in contact with me or the current field supervisor throughout the duration of the contract. It is not the instructor's or field supervisor's responsibility to contact the candidate's advisors to ensure that the required paperwork has been turned in, nor to remind the candidate of upcoming deadlines. All communication must come through the iLearn portal or the student's Tennessee Tech University assigned email. If you have concerns regarding your grade, contact me immediately. Do NOT wait until the last 2 weeks of the semester.

## Course Policies

### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student

Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

## **Attendance Policy**

Attendance is part of your grade in that you receive points for completing in-class assignments, for active participation, and for being on-time and present for the 60 hours of field placement. If you need to be absent for any reason, please me, your mentor teacher, and other identified members at your field placement know in advance. If you are ill, do not come to class or attend the field placement. You must follow Putnam County's policies for returning to school after an illness. Any days you miss at the field placement must be made up prior to the end of the semester and cannot be made up during the READ 3315 course times.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

## **Class Participation**

Candidates are expected to actively anticipate when meeting in class. At the field placement site, candidates are expected to seek out opportunities to work in the classroom and not wait for the mentor teacher to assign duties or instruction, not only in the classroom, but in other contexts such as recess, transitions, etc. Candidates should show an eagerness to learn from their mentor teachers, a positive and encouraging attitude, and willingness to implement their mentor teacher's feedback.

## **Assignments and Related Policy**

All assignments are due on time as outlined on the schedule above. Assignments turned in late will result in a 10% reduction in points per day and will not be accepted after the third day unless accompanied by a verified emergency or illness (no late penalty for verified emergencies or illnesses). Unless otherwise stated, all assignments are due by 8:00 AM on Monday.

We reserve the right to modify or delete an assignment. The assignment due dates listed reflect the planned schedule at the beginning of the semester; however, at times I deem it necessary to substitute a similar assignment in terms of level of difficulty and the amount of time required to complete the assignment, and/or I delete assignments when events arise such as lengthy unplanned power outages due to weather. Check iLearn for the most current listing of assignments and due dates. When a change occurs, in no case will an assignment be due earlier than listed in the schedule above nor will I add additional assignments.

## **Disability Accommodation**

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden

University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## Additional Resources

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If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning \(CITL\)](#) website or call 931-372-3675 for assistance.

For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

### Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support.

Appointments are scheduled, so contact the [Learning Center website](#) for more information.

### Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

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**AI policy statement: Permitted when Assigned in this Course with Attribution.**

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To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI

Updated Nov. 2025

7

Level II: Internal

Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the [CITL website](#).

Weeks	Dates	TTU TJ Farr Room 305	PCSS	Topics - FOED Assignments	Complete in Placement for SPED 4875	Formal FOED Observations (Small Group)	FOED Hours
Week 1	Aug 21	No class					
Week 2	Aug 27 Aug 28	Wednesday 9:00 – 12:00  Thursday 9:00 – 12:00		Introduction to class NIET Rubric Liability Insurance Placement info Guidebook Signed Checklist Item/Other Recording tutorial/ Practice Technology			
Week 3	Sep 3 Sep 4	Watch videos and other out of class assignments		Teacher Letter Preview  Parent Letter Preview			
Week 4	Sep 10 Sep 11		Wed: 7:45-Lunch  Thur: 7:45-Lunch	Classroom checklist  Connection and Reflection	Identify a focus learner from both comprehensive and intervention		4 4
Week 5	Sep 17 Sep 18		Wed: 7:45 – 3:15  Thur: 7:45 – 3:15	Connection and Reflection  Write Lesson Plans for Observation #1	Complete assessments with focus learner in both comprehensive and intervention		7.5 7.5

Week 6	Sep 24 Sep 25		Wed: 7:45 – 3:15  Thur: 7:45 – 3:15	Connection and Reflection  Attendance Document		*1 <sup>st</sup> observation of teaching (both comprehensive and Intervention)  Film lesson	7.5
Week 7	Oct 1 Oct 2		Wed: 7:45 – 3:15  Thur: 7:45 – 3:15	Connection and Reflection	Complete pre-test over skills you plan to develop lesson plans over		7.5 7.5
Week 8	Oct 8 Oct 9	Wednesday 9:00 – 1:00  Lunch	Fall Break	Connection and Reflection	Write lesson plans		
Week 9	Oct 15 Oct 16	Oct. 16 – TTU Fall break	Fall Break	Connection and Reflection			
Week 10	Oct 22 Oct 23		Wed: 7:45-3:15  Thur: 7:45 – 3:15	Connection and Reflection	Record 1 <sup>st</sup> lesson for mock edTPA		7.5 7.5
Week 11	Oct 29 Oct 30		Wed: 7:45-3:15  Thurs: 7:45 – 3:15	Connection and Reflection  Write Lesson Plans for Observation #1  Attendance Document	Record 2 <sup>nd</sup> lesson for mock edTPA		7.5 7.5
Week 12	Nov 5 Nov 6		Wed: 7:45-3:15  Thurs: 7:45 – 3:15	Connection and Reflection		2 <sup>nd</sup> observation of teaching (both comprehensive and Intervention)  Film lesson	7.5 7.5

						<i>*For intervention setting, use the data to drive your instruction to align with LD course</i>	
Week 13	Nov 12 Nov 13		Wed: 7:45-3:15 Thurs: 7:45 – 3:15	Field Trip Nov. 12 Connection and Reflection			7.5
Week 14	Nov 19 Nov 20		Wed: 7:45-3:15 Thurs: 7:45 – 3:15	Connection and Reflection		2 <sup>nd</sup> observation of teaching (both comprehensive and Intervention) Also film lesson <i>*For intervention setting, use the data to drive your instruction to align with LD course</i>	7.5 7.5
Week 15	Nov 26 Nov 27	No Class		TK20 Binder Items			
Week 16	Dec 3 Dec 4		Wed: Early or Late Thurs: Early or Late	Letter Home Thank You Attendance Document			4 4

# Tennessee Tech University Curriculum & Instruction

## SEED 4875-001: Application of Learning

3 Credit Hours



EFFECTIVE, ENGAGING PROFESSIONALS  
CLINICALLY RICH, EVIDENCE-BASED PROGRAMS  
NETWORK OF MUTUALLY BENEFICIAL PARTNERSHIPS

### Mission

The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.

### Vision

The college will be an empowering force in education and human sciences.

### Conceptual Framework

The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.

## Instructor Information

Instructor:

Email:

Office:

Office Phone:

## Course Information

### Prerequisites

Full admission to the Teacher Education Program.

### Texts and References

None

Drafted November 2025

## Course Welcome and Description

This course centers on teaching every learner well by emphasizing research-based practices. You will learn to design purposeful lessons using backward design, clear learning targets, explicit instruction, and thoughtful integration of technology to enhance engagement, accessibility, and authentic learning. Assessment will be treated as a tool for improving learning rather than simply measuring it. Students will practice creating formative assessments, analyzing student work, using data to make instructional decisions, and providing effective feedback while planning to involve learners in self- and peer-assessment. You will also develop effective questioning techniques that promote critical thinking, equity, and academic discourse using strategies such as wait time, probing, and structured discussion routines. Throughout the course, we will engage with current issues in education such as AI in the classroom, social-emotional learning, legal and ethical responsibilities, and the impact of policy and media on schools. Professionalism will be emphasized, including effective communication, reflective practice, collaboration with families and colleagues, and adherence to professional and ethical standards. Through readings, modeling, discussion, technology-based tasks, and practice tasks, you will build a practical, research-informed toolkit that prepares you to meet the complex demands of today's classrooms with skill, adaptability, and professionalism. A **minimum grade of B is required to meet requirements for licensure candidates.**

## Course Objectives/Student Learning Outcomes

- Demonstrate professionalism appropriate to the teaching field, including ethical conduct, collaboration, preparedness, and responsible participation.  
(*Mock Interview, Online Modules, Group Work, Homework*)
- Explain and apply foundational learning and motivation theories to instructional decision-making and classroom practices.  
(*Theorist Presentations*)
- Locate, evaluate, and apply peer-reviewed educational research to inform instructional practices and classroom decision-making.  
(*Journal Presentations*)
- Plan standards-based lessons with clear learning targets, success criteria, and appropriate rigor, aligned to state or national standards.  
(*Lesson Plan, Online Modules*)
- Design and sequence instruction using effective lesson structure (anticipatory set, modeling, guided practice, independent practice, closure) that supports student learning.  
(*Lesson Plan*)
- Identify and apply scaffolds, differentiation, and Universal Design for Learning (UDL) to meet the needs of diverse learners, including students with IEPs/504 plans, multilingual learners, and advanced learners.  
(*Lesson Plan*)

Drafted November 2025

- Use questioning and academic discourse strategies to promote higher-order thinking, student participation, and meaningful discussion.  
*(Group Work/Homework)*
- Develop students' academic language, including discipline-specific vocabulary and communication skills.  
*(Lesson Plan, Group Work/Homework)*
- Plan and use formative and summative assessments to monitor student learning, guide instruction, and provide timely, actionable feedback.  
*(Assessment Project, Lesson Plan)*
- Analyze student work and assessment data to make instructional decisions and communicate results clearly to students, families, and school personnel.  
*(Assessment Project)*
- Use instructional technology and classroom materials ethically and effectively to enhance accessibility, engagement, and assessment.  
*(Lesson Plan, Online Modules)*
- Establish and maintain a positive, well-managed learning environment, using proactive routines, clear expectations, and appropriate responses to student behavior.  
*(Group Work/Homework)*
- Build student ownership and motivation through goal setting, self- and peer-assessment, and strategies that support metacognition.  
*(Lesson Plan, Group Work/Homework)*
- Identify and describe the major components and expectations of the NIET Aspiring Teacher Rubric (ATR) and apply ATR language in planning, observation, and reflection.  
*(NIET ATR Tasks, Group Work/Homework)*

## Major Teaching Methods

Lecture, group activities, discussion

In-person class that meets on-ground, also includes online modules

## Special Instructional Platform/Materials

Laptop required. Assignments submitted via online platform.

Drafted November 2025

## Topics to be Covered

- Standards, Learning Targets & Objectives, Success Criteria
- Content and Rigor (accurate, grade-level appropriate, real-world connections, aligned to state standards)
- Backward Design & Assessment Design (validity, reliability, rubrics/checklists/scoring guides)
- Lesson Structure & Pacing (launch, modeling, guided → independent practice, closure)
- Leveraging Student Assets in Instruction (student background and interests, personal strengths, community resources)
- Presenting Content Clearly (models, representations, addressing misconceptions)
- Differentiation & UDL (anticipating variability; supports for varied learners)
- Questioning & Academic Discourse (higher-order/probing questions, clear participation routines)
- Formative Assessment (checks for understanding, timely and actionable feedback)
- Academic Language Development (vocabulary, discipline-specific demands, discourse)
- Classroom Culture, Expectations, and Behavior Systems (proactive routines, consistent responses, research-based management approaches)
- Student Collaboration & Group Work (facilitation skills, student roles and accountability, productive talk)
- Technology & Instructional Materials (accessibility features, engagement, assessment uses)
- Data Literacy & Communication (analyzing student work, planning next steps, clear communication with students/families)
- Student Ownership & Metacognition (goal setting, self/peer assessment, motivation strategies)
- Emerging Topics in Education (instructional technology updates, attendance & engagement strategies, safety procedures, social and emotional learning)
- Professionalism, Ethics, and Mandated Reporting (includes child-abuse reporting training module; confidentiality; professional conduct)
- Family & Community Partnerships (respectful, strengths-based communication and collaboration)

## Course Schedule

### Class Meets:

### Major course assignments:

Online Modules:

Assessment Project:

Theorist Presentation:

Mock Interview:

Journal Article Assignment:

Final Exam:

Lesson Plan:

See detailed dynamic schedule for all activities and assignments.

Drafted November 2025

## Course Breakdown

### Assignment Details:

1. Online Modules
  - Individually outside of class.
  - Submit proof of completion
  - Points: 100 total
2. Theorist Presentation
  - Present in pairs
  - Present in class on assigned day
  - Create a 1-page information sheet about your theorist
  - Research your assigned theorist. Present information about that theorist and his or her theory relating to teaching and learning to the class following the rubric.
  - Points: 50 total
3. Journal Article assignment
  - Small group (3-4 students) presentation in class
  - Each person: claim your article on discussion board.
  - Must collectively present articles over assigned topic related to secondary education and *use a specific teaching strategy* to support engagement
  - Includes individual written summary and group presentation
  - Points: 100 total
4. Group/Homework Assignments
  - Activities related to course topics and the NIET ATR
  - Points: 5-20 points each, 200 total
5. Lesson Plan assignment
  - With a partner of the same content area, as possible
  - Complete lesson plan and associated activities
  - Points: 100 total
6. Assessment Project assignment
  - Individually meet with mentor teacher to complete this assignment
  - Observe class
  - Collect assessment data
  - Provide feedback on assessment and address the associated writing prompts
  - Points: 100 total
7. Mock Interview assignment and resume
  - Individually
  - Submit resume
  - Participate with appropriate effort in the mock interview activity
  - Points: 50 total
8. Weekly attendance, quizzes, misc. assignments
  - You receive points each week for attendance, participation, misc. assignments/quizzes
  - Points: 100 total
9. NIET ATR Prep Work
  - Text mapping NIET ATR to identify key indicators across the domains
  - Evaluate classroom teaching videos to identify key actions related to the NIET ATR indicators
  - Identify teacher actions and evidence that demonstrate proficiency or above on key indicators
  - Other tasks as assigned
  - Points: 100 possible
10. Final Exam
  - Points: 100 total

## Grading and Evaluation Procedures

### Grading Scale:

Greater than 900 points	A
800 to 899 points	B
700 to 799 points	C
600 to 699 points	D
Fewer than 600 points	F

### Assignment List:

Online Modules	10 points each, 100 points total
Theorist presentation	50 points
Journal Article assignment	100 points
Group/Homework Assignments	5-20 points each, 200 points total
Lesson Plan	100 points
Assessment Project	100 points
Mock Interview and Resume	50 points
Weekly attendance, class assignments, quizzes, etc.	100 points
NIET ATR Prep Work	100 points
<u>Final Exam</u>	<u>100 points</u>
<b>Total:</b>	<b>1000 possible points</b>

*ALL assignments must be completed to receive a grade in the course.*

*A minimum grade of B is required to meet requirements for licensure candidates.*

## Course Policies

### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

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## Attendance Policy

Attendance through your in-person participation is mandatory unless prior arrangements have been made to sufficiently make up missed class time. If you have an unforeseen personal emergency, please email Dr. Moore as soon as you are able to do so. Logging on to iLearn to check the class page is required every 3 days. Check email daily. Late submissions of any assigned work will receive a deduction of one letter grade for the assignment.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tnitech.edu](mailto:studentaffairs@tnitech.edu) to request an absence notification.

## Class Participation

Class participation is required. Students are expected to be fully engaged in the class activities. Use of electronic devices for personal activities is not allowed in class.

## Assignments and Related Policy

Late assignments will be reduced by 1 letter grade (10%) for every 3 days they are late.

All assignments are required, and a grade of "Incomplete" will be assigned if a student fails to submit all assignments. Students will have 60 days from the end of the term to submit the assignments before a grade of "F" is assigned.

An active Tk20 account is required to receive a grade on assignments that are designated as Tk20 assessments.

## Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## Additional Resources

### Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

### Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

### Health and Wellness

#### Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

#### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its Environmental Health & Safety webpage.

### Generative AI: Moderate Use Guidelines

#### AI policy statement: Permitted when Assigned in this Course with Attribution.

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor.

To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name],

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a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the [CITL website](#).

Tennessee Tech University  
Curriculum and Instruction  
**SPED 3030 – 001 Specific Learning Disabilities**

Tuesdays, 12:00 PM – 2:50 PM, TJ Farr 305

3 Credit Hours, Spring 2025



**Mission**

The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.

**Vision**

The college will be an empowering force in education and human sciences.

**Conceptual Framework**

The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.

**Instructor Information**

Office Hours are Fridays 11:00 AM – 1:00 PM and by appointment. The easiest way to contact me is via email. I try to respond within 24 hours during the week and 48 hours on the weekend. If you do not get a response, please feel free to send a reminder. If you stop by the office and my door is open, you are always welcome to come in, even without an appointment.

**Instructor's Name:** Dr. Rene Grimes

**Office:** TJ Farr 303F

**Telephone Number:** 931-372-3100

**Campus Email:** kgrimes@tnstate.edu

## Course Information

### Prerequisites

SPED 2010 and full admission to the Teacher Education Program.

### Corequisite

FOED 3855- Field Experiences in Special Education

### Texts and References

#### REQUIRED TEXTS:

Hollingsworth, J. R., & Ybarra, S. E. (2018). *Explicit direct instruction (EDI): The power of the well-crafted, well-taught lesson.* (2<sup>ND</sup> Ed.) Corwin Press.

Sedita, J., & Hasbrouck, J. (2022). *The writing rope.* Brookes Publishing.

#### Rational:

According to the [Corwin Press](#) the text is, "Written in an easy-to-read, entertaining style, this resource provides K-12 teachers with concrete strategies, detailed sample lessons, and scenarios that illustrate what EDI techniques look like in inclusive and diverse classrooms. With chapters covering the individual components of EDI, such as checking for understanding and activating prior knowledge, this updated edition refines the methods so that they are even more effective and easier to implement." Available via the TTU Bookstore and other sources: <https://tinyurl.com/3ey4f2df>

#### RECOMMENDED TEXTS:

The following books are not required but are recommended for future reference:

Pierangelo, R., & Giuliani, G. A. (2022). *Assessment in special education: A practical approach* (6th ed). Pearson. ISBN-13: 9780137545438

Reid, R., Lienemann, T. O., & Hagaman, J. L. (2013). *Strategy instruction for students with learning disabilities.* Guilford Publications.

Sousa, D. A. (2016). *How the special needs brain learns* (3<sup>rd</sup> ed.). Corwin Press.

### Course Welcome and Description

Welcome to SPED 3030, Specific Learning Disabilities. In this course candidates are introduced to the characteristics of individuals diagnosed with specific learning disabilities and other high incidence disabilities; the history of the term *learning disability*; identification of high-incidence disabilities; supports and services available; identifying and practicing evidence-based

instructional strategies for individuals with high-incidence disabilities, implementing a data-based instructional framework to intensify interventions, and identifying evidence-based practices within high quality instructional materials. Candidates will also investigate the potential risks of negative life outcomes for individuals who do not receive support, the impact of an individual's unique environmental and biological makeup and building student agency and resilience. Additionally, candidates will become familiar with current federal and state laws and policies related to education of individuals with high-incidence disabilities; the role of Response to Intervention and Multi-Tiered Systems of Support, as well as locating and critiquing professional articles related to high-incidence disabilities. A minimum grade of B is required to meet degree requirements for licensure candidates.

This course was re-designed with the support of the TTU EDGE Curriculum Grant Program, to integrate creative inquiry ideas and activities into course assignments, as part of Tech's Quality Enhancement Plan (QEP) program, EDGE: Enhanced Discovery through Guided Exploration. For more information about the QEP and the undergraduate research initiative, please visit <https://www.tntech.edu/oci-qep/edgecurriculum-grant.php>

### **Course Objectives/Student Learning Outcomes**

This section contains the course objectives, the standards aligned to the objectives, and a description of the assignments. The standards are described in detail in the links below. The alignment of the standards to specific assignments related to the course objectives are described in the *Course Breakdown* section beginning on page 3.

### **Links to Standards**

[Council for Exceptional Children Initial Standards](#)

[InTASC Core Teaching Standards](#)

[TN Educator Preparation Provider Literacy Standards](#)

[Teaching Reading: Elementary \(5205\)](#)

[Praxis 5355 Special Education Foundational Knowledge](#)

<b>inTASC Standard 1</b>	Learner Development: Understanding how learners grow and develop; recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas; designing and implementing developmentally appropriate and challenging learning experiences
<b>TN Lit Standards</b>	1.1(a–j), 1.2(a), 1.7(a, b, c, h), 1.8(a, c), 2.1–2.3, 2.9, 2.10, 4.1–4.5, 4.7, 4.11–4.14, 5.1–5.19, 7, 8.1–8.8
<b>Praxis</b>	Teaching Reading: Elementary – I, II, III, IV, V, VI; Foundational Knowledge- I, II, III
<b>Other Standards</b>	CEC Standard 1 & 5, CAEP 1.1, 3.2
<b>Assignments</b>	Module Guided Notes Discussion Boards Reflective Summaries Quizzes Choose Your Own Professional Development Advocacy Letter

<b>Key Assessment(s)</b>	Lesson Plan with Accommodations
<b>Objective(s)</b>	1 through 16
<b>inTASC Standard 2</b>	<b>Learning Differences:</b> Understanding individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
<b>TN Lit Standards</b>	1.1(a–j), 1.2(a), 1.7(a, b, c, h), 1.8(a, c), 2.1–2.3, 2.9–2.10, 4.1–4.5, 4.7, 4.11–4.14, 5.1–5.19, 7, 8.1–8.8
<b>Praxis</b>	Teaching Reading: Elementary – I, II, III, IV, V, VI; Foundational Knowledge- I, II, III
<b>Other Standards</b>	CEC Standards 1 & 2; CAEP 1.1, 3.2
<b>Assignment(s)</b>	(a) In-Class Assignments (b) Guided Notes (c) Quizzes (d) Vocabulary Graphic Organizers (e) Passing Praxis 5205 and 5355 or Full Practice Exams (f) Mentor Text Descriptions (g) Data-Based Decision Making Case Studies (h) Intra-individual ROI Graphs (i) Unit/Lesson Analyses (Literacy and Math) (j) Advocacy Letter (k) Creative Inquiry Summary
<b>Key Assessment(s)</b>	(a) Annotated Lesson Plans with Embedded Supports
<b>Objective(s)</b>	1 through 16
<b>inTASC Standard 3</b>	<b>Learning Environments:</b> Working with others to create environments that support individual and collaborative learning; encouraging positive social interaction, active engagement in learning, and self-motivation.
<b>TN Lit Standards</b>	1.7 (a–h), 2.1–2.12, 7, 8.1–8.8
<b>Praxis</b>	Teaching Reading: Elementary – VI; Foundational II, Knowledge
<b>Other Standards</b>	CEC Standard 2; CAEP 1.1, 3.2
<b>Assignment(s)</b>	(a) In-Class Assignments (b) Guided Notes (c) Quizzes (d) Vocabulary Graphic Organizers (e) Passing Praxis 5205 and 5355 or Full Practice Exams (f) Mentor Text Descriptions (g) Data-Based Decision Making Case Studies (h) Intra-individual ROI Graphs (i) Unit/Lesson Analyses (Literacy and Math) (j) Advocacy Letter (k) Creative Inquiry Summary
<b>Key Assessments</b>	(a) Annotated Lesson Plans with Embedded Supports
<b>Objective(s)</b>	1, 5, 6, 10, 11, 12

<b>inTASC Standard 4</b>	<b>Content Knowledge:</b> Understanding the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches; creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
<b>TN Lit Standards</b>	1.1(a–l), 1.2(a–l), 1.3(a–f), 1.4(a–h), 1.5(a, b), 1.6(a–e), 1.7(a–h), 1.8(a–m), 2.1–2.12, 3.2, 3.3, 4.1–4.14, 5.1–5.19, 6.1–6.7
<b>Praxis</b>	Teaching Reading: Elementary – I, II, III, IV, V, VI; Foundational Knowledge - II, III
<b>Other Standards</b>	CEC Standards 4, 5, 7, & 8; CAEP 1.2, 3.2
<b>Assignment(s)</b>	(a) In-Class Assignments (b) Guided Notes (c) Quizzes (d) Vocabulary Graphic Organizers (e) Passing Praxis 5205 and 5355 or Full Practice Exams (f) Mentor Text Descriptions (g) Data-Based Decision Making Case Studies (h) Intra-individual ROI Graphs (i) Unit/Lesson Analyses (Literacy and Math) (j) Advocacy Letter (k) Creative Inquiry Summary
<b>Key Assessment(s)</b>	(a) Annotated Lesson Plans with Embedded Supports
<b>Objective(s)</b>	1 through 16
<b>inTASC Standard 5</b>	<b>Application of Content:</b> Understanding how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<b>TN Lit Standards</b>	1.1(a–l), 1.2(a–l), 1.3(a–f), 1.4(a–h), 1.5(a, b), 1.6(a–e), 1.7(a–h), 1.8(a–m), 2.1–2.12, 3.2, 3.3, 4.1–4.14, 5.1–5.19, 6.1–6.7
<b>Praxis</b>	Teaching Reading: Elementary – I, II, III, IV, V, VI; Foundational Knowledge - II, III
<b>Other Standards</b>	CEC Standards 2, 3, & 5; CAEP 1.2, 3.2
<b>Assignment(s)</b>	(a) In-Class Assignments (b) Vocabulary Graphic Organizers (c) Passing Praxis 5205 and 5355 or Full Practice Exams (d) Mentor Text Descriptions (e) Data-Based Decision Making Case Studies (f) Intra-individual ROI graphs (g) Unit/Lesson Analyses (Literacy and Math)
<b>Key Assessment(s)</b>	(a) Annotated Lesson Plans with Embedded Supports
<b>Objective(s)</b>	8, 9, 10, 11, 12, 13, 14
<b>inTASC Standard 6</b>	<b>Assessment:</b> Understanding and using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
<b>TN Lit Standards</b>	1.1(g–j), 5.1–5.19, 7, 8.1, 8.7
<b>Praxis</b>	Teaching Reading: Elementary – VI; Foundational Knowledge - IV

Other Standards	CEC Standard 4, CAEP 1.3, 3.2
Assignment(s)	<ul style="list-style-type: none"> <li>(a) In-Class Assignments</li> <li>(b) Guided Notes</li> <li>(c) Quizzes</li> <li>(e) Passing Praxis 5205 and 5355 or Full Practice Exams</li> <li>(i) Unit/Lesson Analyses (Literacy and Math)</li> </ul>
Key Assessment(s)	<ul style="list-style-type: none"> <li>(a) Data-Based Decision Making Case Studies</li> <li>(b) Intra-individual ROI Graphs</li> </ul>
Objective(s)	3, 4, 6, 7, 8, 9, 10
inTASC Standard 7	<b>Planning for Instruction:</b> Planning instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, well as knowledge of learners and the community context.
TN Lit Standards	1.1(a–l), 1.2(a–l), 1.3(a–f), 1.4(a–h), 1.5 (a, b), 1.6(a–e), 1.7(a–h), 1.8(a–m), 2.1–2.12, 3.1–3.3, 4.1–4.14, 5.8(d), 5.9–5.11, 5.13–5.15, 5.18, 5.19, 7, 8.1–8.8
Praxis	Teaching Reading: Elementary – I, II, III, IV, V, VI; Foundational Knowledge: I, II, III
Other Standards	CEC Standard 1, 2, 3, 5; CAEP 1.3, 3.2
Assignment(s)	<ul style="list-style-type: none"> <li>(a) In-Class Assignments</li> <li>(b) Guided Notes</li> <li>(c) Quizzes</li> <li>(d) Vocabulary Graphic Organizers</li> <li>(e) Passing Praxis 5205 and 5355 or Full Practice Exams</li> <li>(f) Mentor Text Descriptions</li> <li>(g) Data-Based Decision Making Case Studies</li> <li>(h) Intra-individual ROI Graphs</li> <li>(i) Unit/Lesson Analyses (Literacy and Math)</li> </ul>
Key Assessment(s)	(a) Annotated Lesson Plans with Embedded Supports (Literacy and Math)
Objective(s)	1, 3, 5,
inTASC Standard 8	<b>Instructional Strategies:</b> Understanding and using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
TN Lit Standards	1.1(a–l), 1.2(a–l), 1.3(a–f), 1.4(a–h), 1.5 (a, b), 1.6(a–e), 1.7(a–h), 1.8(a–m), 2.1–2.12, 3.1–3.3, 4.1–4.14, 5.10–5.15, 7, 8.1–8.8
Praxis	Teaching Reading: Elementary – I, II, III, IV, V, VI; Foundational Knowledge – I, II, III
Other Standards	CEC Standards 1, 2, 3, 5; CAEP 1.3, 3.2
Assignment(s)	<ul style="list-style-type: none"> <li>(a) In-Class Assignments</li> <li>(b) Guided Notes</li> <li>(c) Quizzes</li> <li>(d) Vocabulary Graphic Organizers</li> <li>(e) Mentor Text Descriptions (Literacy and Writing)</li> <li>(f) Unit/Lesson Analyses and Plans (Literacy &amp; Math)</li> </ul>
Key Assessment(s)	<ul style="list-style-type: none"> <li>(a) Annotated Lesson Plans with Embedded Supports (Literacy and Math)</li> <li>(b) Praxis 5355: Evidence of Passing Score OR Passing Score on Practice Exam</li> <li>(c) Praxis 5205: Evidence of Passing Score OR Passing Score on Practice Exam</li> </ul>
Objective(s)	9–14

<b>inTASC Standard 9</b>	<b>Professional Learning and Ethical Practice:</b> Engaging in ongoing professional learning, using evidence to continually evaluate his/her practice, the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapting practice to meet the needs of each learner.
<b>TN Lit Standards</b>	6.1–6.8, 7, 8.1–8.18
<b>Praxis</b>	Foundational – V;
<b>Other Standards</b>	CEC Standard 6, 7; CAEP 1.4, 1.4, 3.2
<b>Assignment(s)</b>	(a) Advocacy Assignment/Letter
<b>Key Assessment</b>	(b) Creative Inquiry Summary
<b>Objective(s)</b>	15 & 16

<b>inTASC Standard 10</b>	<b>Leadership and Collaboration:</b> Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, school professionals, and community members to ensure learner growth, and to advance the profession.
<b>TN Lit Standards</b>	5.17–5.19, 6.1, 6.4, 6.6, 6.7, 6.8
<b>Praxis</b>	Foundational Knowledge - V
<b>Other Standards</b>	CEC Standard 7; CAEP 1.4, 3.2
<b>Assignment(s)</b>	Advocacy Assignment/Letter Creative Inquiry Presentation
<b>Key Assessment</b>	N/A
<b>Objective(s)</b>	15 & 16

## Objectives

- Describe how individuals process information and how executive function, language, culture, socio-economic status, and educational experience impact identification and instruction for individuals with high-incidence disabilities. (Objective 1)
- Describe the history of specific learning disabilities. (Objective 2)
- Compare and contrast the etiologies and definitions of specific learning disabilities as listed in IDEA, the DSM-5 TR (2022), and the state of Tennessee, including the medical and neurobiological variables, the methods of diagnosis, and how alignment or misalignment to the definitions may impact services and supports provided to students. (Objective 3)
- Explain the procedures and process for determining when a student should be served using Tennessee's ILP-D, 504 accommodations, or an IEP. (Objective 4)
- Explain the social and emotional risks and characteristics of individuals with high

incidence disabilities. (Objective 5)

- Explain the impact of comorbidity on identification of disabilities and the implications for instruction and assessment. (Objective 6)
- Explain the difference between universal screeners, benchmark assessments, and progress monitoring; analyze fictional scores and determine next steps for intervention. (Objective 7)
- Analyze fictional student progress monitoring data, conduct error analyses for specific skills, and set academic goals based on the students' intra-individual rates of improvement. (Objective 8)
- Create intensified intervention lesson plans from analyses of existing data, error analyses, selecting target skills for instruction, goals set via the intra-individual rate of improvement method and selection of appropriate self-regulation strategies. (Objective 9)
- Describe the major components of *Explicit Direct Instruction* and explain why this methodology is particularly useful for individuals with high incidence disabilities. (Objective 10)
- Identify recommended and approved methods of accommodation and support for students with high-incidence disabilities. (Objective 11)
- Examine high-quality instructional materials for evidence of access points within lessons for students with high-incidence disabilities, create or incorporate additional high- and low-tech planned supports, and justify the inclusion or need for the additional supports. (Objective 12)
- Analyze picture books and create a living list of potential mentor texts useful for modeling and scaffolding specific academic standards for literacy and writing. (Objective 13)
- Describe the writing process and create exemplar models from mentor texts across the range of genres, semantics, and syntax. (Objective 14)
- Exercise special educators' ethical responsibility to advocate for required services required under IDEA and Section 504 by locating a current issue and advocating for that issue. (Objective 15)
- Self-Identify topic related to high-incidence disabilities, locate peer-reviewed journals, critique the research, write a summary and present the knowledge gained to peers for ways to support identification, assessment, emotional well-being, or instruction for individuals with high-incidence disabilities (Objective 16)

## Major Teaching Methods

Lecture, collaborative learning, demonstrations, independent reading, and creative inquiry. The majority of our in-class time will be spent on practice and application, which necessitates a large volume of outside-of-class reading and viewing of videos, webinars, or other asynchronous work. According to Tennessee Tech's [Credit Hour Policy \(222\)](#), for a 3-Credit Hour Course, the expectation is that students spend 6 hours per week outside of in-class time for reading and other assignments.

## Special Instructional Platform/Materials [e.g. laptop, etc.]

We will utilize the internet during almost every class period to look up information. Please ensure you bring a laptop or other device with internet capability and word-processing to each class period. If you do not own a device, the [Jeffers Learning Resource Center \(LRC\)](#) has laptops and other devices available for long-term checkout.

Assignments, course documents, due-dates, and communication are through [iLearn](#). For a handful of assignments, you may need to make videos. For assignments that have to be uploaded to iLearn, please consider utilizing Yuja video software in iLearn as this does not usually require additional video compression for large files.

## Topics to be Covered

Accommodations and Planned Supports	Identification of Specific Learning Disabilities
Assessment Literacy	Evidence and Research Based Interventions for Dyslexia, Dyscalculia and Dysgraphia
At-Risk Students	High- and Low-Tech Supports
Brain Development	History of Specific Learning Disabilities
Biological/Cultural/Environmental Influences	Lesson Preparation & Curriculum Evaluation
Characteristics and Identification of High-Incidence Disabilities	Multi-Tiered Systems of Support
Data-Collection	Professional Development and Advocacy
Data-Based Instruction	Self-Regulation Strategy Development
Differentiation	Twice Exceptional Learners
Evidence-Based vs Research-Based Practices	Universal Screeners/Benchmarks/Progress Monitoring
Explicit Direct Instruction	
Federal and State Level Laws and Policies	

## Course Schedule

On the following page is the proposed schedule for the semester. Please note that the schedule, the order of the topics, and assignments may change based on any number of things. I reserve the right to substitute a new assignment for one that is currently described in this syllabus. If changes occur, you will be notified in person and through iLearn. In no case will additional assignments be required above those already posted, nor will assignments be due earlier than

what is posted. If an assignment is substituted, the assignment will be of equal length and complexity. Descriptions of the assignments follow the schedule.

Use this schedule as a guide but refer to iLearn for the most current due dates and assignments. Assignments Must Be Turned In At The Beginning of Class or Prior to Class.

Module 1: Specific Learning Disabilities and Other High-Incidence Disabilities		
	Topics In-Class	Due Dates: Homework, Quizzes, Other Assignments
Aug 26	Introduction to Course Distinction between Intellectual Disability, Specific Learning Disabilities, and other High Incidence Disabilities What is IQ and How is it Related to SLDs	<b>Due: Sep 2</b> Notes: Structure and Function of the Brain and Memory Systems.
Sep 2	Guest Speaker. Please try to arrive in time to log onto virtual meeting at exactly 12:00. Have a laptop or other device that allows you to connect to Zoom.  Definitions of High-Incidence Disabilities and Methods of Identification: IDEA, DSM, TN Policies	<b>Due: Sep 9</b> Quiz 1: Structure and Function of the Brain/Memory <b>Due: Sep 16</b> READ: Hallahan, D. P., & Mercer, C. D. (2002). Hammill & McNutt (1987) (Being to make timeline – wait to turn in)
Sep 9	Methods of Identifying Specific Learning Disabilities; ADD/HD, Speech and Language Disorders, and High Incidence Disabilities	<b>Due: Sep 16</b> READ: Grigorenko et al. (2018) Fletcher, J. M., & Miciak, J. (2019) Notes: Timeline of History of SLD Notes: Summary of Identification Methods. Quiz 2: History and Identification

Module 2: Intensifying Interventions: Assessment, Error Analysis, and Data-Based Instruction		
	Topics In-Class	Due Dates: Homework, Quizzes, Other Assignments
Sep 16	Data-Based Instruction: Introduction	<b>Due: Sep 23</b> Quiz 3: Identification Methods, TN Policies Notes: Reading Research, Finding Evidence
Sep 23	Data-Based Instruction for Literacy and Math	<b>Due Sep 30</b> Notes: <i>Explicit Direct Instruction</i> Ch 3-6 Quiz 4: <i>Explicit Direct Instruction</i> Ch 3-6 Other: Data-Based Instructional Case Studies Intra-individual ROI Goals: Reading and Math

Module 3: Explicit Direct Instruction		
	Topics In-Class	Due Dates: Homework, Quizzes, Other Assignments
Sep 30	Analyzing HQIM for Explicit Direct Instruction	<b>Due: Oct 7</b> Notes: <i>Explicit Direct Instruction</i> Ch 7-11 Quiz 5: <i>Explicit Direct Instruction</i> Ch 7-11
Oct 7	Analyzing HQIM for Explicit Direct Instruction	<b>Due: Oct 14</b> Notes: <i>Explicit Direct Instruction</i> Ch 13-15 Quiz 6: <i>Explicit Direct Instruction</i> Ch 13-15 Other: Annotated Lessons for Reading or Math
Oct 14	Analyzing HQIM for Explicit Direct Instruction	<b>Due: Oct 21</b> Notes: <i>How the Special Education Brain Learns</i> Ch 1, 3 & 4 Quiz 7: <i>How the Special Education Brain Learns</i> Ch 1, 3 & 4 Other: Annotated Lessons for Reading or Math Other: Evidence of Passing Praxis 5355 OR Full Practice 5355 Other: Evidence of Passing Praxis 5205 OR 2-Hour Tutoring Session Plus Full Practice Exam

Module 4: Interventions for Reading Comprehension, Writing, and Math		
	Topics In-Class	Due Dates: Homework, Quizzes, Other Assignments
Oct 21	Topics Accommodations and Planned Supports For Specific Disabilities in Math	<b>Due Oct 28</b> Notes: <i>How the Special Education Brain Learns</i> Ch 5-7 Quiz 8: <i>How the Special Education Brain Learns</i> Ch 5-7
Oct 28	Will Not Meet In Person. Complete 1. The IRIS Module on Self-Regulation Strategy Development 2. Advocacy Assignment	<b>Nov 4</b> IRIS Module: Self-Regulations Strategy Development Other: Advocacy Assignment  Notes: <i>The Writing Rope</i> Section 1 Quiz 9: <i>The Writing Rope</i> Section 1 Other: Selection of Topic for Creative Inquiry; Title of Three Articles
Nov 4	Accommodations and Planned Supports For Specific Disabilities for Writing	<b>Nov 11</b> Notes: <i>The Writing Rope</i> Section 2 Quiz 10: Section 2 of the <i>Writing Rope</i>
Nov 11	No Class: Veteran's Day (Use the time to read for your Creative Inquiry Project)	<b>Nov 18</b> Notes: <i>The Writing Rope</i> Section 3 Quiz 11: Section 3 of the <i>Writing Rope</i>
Nov 18	Utilizing Mentor Texts for Genres of Literature and Phonics	<b>Nov 25</b> Other: Mentor Text List – Genres of Literature and Phonics

Module 5: Deepening Professional Expertise		
	Topics In-Class	Due Dates: Homework, Quizzes, Other Assignments
Nov 25	Topics Utilizing Mentor Texts for Writing	Due: Dec 2 Other: Mentor Text List – Writing
Dec 2	Topics Creative Inquiry: Topics in High-Incidence Disabilities Presentations	Due: Dec 9 Other: Creative Inquiry Summary Other: Advocacy Assignment
Dec 9	Finals Week	Quiz 12: Overall, Cumulative Quiz (Online)

## Course Breakdown

The course is divided into five modules and the length of time for each module varies. Brief descriptions of the assignments for each module are below, followed by a table with the anticipated due dates. Detailed descriptions of the assignments are in iLearn.

Changes to the schedule may occur if more time is needed to cover a topic. However, any revision will NOT include additional graded assignments or changes requiring an early due date. Check the appropriate links in iLearn each week for the most current due dates.

Assignments are grouped into four distinct categories: Attendance/Participation, Knowledge Acquisition, Application of Knowledge, and Professional Growth. The categories, types of assignments, and an approximate percentage of the total grade for each category includes:

### Attendance/Participation = 24%

- Attendance = 26+ points
- In-Class Assignments = 14 points

### Knowledge Acquisition = 50%

- Guided Notes (12) = 48 points
- Quizzes (12) = 24 points
- Vocabulary Graphic Organizers (10) = 10 points
- Evidence of Passing [Praxis 5355 Special Education Foundational Knowledge](#) OR Full Practice Results Plus Study Plan = 5 points
- Evidence of Passing [Teaching Reading: Elementary \(5205\)](#)  
OR Full Practice Results Plus Study Plan = 5 points

### Application of Knowledge = 22%

- Four Mentor Text Descriptions for Genres of Literature = 8 points
- Four Mentor Text Descriptions for Genres of Writing = 8 points
- Data-Based Decision Making Case Studies = 6 points
- Graph of Reading Goals Created via Intra-Individual Rate of Improvement Method = 2 points
- Graph of Math Goals Created via Intra-Individual Rate of Improvement Method = 2 points

- Unit/Lesson Analyses for Reading = 5 points
- Unit/Lesson Analyses for Math = 5 points
- Annotated Lesson Plans with Accommodations for Reading = 3 points
- Annotated Lesson Plans with Accommodations for Reading = 3 points

**Professional Growth = 4%**

- Advocacy Letter = 3 points
- Creative Inquiry Summary = 7 points

Documents must be submitted in a PDF, JPG, Microsoft Word or Google Doc, or an audio or video recording format. For recorded submissions, use of the embedded media in iLearn is preferred over your own software as sometimes files are too large to upload (e.g., video files).

**Attendance/Participation = 36 Points**

The class meets for 14 weeks. Attendance is crucial for the applied nature of this course. You will earn 2 points for attendance. Merely attending class is not sufficient to ensure you assimilate and demonstrate knowledge acquisition through guided practice, thus you will earn 1 point for active participation in all classroom activities. See the attendance policy on Page 16 for further detail. (Attendance = 24 points, Participation = 12 points)

**Knowledge Acquisition = 92 Points**

**Guided Notes and Quizzes**

Each week for homework, you will have assigned reading, or viewing of outside modules, webinars, or videos to watch. You will take notes while reading/viewing using one of the methods of note taking that you can incorporate into your own classroom instruction such as Cornell Notes, Mind Mapping, Paragraph Shrinking, Outlines, etc. The points vary by the length of the reading/viewing. (48 points total).

After completing the reading/viewing, you will take a quiz as a means of self-checking your level of understanding. These are formative assessments, as such, you have two attempts for each quiz. You will be awarded the average of the quizzes; however, you have the opportunity to earn full points for the quizzes IF you submit a reflection of the question(s) you missed, where you found the correct response, and an explanation of why you think you missed the question either the first or second time. (12@2 Points Each)

Allowing multiple attempts at quizzes, with required reflections, follows a competency/mastery theory of teaching, supports meta-cognition, and follows the science related to self-quizzing and retrieval as strong methods of increasing the odds that what you learn will be retained in long-term memory. These practices are practices that are beneficial for individuals with learning difficulties, and all learners.

**Vocabulary Graphic Organizers (10 Points)**

One of the largest predictors of reading comprehension is background knowledge. Lack of sophisticated vocabulary is one aspect of background knowledge. You have assigned reading that contains new terms and research-level vocabulary. To help you comprehend the assigned reading, you will fill out ten graphic organizers that can be used as concept maps for comprehension. Each organizer is worth 1 point and you have the entire semester to turn those in. Vocabulary should be limited to domain specific terms (i.e., Special Education and High-Incidence Disabilities).

**Praxis Scores (10 Points)**

The State of Tennessee requires passing two Praxis exams as part of certification for a special education interventionist credential. As evidence of your knowledge, you will either (a) submit screen shots of passing scores on the Praxis 5355 and Praxis 5205, or (b) take a full practice exam review the items missed, develop a study plan, and meet with me for a tutoring session. See iLearn for details. (2@5 points)

**Application of Knowledge**

You have multiple opportunities to demonstrate your level of knowledge through application type activities. These include the following:

**Data-Based Decision Making for Reading and Math (10 Points)**

What we teach, according to the required state standards, must begin with knowledge of what a student already knows and can do. This requires assessment. Students who receive academic intervention have shown they are not performing at the same level as their peers. Knowing that they are not at the same level does not provide enough information about where to target intervention. We must rely on assessment data to determine what to teach and how to know when a student has mastered a skill. A data-based decision framework allows educators to analyze fine-grained details from progress monitoring and formative assessment data so that they can set reasonable, rigorous, and achievable goals. You will complete two sets of fictional case studies; each is worth 3 points.

While most progress monitoring data provides normed scores, these scores do not reflect the pace and mastery students in intervention are likely to achieve during the same timeframe as their peers. Thus, to set a reasonable, but rigorous, goal, we must look at an individuals' own rate of improvement and set short term goals to measure mastery of specific skills. You will create goals for a math skill and goals for a reading skill based on fictional student data. See iLearn for details. Each goal is worth 2 points.

**Unit/Lesson Analyses and Annotated Lesson Plans for Reading and Math (16 Points)**

You will critically evaluate two units, one reading and one math, from an approved, adopted curriculum. Using a checklist, you will identify and annotate: the main objectives for the unit; the objectives for each lesson, evidence of explicit instruction, the number of opportunities for

guided practice and independent practice, coherence between the independent practice and objectives, recommended supports for neurodiverse learners, and evidence of Universal Design for Learning. Following the analyses phase, you will write a revised lesson plan that incorporates any elements where the materials may not be sufficient for a student with a high-incidence disability. Each analysis is worth 5 points (10 points total) and the revised lesson plans are worth 3 points each (6 points total). The lessons are what you will turn into TK20.

### **Mentor Text Descriptions for Genres of Literature and Writing (16 Points)**

Mentor texts are carefully selected works that serve as exemplars for students to analyze, emulate, and apply in their own reading and writing. Using mentor texts for reading instruction is about noticing and analyzing craft and structure, while mentor texts for writing instruction is about *imitating and applying* exemplar elements in students' own writing.

In this course, the focus will be on picture books as mentor texts. Picture books are accessible, engaging, and layered with both narrative and informational elements, making them ideal for modeling literacy skills across genres. When teaching writing, picture books serve as models for genres of writing, language features, semantics and syntax. For neuro-diverse learners, picture books are especially effective because they pair visual scaffolds with concise, concrete language reducing cognitive load and making abstract aspects of author's craft and sophisticated vocabulary more explicit. Students can see and analyze authentic examples, then transfer strategies into their own reading comprehension and writing production. Mentor texts serve as evidence-based scaffolds, making complex literacy tasks accessible while supporting authentic engagement with language and text.

You will create two mentor text lists of picture books that support (a) reading and (b) writing standards and justify your choices. Each list should contain four examples for four different reading standards and four different writing standards. While this number will not provide you a list for the full range of skills, it will serve as a method for tracking texts as you find them and will be useful throughout your career. (8@1 point each)

### **Professional Growth = 10 Points**

#### **Advocacy (3 Points)**

[The Council for Exceptional Children's Initial Practice-Based Professional Preparation Standards for Special Educators](#) define what special educators must know and be able to do. Standard 1.2, under *Engaging in Professional Learning and Practice within Ethical Guidelines* includes the expectation that special educators will "*advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.*" Thus, the purpose of this assignment is to become familiar with policy efforts supporting individuals with disabilities and actively engage in advocacy work by reviewing current advocacy efforts supported by the Council for Exceptional children, reflecting on personal experience and personal interest for topics in special education that warrant advocacy, and then writing a letter or making a phone call to relevant stakeholders about

one special education topic. To honor privacy, disclosure of your choice of topic and your position regarding the topic is not a required element of this assignment. See iLearn for details.

#### **Creative Inquiry Summary (7 Points)**

As part of Tech's Quality Enhancement Plan (QEP) program, EDGE: Enhanced Discovery through Guided Exploration this course includes the opportunity for pre-service teachers to engage in creative inquiry. For the purposes of this assignment, creative inquiry includes choosing a topic related to high-incidence disabilities, selecting three peer-reviewed articles, critiquing the articles based on quality indicators to examine levels of evidence that can be inferred from the research, or implications of the findings that would allow a special education teacher to select a particular practice or recommendation for students with high-incidence disabilities. Use the summary to develop a short presentation for peers and present this during class. See iLearn for a rubric and details.

For more information about the QEP and the undergraduate research initiative, please visit <https://www.tntech.edu/oci-qep/edgecurriculum-grant.php>.

### **Grading and Evaluation Procedures**

A grade of INCOMPLETE is only given when there is a compelling personal reason for not being able to complete course requirements by the end of the semester; 70% of the course work must be completed and a contract must be designed with an outline of required components necessary for course completion. Once the INCOMPLETE contract is designed and signed, it is your responsibility to complete and submit required assignments within the University policy timeframe or the "I" will automatically become an "F." The instructor will not contact you about the time frame; the Incomplete is your responsibility.

### **Course Policies**

#### **Student Academic Integrity Policy**

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information

#### **Attendance Policy**

Attendance is critical for this hands-on methods course. If you have a medical or personal emergency, please contact me as soon as possible. Points will not be deducted for absences due to emergencies if you provide documentation. Not all illnesses necessitate a visit to the doctor. Please do not come to class if you are experiencing fever or other symptoms of a contagious nature. To account for these types of illness, you are allowed one absence without a deduction

in attendance points. Regardless of the reason for the absence, you must complete the in-class participation activities, turning them in within one week of the due date.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tnstate.edu](mailto:studentaffairs@tnstate.edu) to request an absence notification.

## **Class Participation**

Students are expected to carefully read the texts, articles, and assignments, and actively engage in class discussions and activities. **Three tardies will equal one absence.** Be mindful of your professionalism, respect your peers, and refrain from non-class related use of electronic devices. Devices should be kept out of view and cell phones silenced. If you have an emergency that requires immediate communication with someone, quietly step into the hall.

## **Assignments and Related Policy**

All assignments are due on time as outlined on the schedule. See iLearn for the most current and up-to-date due dates. Assignments turned in late will result in a 10% reduction in points per day. Unless otherwise stated, all assignments are due by at the beginning of class on Tuesdays.

I provide explicit feedback for each assignment. The point system for all assignments is based on competency/mastery. Any assignment that does not meet a predetermined level of competency can be resubmitted, with corrections, to increase points. Assignments requiring edits will be returned with feedback via iLearn. Deadlines for re-submission are one week after the date I returned the assignment. The total number of points available will depend on the level of effort put into the first submission. For submissions with all the components completed, but where a clear misunderstanding prevented a higher competency rating, you can earn up to 100% of the original grade if it is submitted within the one-week deadline, with the exception of assignments due the last week of the course. For late assignments or assignments turned in that are not complete, the number of points will depend on how late the assignment was turned in and what proportion of the assignment was completed correctly. Each case will be evaluated separately, and the number of possible points will be communicated to you in advance.

All assignments were designed to help you assimilate the content of this course; therefore, you are expected to complete every assignment and make up any missing work. To earn an A in this course requires turning in all assignments, being present and prepared for class, and actively participating in class. A letter grade of an A indicates exceptional work/effort and failure to turn in an assignment or lack of participation indicates lack of exceptional effort/work. While the points you have earned may indicate a particular grade, if you fail to turn in an assignment, fail to be prepared to actively engage in class, or miss more than the required classes, you cannot earn an A in this course.

I reserve the right to modify or delete an assignment. The assignment due dates listed on the schedule reflect the planned schedule at the beginning of the semester; however, at times I deem it necessary to substitute a similar assignment in terms of level of difficulty and the amount of time required to complete the assignment, and/or I delete assignments. Check iLearn for the most current listing of assignments and due dates. When a change occurs, in no case will an assignment be due earlier than listed in the schedule above nor will I add additional assignments.

## **Disability Accommodation**

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## **Additional Resources**

### **Technical Help**

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning \(CITL\)](#) website or call 931-372-3675 for assistance.

### **Tutoring**

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

### **Counseling and Health Services**

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

### **Emergency Preparedness Protocols**

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

## **Generative AI: Open Use Guidelines**

Generative AI is here. It is our ethical and professional duty to learn how to incorporate it remain current on new resources, the benefits and risks, and explore ways to include AI into our instruction and assessment. Below is the level of acceptable use of AI within this course, as set out by the options within Tech's AI use policies.

**AI policy statement: Permitted in this Course with Attribution.**

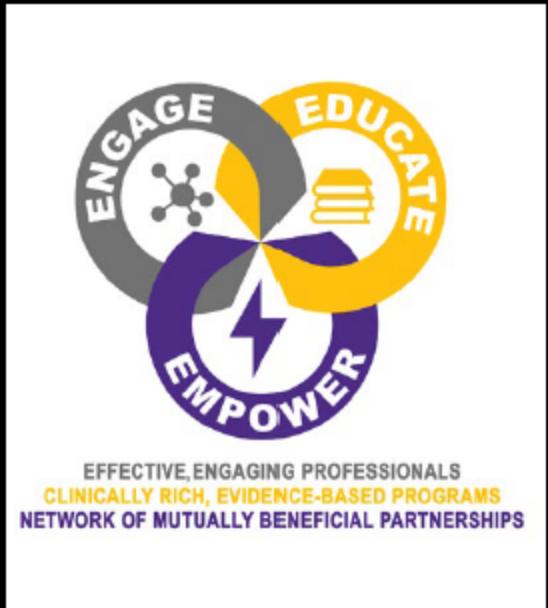
In this course, Generative AI resources are encouraged to be used by students with the purpose of supporting their work. To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resources, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the [CITL website](#).

Tennessee Tech University  
Curriculum & Instruction  
**SPED 4500 – Communication Disorders**

Aug – Dec. 2026, TBA, TBA, 3 Credit Hours, Fall 2026

	<p><b>Mission</b> The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.</p> <p><b>Vision</b> The college will be an empowering force in education and human sciences.</p> <p><b>Conceptual Framework</b> The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.</p>
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## Instructor Information

Instructor's Name:

Office

Telephone Number

Campus Email

## Course Information

Prerequisites: Full admission to the Teacher Education Program

Updated August 2025

## Texts and References

[Provide links to textbook materials and rationale for use. When available, use [Open Educational Resources](#).]

### Required References

## Course Welcome and Description

Welcome to SPED 4500 — Communication Disorders! I'm glad you're joining this course whether your future work will be in schools, clinics, community programs, or other settings. This class is designed to give you a practical, evidence-based foundation in understanding speech, language, fluency, voice, and communication needs across the lifespan. You'll practice screening and basic assessment, design individualized and culturally responsive intervention plans, explore augmentative and alternative communication (AAC), and develop strategies for working respectfully and effectively with families and multidisciplinary teams.

Expect a mix of readings, case analyses, applied assignments, and collaborative activities that emphasize real-world application and ethical practice. Come prepared to engage, ask questions, and reflect on how communication supports strengthen learning and participation for the people you serve. If you need accommodations, have questions about course content, or require clarification on assignments, please contact me during office hours or by email.

This course provides an overview of the professions of speech-language pathology and audiology, with emphasis on the common disorders of speech, language, swallowing, voice, fluency, and hearing across the lifespan. Students will learn the common characteristics and etiologies of communication and swallowing disorders; basic principles of assessment and treatment; to select and implement intervention strategies for school-aged children; and collaborate with families and multidisciplinary team members across educational, clinical, and community settings.

## Course Objectives/Student Learning Outcomes

1. Describe and differentiate major communication disorder types (speech sound, language, fluency, voice, AAC-related) by summarizing defining features, common etiologies, and typical developmental trajectories.
  - Assessment examples: objective exam items, short diagnostic comparison paper.
2. Interpret basic assessment data by administering (simulated) screening tasks, summarizing results, and explaining culturally and linguistically responsive considerations for interpretation.
  - Assessment examples: simulated screening report, case study write-up.
3. Construct individualized, measurable communication goals using standard goal-writing formats and justify selected progress-monitoring methods.

Updated August 2025

- Assessment examples: goal-writing assignment and monitoring plan.

4. Design an evidence-based intervention plan that applies appropriate scaffolding strategies, target selection rationale, and AAC options when indicated.

- Assessment examples: intervention plan, lesson/activity plan, or video role-play.

5. Evaluate research evidence by critiquing at least two peer-reviewed studies and using findings to support clinical recommendations.

- Assessment examples: annotated bibliography, evidence-based practice critique.

6. Demonstrate effective professional collaboration by composing clear family-communication documents and participating in a simulated multidisciplinary planning meeting.

- Assessment examples: family letter/email, multidisciplinary meeting reflection.

7. Apply legal and ethical principles by analyzing course cases that involve confidentiality, informed consent, scope of practice, and relevant educational/legal frameworks (e.g., IDEA/504).

- Assessment examples: case analysis assignment or policy brief.

8. Reflect on and adapt practice for cultural and linguistic diversity by proposing at least two specific assessment or intervention modifications for a culturally or linguistically diverse case.

- Assessment examples: culturally responsive plan, reflective essay.

### Major Teaching Methods

Hybrid teaching model

### Special Instructional Platform/Materials [e.g. laptop, etc.]

Laptop required

### Topics to be Covered

- Introduction to communication disorders: definitions, scope, and terminology
- Typical communication development across the lifespan
- Speech sound disorders (articulation, phonology)
- Language disorders (receptive, expressive, pragmatics)
- Fluency disorders (stuttering) and voice disorders
- Assessment principles: screening, formal vs. informal measures, and data interpretation
- Culturally and linguistically responsive assessment and bias reduction
- Augmentative and alternative communication (AAC) systems and implementation
- Evidence-based intervention strategies and goal writing
- Progress monitoring and documentation methods
- Family-centered practices and caregiver collaboration

- Multidisciplinary teamwork and referral processes (education, healthcare, community)
- Legal, ethical, and professional issues (confidentiality, consent, IDEA/504, scope of practice)
- Current research trends and translating evidence into practice

## Course Schedule

TBD

## Course Breakdown

TBD

## Grading and Evaluation Procedures

[Provide grading criteria for all major course projects and links to grading rubrics.]

Grading Scale - A minimum grade of B is required to meet **requirements for licensure candidates.**

Letter Grade	Grade Range
A	93% - 100%
B	92% - 85%
C	84% - 75%
D	74% - 70%
F	69% and below

## Course Policies

### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

### Attendance Policy

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

Updated August 2025

## Class Participation

Participation is a required component of SPED 4500 because active engagement supports applied learning and professional development.

Expectations: attend regularly, arrive prepared having completed readings/assignments, contribute thoughtfully to discussions, and engage respectfully with classmates and guest speakers. Quality contributions (e.g., questions, evidence-based examples, reflections on case work) are valued over quantity.

Format: participation may include in-class discussion, small-group activities, online discussion posts, peer feedback, and role-plays or simulations. Complete any assigned prework so you can meaningfully participate.

Grading: participation will be assessed using a simple rubric (e.g., attendance/preparedness, contribution relevance, collaboration/respect). Missing more than [insert number, e.g., 3] class sessions without documented excuse will negatively affect the participation grade.

Absences & accommodations: If you must miss class for a university-approved reason or an emergency, notify the instructor as soon as possible and provide documentation when available. Students needing accommodations should contact the Accessible Education Center (AEC) early in the semester.

Professional behavior: maintain confidentiality for client/case materials, use respectful language, and follow guidelines for online etiquette during virtual sessions.

## Assignments and Related Policy

Students are expected to submit all assignments by the posted deadlines. If you cannot meet a deadline, I strongly prefer that you still complete and submit the assignment rather than skip it entirely; late work will be accepted but will incur a penalty of 10% of the assignment's total possible points for each calendar day past the deadline (for example, one day late = -10%, two days late = -20%), applied at the time of grading. Work submitted more than seven calendar days late may receive a grade of zero except in documented extenuating circumstances. If you experience a serious illness, family emergency, or other documented situation that prevents on-time submission, contact the instructor as soon as possible; appropriate documentation may allow the instructor to waive or modify the late penalty and arrange an alternate due date. Note that technology problems are not an automatic excuse for late submission, so plan ahead and use campus resources (e.g., IT Helpdesk) if you anticipate technical difficulties; if a genuine technical failure occurs, notify the instructor immediately and provide documentation when possible. Finally, late submissions must still adhere to all academic integrity expectations; work completed with impermissible assistance (including unauthorized use of Generative AI if not allowed) will be handled under Tennessee Tech's Academic Integrity Policy.

## Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible.

preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## Additional Resources

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### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

## Generative AI: Moderate Use Guidelines

### AI policy statement: Permitted when Assigned in this Course with Attribution.

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor.

To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within

Updated August 2025

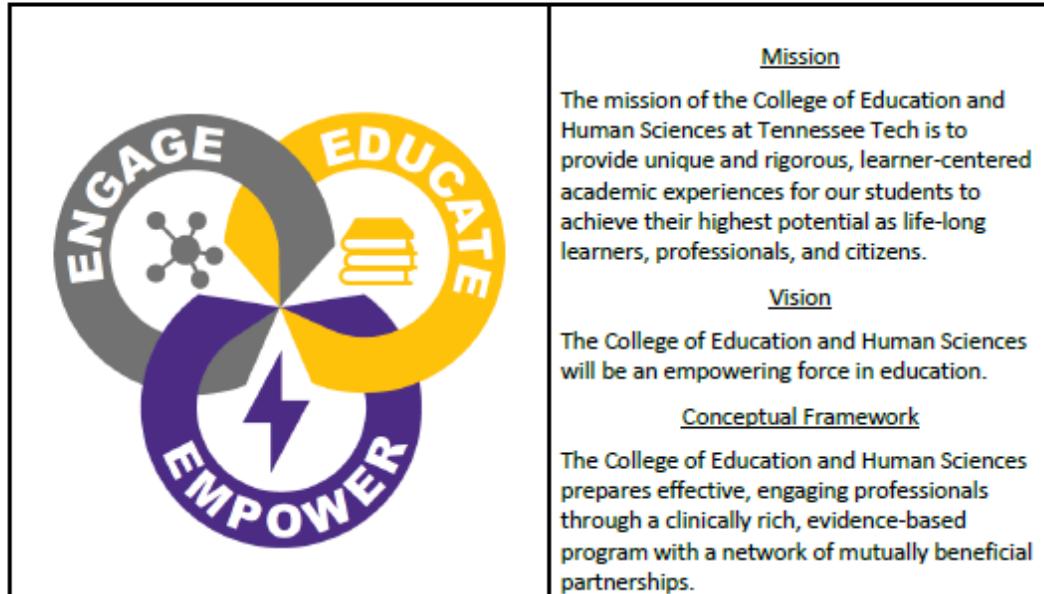
this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the [CITL website](#).

**Tennessee Tech University**  
**College of Education and Human Sciences**  
**Curriculum & Instruction**

Residency: Fall 2026  
ECSP/ELED/SEED/SPED: 4900  
M-F 10 credit hours

**Conceptual Framework**



**Instructor Information**

Instructor: Dr. Amy Brown  
Office: TJ Farr 103  
Office Phone: 372-3170  
Email: [abbrown@tnstate.edu](mailto:abbrown@tnstate.edu)  
Office Hours: By Appointment

**Instructor Information**

Instructor: Dr. Jeremy Wendt  
Office: Bartoo Hall 313  
Office Phone: 931-372-3181  
Email: [jwendt@tnstate.edu](mailto:jwendt@tnstate.edu)  
Office Hours: By Appointment

**Course Information: Prerequisite or Co-Requisite (if applicable)**

- Appropriate coursework required by major
- Pre-requisite of full admission to the Teacher Education Program
- Pass applicable Praxis exams
- Current CPR/First-Aid/AED certification/Professional Liability Insurance
- Any mandatory screening requirements from individual school systems
- Cleared Background Check
- Co-requisite of 4925, Application of Teaching

**Required Text**

None

**Recommended Text**

None

**Required Special Instructional Materials**

- Computer and Internet Access

**Course Description**

Performance based clinical experience in authentic settings involving planning appropriate instruction based on students' needs, creating a positive learning environment, communicating and collaborating with colleagues and others, and effectively assessing student learning and reflecting on practice. A minimum grade of "B" is required for licensure candidates.

**Major Teaching Methods**

The mentor/candidate will utilize various teaching strategies (i.e. modeling, demonstration, co-teaching, whole and small group instruction, seminar presentations, discussions, etc.).

**Class Discussion**

Seminar

**Topics to be Covered**

During the clinical experience, the teacher candidate will:

- Plan
- Instruct
- Assess
- Reflect

**Course Schedule** – (see Important Dates and Detailed Schedule for specific dates/times).

- Candidates are in their placement 5 days a week, following the school's calendar, with the

**Course Breakdown**

**Licensure**

During the semester, you will be required to submit your licensure information on-line AFTER you receive instructions from the Office of Teacher Education Licensure Certification Analyst.

**NOTE:** All licensure required Praxis exams must be passed before licensure application will be submitted to the Tennessee Department of Education.

**Licensure Standards**

See crosswalk here: <https://www.tntech.edu/education/accreditation.php>

**Additional Expectations – refer to Memorandum of Understanding**

1. **Appropriate dress** - As a teacher candidate, you will be expected to meet the dress code(s) of the school(s) in which you are assigned. As a rule, professional dress is not the same as

social dress. Think twice before you get dressed in the morning. **NOTE:** Refer to school/district policy for tattoos and facial/tongue piercings.

2. **Producing professional written work** - As a teacher candidate, you are expected to produce written material that is typed or word-processed, grammatically correct, neat, and completed on time. These expectations apply to all work completed during the clinical experience including teaching materials, lesson plans, unit plans, etc.
3. **Consideration of colleagues** - As a teacher candidate, you will be expected to be respectful of your colleagues. Cell phones and other electronic devices should be silenced/turned off during the school day.
4. **Professional Behavior** – As a teacher candidate, you are placed in a school as a guest of that school. School principals have the authority to cancel placements of those not exhibiting appropriate professional behavior. Removal because of unprofessional behavior may result in termination or extension of the clinical experience.
5. **Time Commitment**—As a teacher candidate, you are required to be at school and follow the same schedule as all teachers. You must attend all extra-curricular events required by teachers—open houses, faculty meetings, team meetings, parent/teacher conferences, etc.
6. **Calendar**—You should follow the school calendar for the district you are assigned. When your school is closed, you do not attend. If TTU is closed and your school is open, follow your school's schedule. Exception: If a seminar is scheduled, you are required to attend the seminar even though your placement school may not be in session.

#### **Grading and Evaluation Procedures**

Grades will be determined by the following three (3) components (all components must be submitted for a candidate to receive a course grade.)

1. Two (2) observations by the clinical supervisor using the Aspiring Teacher Rubric (ATR) for a maximum of 120 total points (40% of final grade). (Lesson plans must be received by the clinical supervisor **five (5) days prior to the observation.**)
2. One (1) observation using the ATR plus one (1) summative evaluation by the mentor teacher using the ATR for a maximum of 120 total points (60% of final grade).
3. A self-assessment must be completed within 48 hours of all formal observations. **Three (3) points** will be deducted from **each** observation when the self-assessment for that observation has not been completed within the 48-hour period.

#### **Grade Scale**

70 – 100	A
48 - 69	B
34 – 47	C
23 – 33	D
0 – 22	F

A minimum grade of "B" is required for licensure candidates.

### **Removal from Assignment:**

The clinical teaching program is a collaborative relationship between TTU, cooperating school districts, mentor teacher and the teacher candidate. Occasionally, there are circumstances that warrant the termination of the clinical experience.

- **By Principal**—You are a guest of the school. If the principal asks to have you removed, it will happen immediately. Upon removal, you will be asked to meet with the Office of Teacher Education to discuss the issues at hand. Depending on the nature/severity of the issues, your clinical experience may be terminated, or you may be reassigned to another school and, if necessary, your assignment may be extended.
- **By Office of Teacher Education**—You will be dismissed if your mentor teacher and/or your clinical supervisor feel you lack necessary skills.
- **Unprofessional Conduct**—Reason for immediate dismissal. Examples: rude, disrespectful behavior towards faculty or students, chronic tardiness, talking or texting on cellphone, or other inappropriate conduct, including any Facebook (or other social media) posts about the school, personnel, or students.

### **Course Policies**

#### **TTU Library Online Access**

The Tennessee Tech Library is available to all candidates enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. Visit the ITS site to find out [more about initializing your TTU account or resetting your password](#).

More information on electronic media is available at the [TTU Volpe Library](#).

#### **Student Academic Integrity Policy**

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

#### **Attendance Policy**

Teacher candidates are expected to follow the same regulations regarding length of workday and attendance that apply to the classroom-mentor teacher. This implies that the teacher candidate is expected to be present in the assigned classroom unless there is illness or unless there is an extreme emergency. Tardiness is never acceptable. Teacher candidates are responsible for contacting both the mentoring teacher and their clinical supervisor, beforehand, in the event of any absences. If you are responsible for any part of teaching, you must provide plans for your mentor teacher. Teacher candidates may miss up to 3 days due to illness or unexpected

emergencies. The only exception is the professional seminars/writing days, which all candidates are expected to attend. Excessive absences will be addressed on an individual basis and may result in extension of the clinical practice.

Candidates who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

#### **Class Participation**

Candidates are expected to work closely with the mentor teacher and clinical supervisor on a regular basis, collaborate with the mentor when planning lessons, reflecting on teaching, and application and use of feedback provided by the mentor and/or the clinical supervisor. Please reference the Important Dates and Detailed Schedule documents for specific dates of observations.

#### **Assignments and Related Policy**

Teacher candidates are required to submit the following:

- Self-assessments within 48 hours after each observation
- Site Evaluation
- Exit Survey
- Clinical Supervisor Evaluation
- Clinical Placement Attendance
- Tennessee Early Reading Training (see below)

*Tennessee Early Reading Training - 2023 EPP Literacy Standards Met: 1.1.a; 1.1.b; 1.1.d; 1.1.e; 1.1.f; 1.2.a; 1.2.b; 1.2.c; 1.2.d; 1.2.e; 1.2.f; 1.2.g; 1.2.h; 2.1.1; 3.1; 3.2; 5.15*

Early Childhood, Elementary, English as a Second Language, and Special Education candidates seeking to obtain a teaching license with at least one qualifying endorsement ([listed here](#)) must demonstrate compliance with the Tennessee Literacy Success Act (TLSA) requirements when submitting licensure transactions.

If the Tennessee Early Reading Training has not been completed in prior coursework, complete Course 1 of the Tennessee Early Reading Training Course [here](#). You must obtain your final certificate of completion to upload for licensure recommendation. The Office of Teacher Education will guide the licensure recommendation process at the conclusion of this course.

#### **Disability Accommodation**

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

## Additional Resources

### **Technical Help**

- If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.
- If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here) visit the [Center for Innovation in Teaching and Learning \(CITL\)](#) website or call 931-372-3675 for assistance.
- For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource](#) page.

### **Tutoring**

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the Learning Center website for more information.

### **Counseling and Health Services**

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

### **Emergency Preparedness Protocols**

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

## Copyright and Fair Use

All projects created in this course should follow appropriate [copyright and fair use](#).

### **Please note:**

- Self-plagiarism will also not be allowed. Candidates cannot submit course work from another class for an assignment in this course. Self-plagiarism will result in a loss of all assignment points.
- TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.  
(Source: TTU University Faculty Meeting, August 25, 2009).

## AI Guidelines

AI policy statement: Permitted in this Course with Attribution.

In this course, Generative AI resources are encouraged to be used by students with the purpose of supporting their work. To ensure academic integrity, students must openly disclose any AI-

generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by (Generative AI Tool Provider), in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Proper citation guidelines can be found on the [CITL website](#).

## **6b. CURRICULUM AND INSTRUCTION**

### Course Changes

#### 1. From:

CUED 3500. Classroom Design & Management for ELED Lec. 3. Credit 3.

Inclusive lesson planning and teaching practices. Emphasis placed on Universal Design for Learning, Social Emotional Learning, classroom management and behavior, and trauma-informed practices.

To:

CUED 3500. Classroom Design & Management for ELED Lec. 3. Credit 3.

Examine approaches to planning and delivering instruction that support full participation and learning for all students in the elementary classroom. Topics include flexible lesson design, supports for behavior and engagement, strategies for addressing varied learning needs, and practices for working effectively with students who have experienced significant stress.

Update: Course description.

#### 2. From:

CUED 3505. Classroom Design & Management for SEED Lec. 3. Credit 3.

Inclusive lesson planning and teaching practices. Emphasis placed on Universal Design for Learning, Social Emotional Learning, classroom management and behavior, and trauma-informed practices.

To:

CUED 3505. Classroom Design & Management for SEED Lec. 3. Credit 3.

Examine approaches to planning and delivering instruction that support full participation and learning for all students in the secondary classroom. Topics include flexible lesson design, supports for behavior and engagement, strategies for addressing varied learning needs, and practices for working effectively with students who have experienced significant stress.

Update: Course description.

#### 3. From:

ECED 4261. Early Childhood Advocacy & Leadership. Lec. 6-8. Credit 6-8.

Corequisite: ECED 4221. Early childhood administrator leadership skills, administration, and assessment. Knowledge and skills in the planning, implementation and evaluation of early childhood programs. Assessment of administrator knowledge, skills and experience.

To:

ECED 4261. Early Childhood Advocacy & Leadership. Lec. 6-8. Credit 6-8.

Early childhood administrator leadership skills, administration, and assessment. Knowledge and skills in the planning, implementation and evaluation of early childhood programs.

Assessment of administrator knowledge, skills and experience.

Delete: Corequisite of ECED 4221.

Note: see Reactivate section of this email.

4. From:

SPED 3000. Inclusive Teaching Practices for Diverse Learners in Secondary Education Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Teaching strategies, accommodations/modifications, characteristics of high-incidence disabilities, co-teaching practices, and behavior management/RTI in content and secondary areas. A minimum grade of B is required to meet degree requirements for licensure candidates.

To:

SPED 3000. Supporting all Learners in Secondary Education Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Teaching strategies, accommodations/modifications, characteristics of high-incidence disabilities, co-teaching practices, and behavior management/RTI in content and secondary areas. A minimum grade of B is required to meet degree requirements for licensure candidates.

Update: Course Title

5. From:

SPED 3001. Inclusive Teaching Practices for Diverse Learners Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education program. Teaching strategies, accommodations/modifications, characteristics of high-incidence disabilities, co-teaching practices, and behavior management/RTI. A minimum grade of B is required to meet degree requirements for licensure candidates.

To:

SPED 3001. Supporting all Learners in Elementary Education Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education program. Teaching strategies, accommodations/modifications, characteristics of high-incidence disabilities, co-teaching practices, and behavior management/RTI. A minimum grade of B is required to meet degree requirements for licensure candidates.

Update: Course Title

II. Reactivate Course:

1. ECED 4261. Early Childhood Advocacy & Leadership. Credit 6-8.

2. READ 3330. Inclusive Emergent Literacy Credit 3.

3. SPED 3015. Applying Univ Lrng Principles Credit 2.

Note: These courses were erroneously placed on our memo dated 9/23/2025 for Fall 2026 deletion. They are part of the licensure programs and need to stay active.

Justification: To ensure our graduates remain eligible for professional licensure in Tennessee, and to meet current accreditation requirements, we have updated program curricula and course descriptions to reflect current licensure standards. These changes strengthen our focus on academic excellence and professional teacher preparation across multiple content areas.

Financial Impact: None

Effective Date: Fall 2026

***Motion to approve:*** Lisa Zagumny

***Second:*** Julie Baker

***Vote:*** Motion Carried



EFFECTIVE, ENGAGING PROFESSIONALS  
CLINICALLY RICH, EVIDENCE-BASED PROGRAMS  
NETWORK OF MUTUALLY BENEFICIAL PARTNERSHIPS

### **Mission**

The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential

### **Vision**

The college will be an empowering force in education and human sciences.

### **Conceptual Framework**

The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich, evidence-based

### Instructor Information

#### Course Information

Prerequisites: none

Texts and References

The instructor will select articles and references from Open Educational Resources to supplement the course content.

**Required**

Open Educational Resources will be given to students both digitally and as a hard copy.

**Course Welcome and Description**

CUED 3500 examines approaches to planning and delivering instruction that support full participation and learning for all students in the elementary classroom. Topics include flexible lesson design, supports for behavior and engagement, strategies for addressing varied learning needs, and practices for working effectively with students who have experienced significant stress.

**Course Objectives/Student Learning Outcomes**

This course is guided by a collection of standards from several organizations. The full lists of standards can be found below. The specific student learning outcomes and standards for each assignment can be found attached to that assignment in coordinating colors.

[InTASC Model Core Teaching Standard \(InTASC\)](#) [CEEDAR High-Leverage Practices \(HLP\)](#)  
[Council for Exceptional Children \(CEC\)](#) [Tennessee EPP Literacy Standards \(TN EPP\)](#)

**Major Teaching Methods**

The course will be primarily on-ground, with selected assignments and modules completed outside of class. Instruction will include a combination of lecture, hands-on learning, and interactive activities. Outside of class, students will engage in assigned readings and activities to support and extend in-class learning.

**Special Instructional Platform/Materials**

To be successful in this course, students must have regular access to a reliable computer and internet connection. They should be able to navigate TTU resources, including the library, iLearn, and other course-related websites, and are expected to check their TTU email and iLearn frequently for feedback, course updates, and grades. A device for note-taking and accessing online materials should be brought to each class.

**Topics to be Covered**

Assessment Practices	Behavior Supports
Classroom Management	
Cooperative Learning Structures	Crisis Prevention and Intervention
Student Backgrounds and Learning Needs	De-escalation Strategies
Educational Theorists	
Engaging Classroom Environments	
Expectations, Procedures, and Routines	
Experiences That Affect Student Learning and Behavior	
Flexible Grouping	Hierarchy of Prompts
Course Schedule	

Date	Topics	Assignments
	Syllabus Theorists	
	Theorists	
	Theorists	
	Patterns in Achievement Data Hattie Effect Sizes	
	Universal Design for Learning	Quiz (due 2/2 @ 11:59 PM)
	Planning for Variability	
	Student Backgrounds and Learning Needs Challenges to Opportunities	Quiz (due 2/9 @ 11:59 PM)
	Predictable Classroom Environments	Quiz (due 2/16 @ 11:59 PM)
	Self-Management Skills	Self-Management Skills Book (due 3/3 in class)
	Developing Expert Learners	
	Visual Supports	
	Guest Speaker – LessonPix	Create a Visual Support
	Experiences That Affect Student Learning and Behavior	Trauma-Informed Practices Module/Quiz Mandatory Reporter Training w/Certificate (Due 3/2 @ 11:59 PM)
	Personalized Learning	Complete Hyperdoc/Virtual Classroom

	Cooperative Learning Structures	Chapter 4 Quiz (due 3/9 @ 11:59 PM)
	Engaging Classrooms	Classroom Management Search
	Procedures, Routines, Expectations	Chapter 6 Quiz (due 3/16 @ 11:59 PM)
	Flexible Support and Intervention Behavior Functions	People Watching Assignment (due 3/18 @ 11:59 PM)
	Data Collection Ziggurat Model	
	Hierarchy of Prompts Behavior Decisions	Behavior Decision Tree (due 3/25 @ 11:59 PM)
	De-escalation Crisis	Chapter 3 Quiz (due 3/30 @ 11:59 PM)
	Options for Expression	
	Lesson Planning Backward Design	
	Central Focus Lesson Plan Edits	Study Vocabulary
	Vocabulary Exam	Chapter 7 Quiz (due 4/13 @ 11:59 PM)
	Mastery Assessment and Grading	JLRC Video Assignment (due 4/22 @ 11:59 PM)
	UDL Plan Structures, Part 1	
	UDL Plan Structures, Part 2	UDL Plan Due 4/22 @ 11:59 PM
	UDL to Aspiring Teacher's Rubric	
	Aspiring Teacher's Rubric	
	Looking Forward Professionalism	

#### Course Breakdown

**Textbook Quizzes (10 points each)** *InTASC: 1f, 3i, 3j, 4j, 6a, 6j, 6k HLP:7, 12, 14, 15*

*CEC:2.1, 5.2, 6.1*

*TN EPP Literacy:1.1d*

Reading the assigned chapters before class and completing the quizzes ensures you are prepared to engage in discussion and activities. Quizzes help you review and recall key concepts while identifying areas needing further study. Read the assigned chapter, then complete the quiz in iLearn by the due date. Each quiz may be taken twice, with the highest score recorded. Quiz due dates can be found in iLearn.

**Trauma-Informed Practices Module, Video, and Quiz (10+10+10)**

*InTASC: 1g, 3f HLP:8*

*CEC:6.1*

*TN EPP Literacy:8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8*

You will complete an online module to explore trauma-informed practices and adverse childhood experience research. The module includes a video, a quiz, and the Tennessee state child abuse training. This training is required for all Tennessee teachers. Because the content can be difficult for some individuals, it is advised that you complete it alone in a private space.

### **Self-Management Skills Book (5 + 15 points)**

*InTASC: 1a, 1b, 2b, 2j HLP:9*

*CEC:6.1*

*TN EPP Literacy:1.2, 2.7, 4.11*

Creating a book encourages you to translate concepts into creative, age-appropriate formats for students and develop your ability to support Self-Management Skills. You will be provided with a book kit to design and write your own Self-Management Skills book. You will earn 5 points for submitting your draft on time and 15 points for the final graded version.

### **Classroom Management Search (15 points)**

*InTASC: 3d, 3e, 3f, 3k, 3o HLP:7*

*CEC:6.11, 6.2*

*TN EPP Literacy: 8.1, 8.2*

Classroom management skills are essential for maintaining a productive learning environment, and this activity builds your knowledge of effective strategies through curated multimedia examples. Locate five unique videos that demonstrate core classroom management strategies. Post your selections to the discussion board in iLearn with a brief description of each video's relevance.

### **Visual Support Assignment (10 points)**

*InTASC: 2d, 3f, 7a, 7c HLP: 9, 15, 19*

*CEC: 5.3, 6.2*

*TN EPP Literacy:2.3, 6.1*

Visual supports enhance comprehension, engagement, and independence for all students, and designing your own ensures you can adapt them for various needs. After training on a visual support generator, create a visual support such as a choice board or first-then board. Submit your finished product in iLearn as a PDF or image file.

### **Hyperdoc/Virtual Classroom (15 points)**

*InTASC: 4a, 7a HLP:13, 19 CEC:3.2*

*TN EPP Literacy:1.1d, 2.12, 6.1*

Hyperdocs and virtual classrooms support personalized learning and the principles of Universal Design for Learning. Select a state academic standard and create a Hyperdoc or virtual classroom designed to meet varied learning needs. Submit your finished product in iLearn as a PDF or link.

### **People Watching Assignment (10 points)**

*InTASC: 1a, 1e, 6g HLP: 4, 7*

*CEC: 6.2*

*TN EPP Literacy:8.2*

Observing real-world settings helps develop skills in identifying behaviors and their potential functions.

Choose one behavior from the provided list and observe it in multiple people, recording your data in the provided table. Submit your completed chart in iLearn as a PDF or Word document.

### **Behavior Decision Tree (10 points)**

*InTASC: 1g, 3f HLP:7, 8, 10*

*CEC:6.2, 6.3, 7.1*

*TN EPP Literacy:8.3*

Understanding how to choose the most effective response to a behavior is essential for classroom management. Use the provided behavior decision tree to analyze a given behavior scenario and submit your completed chart in iLearn.

### **Vocabulary Exam (30 points) *InTASC: 3(d), 3(e), 3(f), 3(k), 3(o) HLP:7, 8, 9, 18***

*CEC:6.1*

*TN EPP Literacy:4.15*

To demonstrate your knowledge of common vocabulary in the education field, you will take an in-class vocabulary exam. The exam will not be timed, and we will have class afterward. A study guide will be provided in advance, all questions will be auto-graded in iLearn, and you will receive your score immediately upon completion. Students requiring ADA accommodations should contact me as soon as possible to make arrangements.

### **Lesson Viewing (10 points)**

*InTASC: 1d, 7h, 7k, HLP:7*

*CEC:7.2*

*TN EPP Literacy:6.7, 6.8*

To prepare for the lesson planning segment of our course, you will view two lessons in the JLRC's VISION Lab (Bartoo Hall) using 360° video. You will compare and contrast the lessons and analyze what you observe. The lab is open Monday–Thursday from 8:00 a.m.–8:00 p.m. and Friday from 8:00 a.m.–4:30 p.m. Be sure to allow enough time to complete your viewing before the due date, as the lab closes promptly at the posted times.

### **UDL Lesson Plan (20 points) *InTASC: 1a, 1b, 2a, 4a, 6a, 7a, 7c, 8e HLP:13, 15***

*CEC:5.3, 5.6*

*TN EPP Literacy:1.1d, 2.1, 2.12, 4.12, 4.13, 4.14*

Universal Design for Learning ensures lessons are accessible and engaging for all students. Choose a lesson topic and standard, then create a lesson plan using the 3 UDL principles and adapting for students with and without disabilities.

#### Grading and Evaluation Procedures

[Provide grading criteria for all major course projects and links to grading rubrics.]

#### Grading Scale

Letter Grade	Grade Range
A	93-100
B	92-85
C	84-75
D	74-70
F	69 and below

#### Course Policies

##### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

##### Attendance Policy

Regular attendance is required in CUED 3500. Attendance is part of the professional dispositions expected of teacher education candidates and is an indicator of responsibility, as outlined in the TTU Conceptual Framework.

- You may miss one class period without penalty.
- Each additional absence will result in a deduction of five points per class missed.
- If you are absent, you must email me to inform me of your absence.
- Tardies and early departures will result in a deduction of three points per occurrence.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

## Class Participation

### Manage Your Time

You will receive a course outline at the beginning of the semester. Review assignment deadlines in the schedule and in iLearn, and plan your work so you stay on track.

### Be Prepared and Participate

Arrive having completed the assigned work and ready to discuss it. Contribute to class discussions and group activities regularly. Aim to share thoughtful input at least once every class meeting and respond to peers respectfully when appropriate.

### Interaction and Etiquette

Engage with others in a professional and courteous manner during all class activities. Listen actively, respect different perspectives, and avoid distractions such as side conversations or off-task technology use. Use clear, respectful language when addressing classmates or the instructor.

### Avoid Excuses

Challenges happen, but focus on how you can adapt and improve rather than on why something was not done. If you are struggling, contact me early so we can find solutions.

### Show Professionalism

Professionalism includes punctuality, meeting deadlines, respectful communication, attentive participation, and following classroom procedures. Treat others with courtesy and integrity. Your participation grade reflects both the quality and the frequency of your in-class contributions as outlined in the syllabus grading section.

### Assignments and Related Policy

All assignments must be submitted in iLearn by 11:59 PM Central Time on the due date. The iLearn timestamp will determine whether an assignment is late. Assignments must be submitted in Microsoft Word, PPT/PPTX, or PDF format only. Apple formats such as Pages or Keynote will not be accepted. Work submitted by email will not be accepted.

All assignments are to be turned in on time as outlined in the schedule and in iLearn. **For each calendar day an assignment is late, one point will be deducted from the final score.** No assignments will be accepted after the last day of class.

If you are having an issue or need an extension, contact me at least 24 hours before the due date. You may contact me in any form, but extensions are not automatic. Requests will be considered based on the circumstances.

Point values for each assignment are listed in the assignment descriptions and in the iLearn gradebook. Not all assignments are worth the same number of points, and some have a greater impact on your final grade than others. **Failure to submit all assignments could result in your final course grade being lowered by one letter.**

Students who miss class should speak with me about the possibility of making up in-class assignments. This is much easier to arrange if I know ahead of time that you will be absent.

The instructor reserves the right to add or change course content as needed in order to build background knowledge and/or further discussions.

#### Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

#### Additional Resources

##### Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

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##### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

#### Generative AI: Moderate Use Guidelines

**AI policy statement: Permitted when Assigned in this Course with Attribution.**

In this course, Generative AI resources are allowed to be used for specific assignments or within set parameters, as designated by the instructor.

To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

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Proper citation guidelines can be found on the [CITL website](#).

**Textbook Quizzes – Not Allowed**

AI may not be used to answer or assist with quiz questions.

**Trauma-Informed Practices Module, Video, and Quiz – Not Allowed** AI may not be used to complete the module, video, or quiz.

**Self-Management Skills Book – Allowed**

You may use AI to help generate ideas, suggest wording, or refine your writing, but the final book must reflect your own work. Include an attribution statement if AI is used.

**Classroom Management Search – Allowed**

You may use AI to help identify relevant strategies or videos but must view and select final materials yourself. Include an attribution statement if AI is used.

**Create a Visual Support – Limited**

You may use AI to brainstorm ideas for visual supports but not to generate the final product. Include an attribution statement if AI is used.

**Hyperdoc/Virtual Classroom – Allowed**

You may use AI to help design, organize, or check your hyperdoc/virtual classroom. Include an attribution statement if AI is used.

**People Watching Assignment – Not Allowed**

AI may not be used to observe, interpret, or write about behaviors for this assignment.

**Behavior Decision Tree – Limited**

You may use AI to review decision tree concepts, but the decision-making and responses must be your own. Include an attribution statement if AI is used.

**Vocabulary Exam – Not Allowed**

AI may not be used to assist with or answer exam questions.

**JLRC Video Assignment – Not Allowed**

AI may not be used to view, interpret, or analyze the assigned lessons.

**UDL Lesson Plan – Allowed**

You may use AI to help brainstorm strategies, adapt lessons, and organize your plan. You are responsible for ensuring the lesson meets course expectations. Include an attribution statement if AI is used.

Tennessee Tech University Curriculum & Instruction  
CUED 3505-001: Classroom Design and Management for Secondary Education  
MW, 2:30-3:20 PM, TJ Farr 307A, 3 credit hours, Fall 2026

	<p><b><u>Mission</u></b> The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential</p> <p><b><u>Vision</u></b> The college will be an empowering force in education and human sciences.</p> <p><b><u>Conceptual Framework</u></b> The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich evidence-based</p>
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#### Instructor Information

Office hours are flexible and available upon request. Please contact me via email at [cwelch@tnstate.edu](mailto:cwelch@tnstate.edu) with any questions or concerns you may have. During the work week, I am very responsive to email; however, I may be slower to respond over the weekend.

Dr. Callie Welch TJ Farr, 303B (931)372-3377  
[cwelch@tnstate.edu](mailto:cwelch@tnstate.edu)

## Course Information

### Course Welcome and Description

This course examines approaches to planning and delivering instruction that support full participation and learning for all students in the secondary classroom. Topics include flexible lesson design, supports for behavior and engagement, strategies for addressing varied learning needs, and practices for working effectively with students who have experienced significant stress.

### Course Objectives/Student Learning Outcomes

#### **InTASC Standard 1: Learner Development**

*Other Standards:* CEC Standard 1

*Praxis Alignment:* Development and Characteristics of Learners

*Assignments & Assessments:* Mandated Reporter Training (point scale upon completion), Strong Brains Institute (point scale upon completion), Classroom Management Plan (instructor checklist), Flexible Lesson Plan (instructor checklist/rubric),

#### **InTASC Standard 2: Learning Differences**

*Other Standards:* CEC Standard 1

*Praxis Alignment:* Development and Characteristics of Learners & Planning and the Learning Environment

*Assignments & Assessments:* Reporter Training (point scale upon completion), Classroom Management Plan (instructor checklist), Flexible Lesson Plan (instructor checklist/rubric), Behavior Modules (point scale upon completion)

#### **InTASC Standard 3: Learning Environment**

*Other Standards:* CEC Standard 2

*Praxis Alignment:* Planning and Learning Environment

*Assignments & Assessments:* Mandated Reporter Training (point scale upon completion), Classroom Management Plan (instructor checklist), Flexible Lesson Plan (instructor checklist/rubric), Behavior Modules (point scale upon completion),

#### **InTASC Standard 4: Content Knowledge**

*Other Standards:* CEC Standards 3 & 5

*Praxis Alignment:* Development and Characteristics of Learners, Instruction, and Foundations and Professional Responsibilities

*Assignments & Assessments:* Flexible Lesson Plan (instructor checklist/rubric)

#### **InTASC Standard 5: Application for Content**

*Other Standards:* CEC Standards 3 & 5

*Praxis Alignment:* Instruction and Assessment

*Assignments & Assessments:* Classroom Management Plan (instructor checklist) and Flexible Lesson Plan (instructor checklist/rubric)

**InTASC Standard 6: Assessment**

*Other Standards:* CEC Standard 4

*Praxis Alignment:* Instruction and Assessment

*Assignments & Assessments:* Classroom Management Plan (instructor checklist), Strong Brains Institute (point scale upon completion), Flexible Lesson Plan (instructor checklist/rubric)

**InTASC Standard 7: Planning for Instruction**

*Other Standards:* CEC Standard 5

*Praxis Alignment:* Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, and Assessment

*Assignments & Assessments:* Mandated Reporter Training (point scale upon completion), Classroom Management Plan (instructor checklist), Strong Brains Institute (point scale upon completion), Flexible Lesson Plan (instructor checklist/rubric), Behavior Modules (point scale upon completion)

**InTASC Standard 8: Instructional Strategies**

*Other Standards:* CEC Standard 5

*Praxis Alignment:* Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, and Assessment

*Assignments & Assessments:* Mandated Reporter Training (point scale upon completion), Classroom Management Plan (instructor checklist), Flexible Lesson Plan (instructor checklist/rubric), Behavior Modules (point scale upon completion),

**InTASC Standard 9: Professional Learning and Ethical Practice**

*Other Standards:* CEC Standard 6

*Praxis Alignment:* Foundations and Professional Responsibilities

*Assignments & Assessments:* Mandated Reporter Training (point scale upon completion)

**InTASC Standard 10: Leadership and Collaboration**

*Other Standards:* CEC Standard 7

*Praxis Alignment:* Development and Characteristics of Learners & Foundations and Professional Responsibilities

*Assignments & Assessments:* Flexible Lesson Plan (instructor checklist/rubric)

Major Teaching Methods

The course will be mostly on-ground with some assignments and modules to complete outside of class time. Students in this course will be taught through hands-on learning and learning by doing. There will also be lecture during class time with a mix of activities and learning opportunities. Outside of class, students will be expected to do assigned readings and activities.

## Special Instructional Platform/Materials

There will be moderately heavy use of technology in this course both in and out of class. A laptop will be very useful, but most activities could also be completed with a cell phone if necessary.

## Topics to be Covered

Flexible Instructional Design  
Interpersonal Skills  
Self-Management Skills Lesson  
Planning Learner Differences Visual  
Supports Collaboration  
Course Schedule  
Strong Brains Institute: **9/10/2025**

Brain Architecture  
Classroom Management Practices Student Behavior  
Reflective Practices Supportive Practices Educational  
Theorists Classroom Design

- Supporting documents provided in iLearn — this is also where the assignment will be submitted

Mandated Reporter Training: **9/10/2025**

- Supporting documents provided in iLearn — this is also where the assignment will be submitted

Behavior Intro Module: **11/5/2025**

- Supporting documents provided in iLearn — this is also where the assignment will be submitted

IRIS Behavior Modules: **11/12/2025**

- Supporting documents provided in iLearn — this is also where the assignment will be submitted

Classroom Management Plan: **11/19/2025**

- Supporting documents provided in iLearn — this is also where the assignment will be submitted

**Flexible Lesson Plan: 12/5/2025**

- Supporting documents provided in iLearn — this is also where the assignment will be submitted
- Due in Tk20 as well

**Course Breakdown**

**Strong Brains Institute:** You will be completing the Strong Brains module through the ETSU Strong Brains Institute. This module discusses the potential impact of stress on learning. The link for the institute is provided in the iLearn assignment folder.

**Mandated Reporter Training:** You will watch the video from the State of Tennessee about mandatory reporting of child abuse and complete the assessment.

**Behavior Intro & IRIS Modules:** You will be given links to IRIS modules related to student behavior and classroom management. These modules have reflection questions that you will complete and submit.

**Classroom Management Plan:** Using the topics discussed in class, you will create a comprehensive classroom management plan. The idea of this assignment is to help you develop a classroom management plan that you can use in your own classroom. A template for this is provided in iLearn.

**Flexible Lesson Plan:** For this project, you will choose a lesson topic and standard and develop a lesson plan to meet the needs of all learners in your classroom. You will be provided with a modified lesson plan rubric similar to the ones used in core content classes.

**Grading and Evaluation Procedures**

Strong Brains Institute: point scale upon completion with feedback

Mandated Reporter Training: point scale upon completion with feedback

Behavior Intro & IRIS Modules: point scale upon completion with feedback

Classroom Management Plan: point scale upon completion with feedback

Flexible Lesson Plan: instructor-made checklist/rubric with feedback

Grading Scale

Letter Grade	Grade Range
A	93-100
B	92-85
C	84-75
D	74-70
F	69 and below

## Course Policies

### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

### Attendance Policy

You are expected to be in class and participate in all class-related activities. Please email me with attendance concerns and/or if you are going to be unable to attend class so that I can make sure you still have a chance to access the content you miss.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

### Class Participation

### Assignments and Related Policy

All assignments are to be turned in on time as outlined in iLearn. **For each day late, 1 point will be deducted. After a week, assignments will no longer be accepted or graded unless I have granted you an extension.** If you are having an issue or need an extension, please contact me at least 24 hours before the assignment is due. I will not grant extension requests if they are submitted after the assignment due date.

Each assignment is designed to help build your knowledge, so, without completing them, you would be missing valuable information.

The instructor reserves the right to add or change course content as needed to build background knowledge and/or further discussions.

### Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## Additional Resources

### Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

### Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

### Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

### Generative AI: Moderate Use Guidelines

#### **AI policy statement: Permitted when Assigned in this Course with Attribution.**

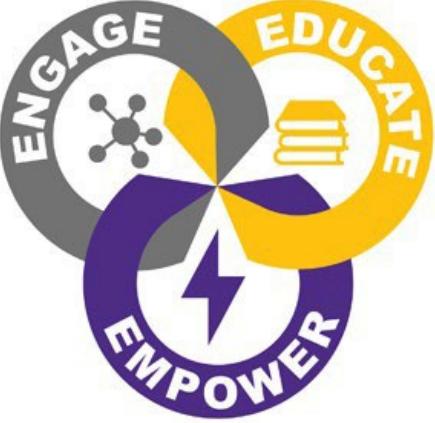
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Proper citation guidelines can be found on the [CITL website](#).

Tennessee Tech University Curriculum & Instruction  
ECED 4261-001: Early Childhood Advocacy & Leadership  
M 8:00-11:50, Ray Morris Hall – STEM Center room 131, 7 credit hours

	<p><b><u>Mission</u></b> The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential</p> <p><b><u>Vision</u></b> The college will be an empowering force in education and human sciences.</p> <p><b><u>Conceptual Framework</u></b> The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich evidence-based</p>
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#### Instructor Information

Instructors: Dr. Martha Howard & Adrienne Pennington, Ed.S. Office: Southwest Hall (Child Development Lab) 121 & 118 Telephone Number: 931-372-6280 & 931-372-6272  
Campus Email: [mhoward@tnstate.edu](mailto:mhoward@tnstate.edu), [apennington@tnstate.edu](mailto:apennington@tnstate.edu)

\*\*\*Emails are the preferred method of communication. Every attempt will be made to respond to emails within 2 business days. Please note that emails sent on the weekend may not be answered until the following week.\*\*\*

#### Course Information

## Texts and References

Required – There are no required textbooks for this course. Supplemental reading will be provided by the instructor as needed.

## Course Welcome and Description

Welcome to Early Childhood Program Leadership! The purpose of this course is to develop a deeper understanding of best practices related to leadership in the early childhood field. Additionally, course content focuses on early childhood professionalism, leadership skills, administration, and assessment. Participants will gain knowledge and skills in the planning, implementation and evaluation of early childhood programs. In addition, assessment of administrator knowledge, skills and experience will be conducted.

## Course Objectives/Student Learning Outcomes

Reflecting the National Association for the Education of Young Children (NAEYC) professional development standards and the Division of Early Childhood/Council for Exceptional Children (DEC) professional development standards.

Naeyc professional standards can be found at [www.naeyc.org](http://www.naeyc.org) DEC professional standards can be found at [www.dec-sped.org](http://www.dec-sped.org)

**Objective 1** Gain knowledge of early childhood programs.

**Evaluated by:** Class discussions, weekly readings

**Objective 2** Understand the roles and responsibilities of an effective early childhood leader.

**Evaluated by:** Class discussions, weekly readings, controversial topic presentation

**Objective 3** Perform the following with regard to assessment:

- Evaluate the use of childcare quality measures.
- Use assessment to identify areas of strength and need within early childhood programs.

**Evaluated by:** Class discussions, weekly readings

**Objective 4** Gain knowledge of the following regarding program structure, leadership, assessment, and family centered service delivery: terms and concepts, current issues and trends, and implications of federal and state mandates.

**Evaluated by:** Class discussions, weekly readings, AIMHiTN Endorsement

**Objective 5** Understand the fiscal roles and responsibilities of an effective early childhood leader.

**Evaluated by:** Class discussions, weekly readings

## Major Teaching Methods

Course methodology includes group discussion and interactive sessions, individualized instruction and assessment. Materials include commercial assessment and curriculum products, handouts, and forms.

#### Special Instructional Platform/Materials

Access to the internet and the use of an internet connected device (laptop or tablet) is necessary for in and out of class assignments. The ability to open PDF files and use word processing software is also necessary.

#### Topics to be Covered

- Types of early childhood programs
- Roles and responsibilities of effective early childhood leaders
- Childcare quality measures
- Program goals
- Family-centered service delivery
- Current issues and trends in early childhood leadership
- Federal and state mandates

#### Course Schedule

A *tentative* list of dates and topics is outlined below:

Class Meeting	Topics Covered
Monday, January 27th	<ul style="list-style-type: none"><li>• Welcome / Course Overview &amp; Syllabus</li><li>• AIMHiTN Guest Speaker</li></ul>
Monday, February 3rd	<ul style="list-style-type: none"><li>• Core Values</li></ul>
Monday, February 10th	<ul style="list-style-type: none"><li>• Leadership Style</li><li>• Mindfulness, Intentionality &amp; Powerful Interactions</li></ul>
Monday, February 17th	<ul style="list-style-type: none"><li>• Working with Families</li><li>• AIMHiTN Check in</li></ul>
Monday, February 24th	<ul style="list-style-type: none"><li>• Program Development</li><li>• Nutrition, Health and Safety</li></ul>
Monday, March 3rd	<ul style="list-style-type: none"><li>• Vision, Mission, and Purpose</li><li>• Program Quality &amp; Assessments</li></ul>
Monday, March 10th	<ul style="list-style-type: none"><li>• Staff Selection &amp; Evaluation</li><li>• AIMHiTN Check in</li><li>• Controversial Topics Day 1</li></ul>
Monday, March 24th	<ul style="list-style-type: none"><li>• Funding: Budgets, Grants, Fundraisers</li><li>• Marketing &amp; Social Media</li></ul>
Monday, March 31st	<ul style="list-style-type: none"><li>• Workplace Culture</li><li>• AIMHiTN Check in</li><li>• Controversial Topics Day 2</li></ul>
Monday, April 7th	<ul style="list-style-type: none"><li>• Professional Engagement</li><li>• Contributing to the Profession</li></ul>
Monday, April 14th	<ul style="list-style-type: none"><li>• Public Policy</li><li>• AIMHiTN Check in</li><li>• Controversial Topics Day 3</li></ul>
Monday, April 21st	<ul style="list-style-type: none"><li>• Perserverance, Courage &amp; Self Care</li></ul>
Monday, April 28th	<ul style="list-style-type: none"><li>• Social Justice</li></ul>

Monday, March 10th	• Social Justice - CAD 2025 – ALL DAY
Tuesday, March 11th	• Social Justice - CAD 2025 - ALL DAY

Additional notes about the course schedule:

- Attendance and participation are expected at every class meeting.
- Controversial Topics presentations are due based on the class meeting selected by the student. A sign up sheet will be made available for students to select their presentation date.

#### Course Breakdown

##### *Attendance and Participation (25%):*

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be based on the following criteria:

Students attend class, arrive on time, and stay for the entire period.

Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.

Students are actively involved in class experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to activities, and (4) supporting the participation of classmates.

Students show evidence of critical reflective thinking through class discussions, activities, and written reflections.

##### *Controversial Topic Presentation (25%):*

Each student will select an early childhood controversial topic (not discussed by another student in the class).

The student will lead the discussion in class as the expert on the issue, sometimes playing the “devil’s advocate” in order to prompt discussion and encourage thoughts on both sides of the issue in an unbiased manner. The student will present and lead a discussion about the topic in addition to facilitating at least 1 interactive and engaging enrichment activity (3-5 minutes). The student is also expected to present a community resource (website, support group, information about community agency, etc.) related to the controversial topic.

Steps to a successful Controversial Topic Presentation:

Select a topic (have it approved by the instructor)

Research the topic thoroughly, examining both sides of the issue Lead a classroom debate, being prepared to discuss both perspectives Facilitate an interactive and engaging activity

Present a related community resource

##### *AIMHiTN Endorsement Profile– (50%):*

Each Student will build an AIMHiTN Endorsement Profile.

“Infant Mental Health (IMH) Endorsement® for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health (IMH-E®) is an internationally recognized credential that supports and recognizes the development and proficiency of professionals who work with or on behalf of young children, prenatal to three, and their families. It is based on a set of Competencies designed to support and enhance culturally-sensitive, relationship focused practice within the framework of infant and early childhood mental health. An applicant demonstrates acquisition of these competencies through

education, work, specialized training, and reflective supervision experiences.”

<https://www.aimhitn.org/endorsement>

With the guidance of the instructors, student will organize written records of previous educational and professional development experiences and identify cooresponding endorsement competencies. While endorsement applications can not be submitted until degree attainment, the purpose of this project is to ensure students have the necessary training to meet all competencies so endorsement applications can be submitted upon graduation.

#### Grading and Evaluation Procedures

##### Grading Scale

Letter Grade	Grade Range
A	92-100
B	85-91
C	75-84
D	70-74
F	69 and below

A grade of B must be earned to advance in the CHILD & FAMILY STUDIES, EARLY CHILDHOOD EDUCATION/SPECIAL EDUCATION, PRE K-3, and B. S. Programs of Study.

##### Course Policies

###### Student Academic Integrity Policy

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###### Attendance Policy

Regular attendance is required as part of your grade. One absence is allowed. After the first absence, points may be deducted from your total points for each day missed.

Student are responsible for notifying the instructor prior to the absence. In addition, the student is responsible for contacting the instructor after the missed class to determine the content covered and the assignments missed by the student's absence.

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## Class Participation

- The completion of all readings assigned is assumed. Because this class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
- Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, notify the instructor before the absence.
- It is expected that assignments be turned in on time (the beginning of the class in which they are due).
- Written assignments will be evaluated for content and presentation. Students should follow APA guidelines when submitting written work. Students will do the following:
  - Present items in a clear, concise, and organized manner.
  - Develop points coherently, definitively, and thoroughly.
  - Refer to appropriate authorities, studies, and examples to document where appropriate.
  - Use correct capitalization, punctuation, spelling and grammar.

## Assignments and Related Policy

All assignments are due on time.

1. Assignments turned in late will result in zero points awarded.
2. Loss of 10 points for presentations not made on assigned day.
3. Failure to be prepared for class will result in a loss of points as determined by professor.

## Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

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## Artificial Intelligence Information

### Generative AI: Moderate Use Guidelines

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Proper citation guidelines can be found on the [CITL website](#).

Tennessee Tech University Curriculum & Instruction  
SPED 3000-001: Supporting All Learners/SEED  
MW, 1:00-2:15 PM, TJ Farr 106, 3 credit hours, Spring 2025

 <p><b>EFFECTIVE, ENGAGING PROFESSIONALS</b> <b>CLINICALLY RICH, EVIDENCE-BASED PROGRAMS</b> <b>NETWORK OF MUTUALLY BENEFICIAL PARTNERSHIPS</b></p>	<p><b><u>Mission</u></b> The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential</p> <p><b><u>Vision</u></b> The college will be an empowering force in education and human sciences.</p> <p><b><u>Conceptual Framework</u></b> The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich, evidence-based</p>
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#### Instructor Information

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Dr. Callie Welch TJ Farr, 303B (931)372-3377  
[cwelch@tnstate.edu](mailto:cwelch@tnstate.edu)

## Course Information

### Prerequisites

- Full admission to the Teacher Education Program.

### Course Welcome and Description

This course is designed to familiarize students with the characteristics, needs, pre-referral and referral process, instructional programs, and classroom modifications and accommodations for learners with disabilities in inclusive settings. Heavy focus will be placed on teaching strategies, accommodations/modifications, characteristics of high-incidence disabilities, co-teaching practices, response to intervention, trauma informed practices, and behavior management.

A minimum grade of "B" is required to meet degree requirements for licensure candidates.

### Course Objectives/Student Learning Outcomes

#### **InTASC Standard 1: Learner Development**

*Other Standards:* CEC Standard 1

*Praxis Alignment:* Development and Characteristics of Learners

*Assignments & Assessments:* Philosophy of Education Questions (point scale upon completion), Disability Toolbox (instructor checklist/rubric), Trauma Modules (point scale upon completion), Disability Project (instructor checklist/rubric)

#### **InTASC Standard 2: Learning Differences**

*Other Standards:* CEC Standard 1

*Praxis Alignment:* Development and Characteristics of Learners & Planning and the Learning Environment

*Assignments & Assessments:* Philosophy of Education Questions (point scale upon completion), Disability Toolbox (instructor checklist/rubric), Trauma Modules (instructor checklist), Disability Project (instructor checklist/rubric)

#### **InTASC Standard 3: Learning Environment**

*Other Standards:* CEC Standard 2

*Praxis Alignment:* Planning and Learning Environment

*Assignments & Assessments:* Philosophy of Education Questions (point scale upon completion), Disability Toolbox (instructor checklist/rubric), Trauma Modules (point scale upon completion)

#### **InTASC Standard 4: Content Knowledge**

*Other Standards:* CEC Standards 3 & 5

*Praxis Alignment:* Development and Characteristics of Learners, Instruction, and Foundations and Professional Responsibilities

*Assignments & Assessments:* Trauma Modules (instructor checklist), Disability Toolbox (instructor checklist/rubric), Disability Project (instructor checklist/rubric)

**InTASC Standard 5: Application for Content**

*Other Standards:* CEC Standards 3 & 5

*Praxis Alignment:* Instruction and Assessment

*Assignments & Assessments:* Philosophy of Education Questions (point scale upon completion), Trauma Modules (point scale upon completion), Disability Toolbox (instructor checklist/rubric), Disability Project (instructor checklist/rubric)

**InTASC Standard 6: Assessment**

*Other Standards:* CEC Standard 4

*Praxis Alignment:* Instruction and Assessment

*Assignments & Assessments:* Trauma Modules (point scale upon completion), Disability Toolbox (instructor checklist/rubric), Disability Project (instructor checklist/rubric)

**InTASC Standard 7: Planning for Instruction**

*Other Standards:* CEC Standard 5

*Praxis Alignment:* Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, and Assessment

*Assignments & Assessments:* Disability Toolbox (instructor checklist/rubric), Trauma Modules (point scale upon completion), Disability Project (instructor checklist/rubric)

**InTASC Standard 8: Instructional Strategies**

*Other Standards:* CEC Standard 5

*Praxis Alignment:* Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, and Assessment

*Assignments & Assessments:* Trauma Modules (point scale upon completion), Disability Toolbox (instructor checklist/rubric), Disability Project (instructor checklist/rubric)

**InTASC Standard 9: Professional Learning and Ethical Practice**

*Other Standards:* CEC Standard 6

*Praxis Alignment:* Foundations and Professional Responsibilities

*Assignments & Assessments:* Philosophy of Education Questions (point scale upon completion), Disability Toolbox (instructor checklist/rubric), Trauma Modules (point scale upon completion), Disability Project (instructor checklist/rubric)

**InTASC Standard 10: Leadership and Collaboration**

*Other Standards:* CEC Standard 7

*Praxis Alignment:* Development and Characteristics of Learners & Foundations and Professional Responsibilities

*Assignments & Assessments:* Trauma Modules (point scale upon completion) and Disability Toolbox (instructor checklist/rubric)

### Major Teaching Methods

The course will be mostly on-ground with some assignments and modules to complete outside of class time. Students in this course will be taught through hands-on learning and learning by doing. There will also be lecture during class time with a mix of activities and learning opportunities. Outside of class, students will be expected to do assigned readings and activities.

### Special Instructional Platform/Materials

There will be moderately heavy use of technology in this course both in and out of class. A laptop will be very useful, but most activities could also be completed with a cell phone if necessary.

### Topics to be Covered

Developmentally Appropriate Practices

504 Plans

History of SPED

High and Low Incidence Disabilities Co-Teaching and

Accommodations and Modifications Digital

Collaboration Reflective Practices

Assistive Technology Individualized

Trauma Informed Practice SPED Laws

Education Plan (IEP) Content-Specific

Supports

### Course Schedule

Philosophy of Education Questions: **9/2/2025**

- Supporting documents provided in iLearn — this is also where the assignment will be submitted

Disability Toolbox: **10/21/2025**

- Supporting documents provided in iLearn — this is also where the assignment will be submitted

Trauma Modules: **11/18/2025**

- Supporting documents provided in iLearn — this is also where the assignment will be submitted

Disability Presentation: **12/2/2025**

- Supporting documents provided in iLearn — this is also where the assignment will be submitted before it is presented

## Course Breakdown

**Philosophy of Education Questions:** You will be given a list of questions requiring short essay responses. These questions will help you begin to build your philosophy and understanding of special education. These questions are to be answered in full and with support for your answers. This assignment will also help you in finding and honing your professional writing style and skills.

**Disability Toolbox:** This will be an ongoing project for the first portion of the semester. After we discuss a certain disability, you will add resources and tools you find to a digital toolbox. The idea is for you to be able to easily access this toolbox once you begin teaching when you need supports for students with disabilities.

**Trauma Modules:** In these modules, you will be learning about trauma-informed practices and how to support students in your classroom.

**Disability Project:** In this project, you will create a website to detail the information you have learned about a specific disability and the best practices in teaching students with that disability. We will discuss this more in class. This is your TK20 assignment for this course.

Your project should address the following:

- Name of disability
- Definition of disability from IDEA
- Description of characteristics and any relevant medical information
- How could the disability impact educational performance?
- What supplemental aides and/or related services commonly associated with this disability? (Speech, Physical Therapy, Occupational Therapy, etc. - To work on what skills?)
- What classroom accommodations or modifications can teachers provide to support students with this disability? (at least three)
- What is at least one visual support typically used to support students with this disability?
- What tips can be given to teachers to help them support themselves, their classroom, their students, and the student with this disability? (at least three)
- What are three facts about this disability that are frequently misunderstood or unknown?
- A short video (less than 5 minutes) about the disability

## Grading and Evaluation Procedures

A minimum grade of "B" is required to meet degree requirements for licensure candidates.

Philosophy of Education Questions: point scale upon completion with feedback Disability Toolbox: instructor-made checklist with feedback

Trauma Modules: point scale upon completion with feedback Disability Project: instructor-made checklist with feedback Grading Scale

Letter Grade	Grade Range
A	93-100
B	92-85
C	84-75
D	74-70
F	69 and below

#### Course Policies

##### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding academic integrity violations. All students must read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

##### Attendance Policy

You are expected to be in class and participate in all class-related activities. Please email me with attendance concerns and/or if you are going to be unable to attend class so that I can make sure you still have a chance to access the content you miss.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

##### Assignments and Related Policy

All assignments are to be turned in on time as outlined in iLearn. **For each day late, 1 point will be deducted. After a week, assignments will no longer be accepted or graded unless I have granted you an extension.** If you are having an issue or need an extension, please contact me at least 24 hours before the assignment is due. I will not grant extension requests if they are submitted after the assignment due date.

Each assignment is designed to help build your knowledge, so, without completing them, you would be missing valuable information.

The instructor reserves the right to add or change course content as needed to build background knowledge and/or further discussions.

## Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## Additional Resources

### Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

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### Tutoring

The university provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

## Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

### Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

## Generative AI: Moderate Use Guidelines

### **AI policy statement: Permitted when Assigned in this Course with Attribution.**

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Proper citation guidelines can be found on the [CITL website](#).

 <p><b>EFFECTIVE, ENGAGING PROFESSIONALS</b> <b>CLINICALLY RICH, EVIDENCE-BASED PROGRAMS</b> <b>NETWORK OF MUTUALLY BENEFICIAL PARTNERSHIPS</b></p>	<p><b><u>Mission</u></b> The mission of the College of Education and Human Sciences is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential</p> <p><b><u>Vision</u></b> The college will be an empowering force in education and human sciences.</p> <p><b><u>Conceptual Framework</u></b> The College of Education and Human Sciences will prepare effective, engaging professionals through a clinically rich evidence-based</p>
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Instructor Information Course Information  
Prerequisites Full admission to the teacher education program  
Texts and References

You will use a textbook written by one of the foremost experts in special education, Marilyn Friend, whose work is widely respected by both practitioners and researchers. This text presents foundational concepts and real-world applications in a way that helps all educators, including those in general education, better understand how to support students with disabilities in general education classrooms.

**Required**

Friend, M. P. (2023). *Special education: Contemporary Perspectives for School Professionals*. Pearson Education, Inc.

**Course Welcome and Description**

This course introduces general education elementary majors to the characteristics, needs, and educational supports for students with disabilities in general education settings. Emphasis is placed on high-incidence disabilities, legal foundations, the referral process, instructional strategies, classroom accommodations and modifications, Universal Design for Learning, and collaboration with special education personnel. Students will explore Response to Instruction and Intervention (RTI<sup>2</sup>), co-teaching models, and the full range of disability categories recognized under IDEA and Tennessee guidelines. Practical application is embedded throughout the course to prepare candidates for teaching in their practicum, residency, and future classrooms.

**Course Objectives/Student Learning Outcomes**

This course is guided by a collection of standards from several organizations. The full lists of standards can be found below. The specific student learning outcomes and standards for each assignment can be found attached to that assignment in coordinating colors.

[InTASC Model Core Teaching Standard \(InTASC\) CEDAR High-Leverage Practices \(HLP\) Tennessee EPP Literacy Standards \(TN EPP\)](#)

**Major Teaching Methods**

This course is mostly taught on-ground, with occasional assignments or learning modules completed outside of class time. All course materials and submissions will be managed through iLearn. Instruction includes lecture, discussion, and hands-on learning through case studies, simulations, field observations, collaborative tasks, and practical application activities. While students may work together during class, all assignments are submitted individually. Outside of class, students are expected to complete assigned readings and related activities to deepen their understanding.

**Special Instructional Platform/Materials**

To be successful in this course, students must have regular access to a reliable computer and internet connection. They should be able to navigate TTU resources, including the library, iLearn, and other course-related websites, and are expected to check their TTU email and iLearn frequently for feedback, course updates, and grades. A device for note-taking and accessing online materials should be brought to each class.

#### Topics to be Covered

504 Plans	High and Low Incidence Disabilities History of SPED
Accommodations and Modifications	Individualized Education Program (IEP) Instructional
Assistive Technology	Strategies for Support Legal Foundations for Special
Behavior Management	Education Reflective Practices
Co-Teaching and Collaboration	Response to Instruction and Intervention (RTI <sup>2</sup> )
Collaboration with Families and Support Personnel	Students with Behavioral Support Needs Students with
Developmentally Appropriate Practices	Learning Needs
Disability Categories under IDEA and Tennessee Eligibility	Universal Design for Learning
Executive Function Strategies	
Formal and Informal Assessments	
Formative and Summative Assessments	
Course Schedule	

Date	Topics	Assignments
August 21	* Syllabus * Chapter 1 – Understanding Special Education * Evaluation Report Review	* Prior Experiences Paper * Chapter 2 Quiz (due 8/27 @ 11:59 PM)
August 28	* Chapter 2 – Personnel and Procedures * IEP Scavenger Hunt * Continuum of Placements * Introduce Disabilities Project	* Chapter 5 Quiz (due 9/3 @ 11:59 PM)
September 4	* Chapter 5 – Students with Specific Learning Disabilities	* View IEP in JLRC (due 9/10 @ 11:59 PM)
September 11	* ILP-D Plans * RTI <sup>2</sup> Assessment and Instruction * RTI <sup>2</sup> Decisions Assignment	* Chapter 6 & 7 Quiz (due 9/17 @ 11:59 PM)

	*	
September 25	* Chapter 9 – Students with Speech and Language Disorders * Chapter 15 – Gifted and Talented	* Chapter 10 Quiz (due 10/1 @ 11:59 PM)
October 2	* Chapter 10 – Students with Autism Spectrum Disorder	* Chapter 11 & 12 Quiz (due 10/8 @ 11:59 PM)
October 9	* Chapter 11 – Students with Deafness * Chapter 12 – Students with Visual Impairments	* Chapter 13 & 14 Quiz (due 10/22 @ 11:59 PM)
October 16	Fall Break	
October 23	* Chapter 13 – Orthopedic, TBI, OHI * Chapter 14 – Extensive Support Needs	* Disability Project Due * Chapter 4 Quiz (due 10/29 @ 11:59 PM)
October 30	* Vocabulary Exam * Co-teaching	* Watch video from list (due 11/5 @ 11:59pm) * Revise disability project (if needed, by 11/5 @ 11:59 PM)
November 6	* Classroom Management	* Finish management plan (due 11/19 @ 11:59 PM)
November 13 ON YOUR OWN	* Review Disability Projects (due 11/19 @ 11:59pm)	* Field Experience Due * Teacher interviews Due (due 11/19 @ 11:59 PM)
November 20	* Behavior Management * Hierarchy of Prompts	* Notebook Video (due 12/3 @ 11:59 PM)
November 27	Thanksgiving Holiday	
December 4	* Putting it all together * Future Teacher Plans	

## Course Breakdown

### **Field Experience (10 points)**

*InTASC: 3(r) HLP:1*

*TN EPP Literacy:6.1, 6.4, 6.6, 6.7*

Direct experience with individuals with disabilities helps you connect course content to real-life teaching contexts. Complete a minimum of five hours volunteering with individuals with disabilities in an approved setting. Hours may be split across multiple experiences with separate signed forms. Placements must be approved before you begin. After completion, submit a 1-page reflection and the Field Experience Information Sheet. Submit in Microsoft Word format (no Apple formats such as Pages or Keynote). Do not wait until the last minute to complete your hours. See Generative AI Use Policy for specific guidelines on AI use for this assignment.

*Due November 19 at 11:59 PM in iLearn.*

### **Teacher Interviews (10 points each)**

*InTASC: 3(r) HLP:1*

*TN EPP Literacy:6.1, 6.4, 6.6, 6.7*

Conversations with practicing teachers provide valuable insight into education. You will interview one general education teacher and one special education teacher or related service provider. Interviews must be conducted in person, via Zoom, or by phone; email interviews are not allowed. Summarize responses in writing and record a 3-minute video of yourself synthesizing similarities and differences between the two settings. Do not record the interview itself. Submit all written components in Microsoft Word format (no Apple formats such as Pages or Keynote). See Generative AI Use Policy for specific guidelines on AI use for this assignment. *Due November 19 at 11:59 PM in iLearn.*

### **Prior Experiences Paper (10 points)**

*InTASC: 9(e)*

Reflecting on how your background and experiences influence your expectations is important for working effectively with students. Assumptions that go unexamined can lead to misunderstandings. This assignment is designed to help you think about how your experiences, preferences, and habits might shape your decisions in the classroom. Write a 2-page paper describing factors that may influence your expectations of students and explaining how you will work to make fair and consistent decisions in the classroom or in another professional setting.

Submit in Microsoft Word format (no Apple formats such as Pages or Keynote). See Generative AI Use Policy for specific guidelines on AI use for this assignment.

*Due August 27 at 11:59 PM in iLearn.*

### **Reading Quizzes (10 points each)**

*InTASC: 1(d), 1(e), 2(g), 2(h), 2(j), 8(j), 8(k), 9(j) HLP:1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13*

*TN EPP Literacy:1.1d, 1.1i, 1.1j, 1.2l, 2.3, 5.16*

Reading the assigned chapters before class will prepare you for discussion and in-class activities. iLearn quizzes are provided to help you focus on the main points of the reading and to check your understanding. Quizzes have no time limit and allow two attempts so that you can preview

and revise before submitting. Due dates are listed in the syllabus; all quizzes close at 11:59 PM in iLearn. See Generative AI Use Policy for specific guidelines on AI use for this assignment.

### **IEP Viewing (10 points)**

*InTASC:9(j) HLP:1, 2, 3*

An Individualized Education Program (IEP) is the legal document that outlines the services and supports for a student with a disability. Observing an IEP meeting will give you a real-world perspective on how these plans are developed and implemented. Go to the VISION lab in the JLRC during the assigned week to view one of two IEP meetings. The viewing lasts less than one hour and can be done at your convenience during JLRC hours (Monday–Thursday 8:00 AM–8:00 PM, Friday 8:00 AM–4:30 PM). After viewing, submit three observations and two questions in Microsoft Word format (no Apple formats such as Pages or Keynote). See Generative AI Use Policy for specific guidelines on AI use for this assignment.

### **RTI<sup>2</sup> Assessment, Instruction, and Data Team Meeting (5 + 10 points)**

*InTASC: 1(a), 1(b), 1(c), 6(c), 6(l), 9(h) HLP:1, 2, 4, 5, 6*

*TN EPP Literacy:4.4, 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.12, 5.14*

### **RTI<sup>2</sup> Assessment and Instruction Search (5 points)**

Response to Instruction and Intervention (RTI<sup>2</sup>) is a critical framework for supporting students who are not meeting academic expectations. This assignment helps you explore specific tools and strategies used to monitor and improve student performance. You will create a PowerPoint presentation on an assessment tool and three research-based instructional activities that could be used to support a specific skill. Submit as a PPT, PPTX, or PDF.

### **RTI<sup>2</sup> Data Team Meeting (10 points)**

Data-based decision making is an essential part of RTI<sup>2</sup>. Working in a small group during class, you will analyze student data to identify trends and make instructional recommendations. You will then individually submit the group's conclusions in a quiz on iLearn. Submit directly in iLearn. See Generative AI Use Policy for specific guidelines on AI use for this assignment..

### **Disability Project (30 + 10 points)**

*InTASC: 1(h), 1(i), 2(a), 2(b), 2(f), 2(g), 2(h), 2(l), 2(m), 7(j), 7(k), 8(a) HLP:12*

*TN EPP Literacy:1.1d, 1.1g, 1.1h, 4.14*

As a teacher, you will work with students who have a variety of disabilities. This project is designed to help you research one disability in depth, organize your findings in a clear and engaging way, and share them with peers in a format that encourages exploration rather than linear viewing.

Part 1: Create your project in one of the following non-linear formats: Google Sites, Prezi, Canva Website, Microsoft Sway, Padlet, Wakelet, ThingLink, Genially, or another instructor-approved non-linear presentation tool. PowerPoint, Google Slides, and Canva slide presentations are linear and will not be approved. Your project must answer all rubric questions and present the information in a way that allows the viewer to choose how to navigate through the content.

Submit your link in iLearn for review and make any instructor-recommended revisions. See Generative AI Use Policy for specific guidelines on AI use for this assignment.

Part 2: Independently review peer projects and complete the provided response document. Submit all written components in Microsoft Word or PDF format (no Apple formats such as Pages or Keynote). See Generative AI Use Policy for specific guidelines on AI use for this assignment.

**Vocabulary Exam (30 points)** *InTASC: 3(d), 3(e), 3(f), 3(k), 3(o) HLP:7, 8, 9, 18*

*TN EPP Literacy:4.15*

Understanding special education vocabulary will help you communicate accurately with colleagues and families. The vocabulary exam will assess your understanding of key terms used throughout the course. A study guide will be provided. The exam is not timed, but class will resume after the exam is complete. Students who require ADA accommodations should contact me to arrange supports. Submit directly in iLearn. See Generative AI Use Policy for specific guidelines on AI use for this assignment.

**Classroom Management Plan (15 points)**

*InTASC: 3(d), 3(e), 3(f), 3(k), 3(o) HLP:7, 8, 9, 18*

*TN EPP Literacy:4.15*

A strong classroom management plan helps create a positive learning environment. Using a provided PowerPoint template, you will design a comprehensive plan based on research and class discussions. The plan should address behavior expectations, routines, and procedures for your future classroom. Submit as a PPT or PPTX file only. PDF or Apple formats will not be accepted because some embedded links will not work. See Generative AI Use Policy for specific guidelines on AI use for this assignment.

**Special Education Notebook (10 points)**

*InTASC: 9(b), 9(d), 9(k), 9(l) HLP:7*

*TN EPP Literacy:6.1, 6.8*

This notebook will be a professional resource you can carry into your future classroom. Collect weekly assigned items in either digital or physical form. At the end of the semester, create a video answering all provided questions. There is no time limit on the video as long as all questions are addressed, and the average is 3-5 minutes. You will upload your video to a storage service (Google Drive, YouTube, YuJa). Ensure sharing permissions are set so the link is viewable without request. Submit the link to your video in iLearn. See Generative AI Use Policy for specific guidelines on AI use for this assignment.

**Video Viewing (10 points each)**

*InTASC: 1(e), 3(i) HLP:7*

Video case studies and professional development sessions can extend your learning beyond the classroom. Occasionally you will be assigned videos to view outside of class. Points are awarded based on the percentage of the video viewed (for example, 92 percent viewed equals 9.2 points). Deadlines will be posted in the content section of iLearn. See Generative AI Use Policy for specific guidelines on AI use for this assignment.

#### Grading and Evaluation Procedures

A minimum grade of B is required to meet degree requirements for licensure candidates.

#### Grading Scale [if applicable]

Letter Grade	Grade Range
A	93-100
B	92-85
C	84-75
D	74-70
F	69 and below

#### Course Policies

##### Student Academic Integrity Policy

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##### Attendance Policy

Regular attendance is required in SPED 3001. Attendance is part of the professional dispositions expected of teacher education candidates and is an indicator of responsibility, as outlined in the TTU Conceptual Framework.

- You may miss one class period without penalty.
- Each additional absence will result in a deduction of five points per class missed.
- If you are absent, you must email me to inform me of your absence.
- Tardies and early departures will result in a deduction of three points per occurrence.

Students who are unable to attend class for an extended period of time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

## Class Participation

### **Manage Your Time**

You will receive a course outline at the beginning of the semester. Review assignment deadlines in the schedule and in iLearn, and plan your work so you stay on track.

### **Be Prepared and Participate**

Arrive having completed the assigned work and ready to discuss it. Contribute to class discussions and group activities regularly. Aim to share thoughtful input at least once every class meeting and respond to peers respectfully when appropriate.

### **Interaction and Etiquette**

Engage with others in a professional and courteous manner during all class activities. Listen actively, respect differing perspectives, and avoid distractions such as side conversations or off-task technology use. Use clear, respectful language when addressing classmates or the instructor.

### **Avoid Excuses**

Challenges happen, but focus on how you can adapt and improve rather than on why something was not done. If you are struggling, contact me early so we can find solutions.

### **Show Professionalism**

Professionalism includes punctuality, meeting deadlines, respectful communication, attentive participation, and following classroom procedures. Treat others with courtesy and integrity. Your participation grade reflects both the quality and the frequency of your in-class contributions as outlined in the syllabus grading section.

### **Assignments and Related Policy**

All assignments must be submitted in iLearn by 11:59 PM Central Time on the due date. The iLearn timestamp will determine whether an assignment is late. Assignments must be submitted in Microsoft Word, PPT/PPTX, or PDF format only. Apple formats such as Pages or Keynote will not be accepted. Work submitted by email will not be accepted.

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If you are having an issue or need an extension, contact me at least 24 hours before the due date. You may contact me in any form, but extensions are not automatic. Requests will be considered based on the circumstances.

Point values for each assignment are listed in the assignment descriptions and in the iLearn gradebook. Not all assignments are worth the same number of points, and some have a greater impact on your final grade than others. **Failure to submit all assignments could result in your final course grade being lowered by one letter.**

Students who miss class should speak with me about the possibility of making up in-class assignments. This is much easier to arrange if I know ahead of time that you will be absent.

The instructor reserves the right to add or change course content as needed in order to build background knowledge and/or further discussions.

#### Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

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Proper citation guidelines can be found on the [CITL website](#).

### **Prior Experiences Paper – Limited Use**

AI may be used for brainstorming, grammar, and formatting. All reflection and analysis must be your own original work. Attribution required if AI is used.

### **Reading Quizzes – Not Allowed**

Quizzes must be completed individually without AI assistance.

### **IEP Viewing – Limited Use**

AI may be used to help format your written responses after you have completed the observations and questions yourself. Attribution required if AI is used.

### **RTI<sup>2</sup> Assessment and Instruction Search – Allowed**

AI may be used for brainstorming instructional strategies and refining language. All sources suggested by AI must be verified for accuracy. Attribution required.

### **RTI<sup>2</sup> Data Team Meeting – Not Allowed**

Your quiz responses must reflect the group's in-class discussion and your own conclusions. No AI use permitted.

### **Disability Project – Allowed**

AI may be used for brainstorming, outlining, grammar, formatting, and generating questions to guide your research. Entire sections should not be copied directly from AI. All AI-generated ideas must be verified and cited by another source that is not AI. Attribution required.

### **Vocabulary Exam – Not Allowed**

This is an individual assessment. No AI use permitted.

### **Classroom Management Plan – Allowed**

AI may be used for brainstorming routines, procedures, and strategies, as well as grammar and

formatting help. The final plan must reflect your own decisions and understanding. Attribution required.

**Field Experience – Limited Use**

AI may be used for grammar and formatting help in your reflection. All content must be based on your own experiences and observations. Attribution required if AI is used.

**Teacher Interviews – Limited Use**

AI may be used for grammar and formatting in your summary and synthesis video script. All content must reflect your own interview findings. Attribution required if AI is used.

**Special Education Notebook – Allowed**

AI may be used to help organize your thoughts and determine best use cases for each document. The final notebook video must be based on class materials and your own choices. Attribution required.

**Video Viewing – Not Allowed**

Points are awarded based on your viewing percentage in iLearn. No AI use permitted.

**6c. CURRICULUM AND INSTRUCTION – PROGRAM DELETIONS**

- c. Curriculum and Instruction is requesting deletion of eight concentrations
  - 1. Multidisciplinary Studies, Middle School English, 6-8 Concentration, B.S.
  - 2. Multidisciplinary Studies, Middle School Social Studies, 6-8 Concentration, B.S.
  - 3. Secondary Education, French Concentration, BSED
  - 4. Secondary Education, German Concentration, BSED
  - 5. Secondary Education, Earth Science Concentration, BSED
  - 6. Secondary Education, Economics Concentration, BSED
  - 7. Secondary Education, Geography Concentration, BSED
  - 8. Secondary Education, Political Science Concentration, BSED

Justification: The undergraduate programs under these concentrations are being discontinued as the College of Education and Human Sciences, Office of Teacher Education is no longer recommending licensure, making them no longer needed or sustainable. The French and German concentrations have been discontinued on our campus.

Financial Impact: none

Effective Date; Fall 2026

***Motion to approve:*** Lisa Zagumny

***Second:*** Julie Baker

***Vote:*** Motion Carried

**6d. CURRICULUM AND INSTRUCTION – CURRICULUM CHANGES**

NOTE: The General Education category names for all programs of Study have been updated and are reflected on the attached Pos forms (coded in blue). Those changes will not be listed out ion this memo unless there is a change in the semester coursework.

- a. Early Childhood Education, PreK-3, B.S.
  - A. Freshman Year First Semester

**From:**

Natural Sciences (Gen Ed) (BIOL) (credit 3-4)

Total: 15-16

**To:**

Scientific Reasoning (Gen Ed) (BIOL) (credit 4)

Total: 16

**B. Freshman Year Second Semester**

**From:**

Natural Sciences (Gen Ed) (non-BIOL) (credit 3-4)

Total: 15-16

**To:**

Natural Sciences (Gen Ed) (non-BIOL) (credit 4)

Total: 16

**C. Sophomore Year First Semester**

**From:**

ENGL 2130. Topics in American Literature (credit 3) OR

ENGL 2235. Topics in British Literature (credit 3) OR

ENGL 2330. Topics in World Literature (credit 3)

**To:**

Financial & Digital Literacy (Gen Ed) (credit 3)

**D. Note on Program of Study**

**From:**

Note: Natural Science courses may be 3 or 4 credit hours. Three credit hour Natural Science concept courses are recommended. A minimum of eight credit (8) hours is required.

**To:**

No additional note on Program of Study.

**b. Early Childhood Education, Birth-K, B.S.**

**A. Freshman Year First Semester**

**From:**

Natural Sciences (Gen Ed) (BIOL) (credit 3-4)

Total: 15-16

**To:**

Scientific Reasoning (Gen Ed) (BIOL) (credit 4)

Total: 16

**B. Freshman Year Second Semester**

**From:**

Natural Sciences (Gen Ed) (non-BIOL) (credit 3-4)

Total: 15-16

**To:**

Scientific Reasoning (Gen Ed) (non-BIOL) (credit 4)

Total: 16

**C. Sophomore Year First Semester**

**From:**

ENGL 2130. Topics in American Literature (credit 3) OR  
ENGL 2235. Topics in British Literature (credit 3) OR  
ENGL 2330. Topics in World Literature (credit 3)

**To:**

Financial & Digital Literacy (Gen Ed) (credit 3)

**D. Note on Program of Study**

**From:**

Note: Natural Science courses may be 3 or 4 credit hours. Three credit hour Natural Science concept courses are recommended. A minimum of eight credit (8) hours is required.

**To:**

No additional note on Program of Study.

**c. Early Childhood Practitioner, B.S.**

**A. Sophomore Year First Semester**

**From:**

ENGL 2130. Topics in American Literature (credit 3) OR  
ENGL 2235. Topics in British Literature (credit 3) OR  
ENGL 2330. Topics in World Literature (credit 3)

**To:**

Financial & Digital Literacy (Gen Ed) (credit 3)

**d. Elementary Education, B.S.**

**A. Freshman Year First Semester**

**From:**

Natural Sciences (Gen Ed) (BIOL) (credit 3-4)

Total: 15-16

**To:**

Scientific Reasoning (Gen Ed) (BIOL) (credit 4)

Total: 16

**B. Freshman Year Second Semester**

**From:**

Natural Sciences (Gen Ed) (non-BIOL) (credit 3-4) Total:  
15-16

**To:**

Scientific Reasoning (Gen Ed) (non-BIOL) (credit 4)

Total: 16

**C. Sophomore Year First Semester**

**From:**

ENGL 2130. Topics in American Literature (credit 3) OR  
ENGL 2235. Topics in British Literature (credit 3) OR  
ENGL 2330. Topics in World Literature (credit 3) Natural  
Sciences (Gen Ed) (credit 3-4)

Total: 15-16

**To:**

Financial & Digital Literacy (Gen Ed) (credit 3)

Scientific Reasoning (Gen Ed) (credit 4)

Total: 16

**D. Senior Year First Semester****From:**

Advisor Guided Electives (credit 2)  
CUED 4800. Student Engagement (credit 3) **OR**  
CUED 4600. Capstone Field Placement & Seminar (credit 3)  
ELED 4875. Application of Learning (credit 3)

**To:**

Advisor Guided Electives (credit 2) **OR**  
FOED 3820. Field Experiences in Education (credit 2)

**Select 6 credit hours from the following:**

ESLP 4200. ESL Assessment Reading & Writing (credit 3) **AND**  
ESOL 4400. Foundations of Language for ESOL Educ (credit 3) **OR**  
CUED 4400. Teaching Methods/Physical Science (credit 3) **AND**  
SEED 4123. Methods/Materials-Teaching/Science (credit 3) **OR**  
Advisor Guided Electives (Fast Track options-credit 6)1

**E. Note on Program of Study****From:**

Note: Natural Science courses may be 3 or 4 credit hours. Three credit hour Natural Science concept courses are recommended. A minimum of twelve credit (12) hours is required.

**To:**

1Choose any 5000/6000/7000 level Advisor Guided Fast Track Course from the following subjects: CSED, CUED, ECED, ECSP, EDUB, ELED, ESLP, ESOL, EXPW, FOED, LSCI, READ, SEED, or SPED.

**e. Multidisciplinary Studies, English as a Second Language Concentration, B.S.****A. Freshman Year First Semester****From:**

Math 1410. Number Concepts for Teachers (credit 3)  
Natural Sciences (Gen Ed) (credit 3-4)  
Total: 15-16

**To:**

Electives (credit 3)  
Scientific Reasoning (Gen Ed) (credit 4)  
Total: 16

**B. Freshman Year Second Semester****From:**

Math 1420. Geometry Concepts for Teachers (credit 3)  
Natural Sciences (Gen Ed) (credit 3-4)  
Total: 15-16

**To:**

Financial & Digital Literacy (Gen Ed) (credit 4)  
Quantitative Reasoning & Analysis (Gen Ed) (credit 3)  
Total: 16

**C. Sophomore Year First Semester****From:**

Advisor Guided Electives (credit 3)  
ENGL 2130. Topics in American Literature (credit 3) **OR**  
ENGL 2235. Topics in British Literature (credit 3) **OR**

ENGL 2330. Topics in World Literature (credit 3)

Select One:

FREN 1010. Elementary French I (credit 3) OR

GERM 1010. Elementary German I (credit 3) OR

SPAN 1010. Elementary Spanish I (credit 3)

**To:**

CUED 3500. Classroom Design & Management for ELED (credit 3)

Humanities & Cultural Expression (Gen Ed) (credit 3)

SPAN 1010. Elementary Spanish I (credit 3)

**D. Sophomore Year Second Semester**

**From:**

Select One:

FREN 1020. Elementary French II (credit 3) OR

GERM 1020. Elementary German II (credit 3) OR

SPAN 1020. Elementary Spanish II (credit 3)

**To:**

SPAN 1020. Elementary Spanish II (credit 3)

**E. Junior Year First Semester**

**From:**

Select One:

FREN 3510. France: The Country & the People (credit 3) OR

GERM 3520. Germany: The Country & the People (credit 3) OR

SPAN 3510. Spain: The Country & the People (credit 3) OR

SPAN 3550. Latin America: The Countries & The People (credit 3)

**To:**

SPAN 3510. Spain: The Country & the People (credit 3) OR

SPAN 3550. Latin America: The Countries & The People (credit 3)

**F. Notes on Program of Study**

**From:**

Note: Students may take any of the following foreign language sequences based on guidelines from the Foreign Language department: 1010 and 1020; OR 1020 and 2010; OR 2010 and 2020.

Note: Natural Science courses may be 3 or 4 credit hours. Three credit hour Natural Science concept courses are recommended. A minimum of eight credit (8) hours is required.

**To:**

No additional notes on Program of Study.

**f. Multidisciplinary Studies, Generalist, B.S.**

**A. Freshman Year Second Semester**

**From:**

Natural Sciences (Gen Ed) (credit 4)

**To:**

Financial & Digital Literacy (Gen Ed) (credit 4)

**g. Multidisciplinary Studies, Computer Science Education Concentration, B.S.**

**A. Sophomore Year First Semester**

**From:**

ENGL 2130. Topics in American Literature (credit 3) OR

ENGL 2235. Topics in British Literature (credit 3) OR  
ENGL 2330. Topics in World Literature (credit 3)  
FOED 3010. Integrating Inst Tech into the Class (credit 3)

**To:**

Elective (credit 3)  
Financial & Digital Literacy (Gen Ed) (credit 3)

**B. Junior Year First Semester**

**From:**

Elective (credit 3)

**To:**

FOED 3010. Integrating Inst Tech into the Class (credit 3)

**C. Senior Year First Semester**

**From:**

Elective (credit 4)

SEED 4850. Application of Learning (credit 5)

**To:**

Elective (credit 6)  
SEED 4875. Application of Learning (credit 3)

**h. Multidisciplinary Studies, Middle School Math, 6-8 Concentration, B.S.**

**A. Freshman Year Second Semester**

**From:**

COMM 2025. Fundamentals of Communication (credit 3) OR

PC 2500. Communicating in the Professions (credit 3)

Natural Sciences (Gen Ed) (credit 4)

**To:**

Communication (Gen Ed) (Oral Communication) (credit 3)

Financial & Digital Literacy (Gen Ed) (credit 4)

**B. Sophomore Year First Semester**

**From:**

ENGL 2130. Topics in American Literature (credit 3) OR

ENGL 2235. Topics in British Literature (credit 3) OR

ENGL 2330. Topics in World Literature (credit 3)

FOED 3010. Integrating Inst Tech into the Class (credit 3)

Total: 18

**To:**

Humanities & Cultural Expression (Gen Ed) (credit 3)

Total: 15

**C. Junior Year First Semester**

**From:**

CUED 4725. Data, Assessment, & Evaluation (credit 3)

**To:**

FOED 3010. Integrating Inst Tech into the Class (credit 3)

**D. Junior Year Second Semester**

**From:**

ESLP 4100(5100). ESL Method and Mtrls for PreK-12 (credit 3)

Total: 14

**To:**

Advisor Guided Electives (credit 3)

CUED 4725. Data, Assessment, & Evaluation (credit 3)

Total: 17

**E. Senior Year First Semester**

**From:**

Advisor Guided Electives (credit 5)

SEED 4850. Application of Learning (credit 5)

**To:**

Advisor Guided Electives (credit 4)

ESLP 3200. Teaching English Learners in Secondary Classroom (credit 3)

SEED 4875. Application of Learning (credit 3)

**i. Multidisciplinary Studies, Middle School Science, 6-8 Concentration, B.S.**

**A. Freshman Year First Semester**

**From:**

Humanities/Fine Arts Elective (Gen Ed) (credit 3)

Total: 16

**To:**

GEOL 1045. Earth Environment, Resources & Society (credit 4)

Total: 17

**B. Freshman Year Second Semester**

**From:**

GEOL 1045. Earth Environment, Resources & Society (credit 4)

**To:**

ASTR 1010. Intro to Modern Astronomy (credit 4) **OR**

ASTR 1020. Intro to Modern Astronomy (credit 4)

**C. Sophomore Year First Semester**

**From:**

ASTR 1010. Intro to Modern Astronomy (credit 4) **OR**

ASTR 1020. Intro to Modern Astronomy (credit 4)

ENGL 2130. Topics in American Literature (credit 3) **OR**

ENGL 2235. Topics in British Literature (credit 3) **OR**

ENGL 2330. Topics in World Literature (credit 3)

FOED 3010. Integrating Inst Tech into the Class (credit 3)

HIST 1310. Science and World Cultures (credit 3)

**To:**

COMM 2025. Fundamentals of Communication (credit 3) **OR**

PC 2500. Communicating in the Professions (credit 3)

Financial & Digital Literacy (Gen Ed) (credit 3)

Humanities & Cultural Expression (Gen Ed) (credit 3)

PHYS 2010. Algebra-based Physics I (credit 4)

**D. Sophomore Year Second Semester**

**From:**

CSED 3000. Digital Literacy and Computing (credit 3)

PHYS 2010. Algebra-based Physics I (credit 4)

Total: 16

**To:**

PSY 2210. Educational Psychology (credit 3)

Humanities & Cultural Expression (Gen Ed) (credit 3)

Total: 15

**E. Junior Year First Semester**

**From:**

CSED 3010. Prgmg Fund/Compt Thk-Edu (credit 3)  
Elective (credit 1)  
ESLP 4100(5100). ESL Mthds and Mtrls for PreK-12 (credit 3)  
Total 16

**To:**  
CSED Upper Division Elective (credit 3)  
FOED 3010. Integrating Inst Tech into the Class (credit 3)  
Total: 15

**F. Junior Year Second Semester**

**From:**  
COMM 2025. Fundamentals of Communication (credit 3) **OR**  
PC 2500. Communicating in the Professions (credit 3)

**To:**  
CSED Upper Division Elective (credit 3)

**G. Senior Year First Semester**

**From:**  
SEED 4850. Application of Learning (credit 5)  
Total: 13

**To:**  
ESLP 3200. Teaching English Learners in Secondary Classroom (credit 3)  
SEED 4875. Application of Learning (credit 3)  
Total: 14

**j. Special Education Practitioner, B.S.**

**A. Sophomore Year First Semester**

**From:**  
Advisor Guided Electives (credit 5)  
ENGL 2130. Topics in American Literature (credit 3) **OR**  
ENGL 2235. Topics in British Literature (credit 3) **OR**  
ENGL 2330. Topics in World Literature (credit 3)  
Total: 14

**To:**  
Advisor Guided Electives (credit 6)  
Financial & Digital Literacy (Gen Ed) (credit 3)  
Total: 15

**B. Junior Year First Semester**

**From:**  
Advisor Guided Electives (credit 4)  
SPED 4030. Applied Behavior Analysis for Teachers (credit 3)  
Total: 15

**To:**  
Advisor Guided Electives (credit 6)  
SPED 4200(5200). Teaching Students w/Autism Spec Disorders (credit 3)  
Total: 17

**C. Junior Year Second Semester**

**From:**  
Advisor Guided Electives (credit 7)  
SPED 4200(5200). Teaching Students w/Autism Spec Disorders (credit 3)  
Total: 16

**To:**

Advisor Guided Electives (credit 5)  
SPED 3020. Characteristics of Persons with Comp/Disab (credit 3) SPED  
4030. Applied Behavior Analysis for Teachers (credit 3)  
Total: 17

**D. Senior Year First Semester**

**From:**

SPED 3025. Comprehensive Disabilities (credit 4)  
Total: 16

**To:**

Total: 12

**k. Special Education, Comprehensive/Interventionist Concentration, B.S.**

**A. Freshman Year First Semester**

**From:**

Natural Sciences (Gen Ed) (credit 3-4)  
Total: 15-16

**To:**

Scientific Reasoning (Gen Ed) (credit 4)  
Total: 16

**B. Sophomore Year First Semester**

**From:**

Natural Sciences (Gen Ed) (credit 3-4)  
Total: 15-16

**To:**

Scientific Reasoning (Gen Ed) (credit 4)  
Total: 16

**C. Sophomore Year Second Semester**

**From:**

CUED 3500. Classroom Design & Management for ELED (credit 3)  
ENGL 2130. Topics in American Literature (credit 3) OR  
ENGL 2235. Topics in British Literature (credit 3) OR  
ENGL 2330. Topics in World Literature (credit 3)

**To:**

CUED 3500. Classroom Design & Management for ELED (credit 3) **OR**  
CUED 3505. Classroom Design & Management for SEED (credit 3)  
Financial & Digital Literacy (Gen Ed) (credit 3)

**D. Junior Year First Semester**

**From:**

SPED 4030. Applied Behavior Analysis for Teachers (credit 3)

**To:**

SPED 4200. Tchng Students w/Autism Spectrum Disorders (credit 3)

**E. Junior Year Second Semester**

**From:**

SPED 4155. Collaborative Practices (credit 2)

SPED 4200. Tchng Students w/Autism Spectrum Disorders (credit 3)

Total: 14

**To:**

FOED 3850. Field Experiences in SPED (credit 1-3; 2 required)

SPED 3020. Characteristics of Persons with Comp/Disab (credit 3)

SPED 4030. Applied Behavior Analysis for Teachers (credit 3)

Total: 17

**F. Senior Year First Semester**

**From:**

FOED 3850. Field Experiences in SPED (credit 1-3; 3 required)

SPED 3025. Comprehensive Disabilities (credit 4)

SPED 4875. Application of Learning (credit 3)

Total: 16

**To:**

FOED 3855. Field Experiences in SPED (credit 1-3; 2 required)

SPED 4155. Collaborative Practices (credit 2)

SPED 4500. Communication Disorders (credit 3)

Total: 13

**G. Additional Note on Program of Study**

**From:**

Note: Natural Science courses may be 3 or 4 credit hours. Three credit hour Natural Science concept courses are recommended. A minimum of eight credit (8) hours is required.

**To:**

No additional note on Program of Study.

**I. Special Education, Interventionist for Secondary Education Concentration, B.S.**

**A. Sophomore Year Second Semester**

**From:**

ENGL 2130. Topics in American Literature (credit 3) OR

ENGL 2235. Topics in British Literature (credit 3) OR

ENGL 2330. Topics in World Literature (credit 3)

**To:**

Financial & Digital Literacy (Gen Ed) (credit 3)

**B. Junior Year First Semester**

**From:**

SPED 4030. Applied Behavior Analysis for Teachers (credit 3)

**To:**

SPED 4200. Tchng Students w/Autism Spectrum Disorders (credit 3)

**C. Junior Year Second Semester**

**From:**

Advisor Guided Electives (credit 7)

CUED 4725. Data, Assessment, & Evaluation (credit 3)

SPED 4200. Tchng Students w/Autism Spectrum Disorders (credit 3)

Total: 16

**To:**

Advisor Guided Electives (credit 9)

SPED 4030. Applied Behavior Analysis for Teachers (credit 3)

**D. Senior Year First Semester**

**From:**

FOED 3850. Field Experiences in SPED (credit 1-3; 3 required)

SPED 4875. Application of Learning (credit 3)

Total: 12

**To:**

Advisor Guided Electives (credit 3)  
FOED 3855. Field Experiences in SPED (credit 1-3; 2 required)  
SPED 4155. Collaborative Practices (credit 2)  
Total: 13

**m. Secondary Education, English Concentration, B.S. ED.**

**A. Freshman Year Second Semester**

**From:**  
ESLP 3100. ESL Pedagogy: SEED Methodology & Materials (credit 1)  
Natural Sciences (Gen Ed) (credit 4)  
Total: 17  
**To:**  
Financial & Digital Literacy (Gen Ed) (credit 4)  
Total: 16

**B. Sophomore Year First Semester**

**From:**  
Choose three semester hours from the following:  
FREN 1010. Elementary French I (credit 3) OR  
GERM 1010. Elementary German I (credit 3) OR  
SPAN 1010. Elementary Spanish I (credit 3)  
**To:**  
Foreign Language (credit 3)

**C. Sophomore Year Second Semester**

**From:**  
Choose three semester hours from the following:  
FREN 1020. Elementary French II (credit 3) OR  
GERM 1020. Elementary German II (credit 3) OR  
SPAN 1020. Elementary Spanish II (credit 3)  
**To:**  
Foreign Language (credit 3)

**D. Senior Year First Semester**

**From:**  
FOED 3860. Field Experiences in Education (credit 1-3; 2 required)  
SEED 4850. Application of Learning (credit 5)  
Total: 13  
**To:**  
ESLP 3200. Teaching English Learners/SEED Classrm (credit 3)  
FOED 3890. Virtual Practicum for Secondary (credit 1-3; 2 required)  
SEED 4875. Application of Learning (credit 3)  
Total: 14

**E. Additional note on Program of Study**

**From:**  
Students may take any of the following foreign language sequences based on guidelines from the Foreign Language department: 1010 and 1020; OR 1020 and 2010; OR 2010 and 2020.  
**To:**  
No additional note on Program of Study

**n. Secondary Education, Mathematics Concentration, B.S.ED.**

**A. Freshman Year First Semester****From:**

COMM 2025. Fundamentals of Communication (credit 3) OR  
PC 2500. Communicating in the Professions (credit 3)

**To:**

Communication (Gen Ed) (Oral Communication) (credit 3)

**B. Freshman Year Second Semester****From:**

ESLP 3100. ESL Pedagogy: SEED Methodology & Materials (credit 1)  
Natural Sciences (Gen Ed) (credit 4)  
Total: 15

**To:**

Financial & Digital Literacy (Gen Ed) (credit 4)  
Total: 14

**C. Sophomore Year First Semester****From:**

ENGL 2130. Topics in American Literature (credit 3) OR  
ENGL 2235. Topics in British Literature (credit 3) OR  
ENGL 2330. Topics in World Literature (credit 3)

**To:**

Humanities & Cultural Expression (Gen Ed) (credit 3)

**D. Sophomore Year Second Semester****From:**

Total: 15

**To:**

ESLP 3100. ESL Pedagogy: SEED Methodology & Materials (credit 1)  
Total: 16

**E. Senior Year First Semester****From:**

Advisor Guided Electives (credit 2)  
SEED 4850. Application of Learning (credit 5)

**To:**

Advisor Guided Electives (credit 4)  
SEED 4875. Application of Learning (credit 3)

**o. Secondary Education, Non-Licensure Concentration, B.S.ED.****A. Freshman Year Second Semester****From:**

Natural Sciences (Gen Ed) (credit 4)

**To:**

Financial & Digital Literacy (Gen Ed) (credit 4)

**B. Sophomore Year First Semester****From:**

ESLP 3100. ESL Pedagogy: SEED Methodology & Materials (credit 1)  
Total: 13

**To:**

ESLP 3200. Teaching English Learners in Secondary Classroom (credit 3)  
Total: 15

**C. Sophomore Year Second Semester****From:**

FOED 3010. Integrating Instrct Tech into the Class (credit 3)

Total: 15

**To:**

Total: 12

**D. Junior Year Second Semester**

**From:**

Electives (credit 3)

Total: 13

**To:**

Electives (credit 1)

FOED 3010. Integrating Instrct Tech into the Class (credit 3)

Total: 14

**E. Senior Year Second Semester**

**From:**

Upper Division Content Electives2

**To:**

Upper Division Content Electives

**F. Additional notes on Program of Study**

**From:**

1 At least one course in Humanities/Fine Arts must be in Literature (ENGL 2130, 2235 or 2330).

2 Overall, the program must include at least 36 hours of Upper Division coursework.

**To:**

Overall, the program must include at least 36 hours of Upper Division coursework.

**p. Secondary Education, Spanish Concentration, B.S.ED.**

**A. Freshman Year Second Semester**

**From:**

Natural Sciences (Gen Ed) (credit 4)

**To:**

Financial & Digital Literacy (Gen Ed) (credit 4)

**B. Sophomore Year First Semester**

**From:**

ESLP 3100. ESL Pedagogy: SEED Methodology & Materials (credit 1)

Total: 16

**To:**

ESLP 3200. Teaching English Learners in Secondary Classroom (credit 3)

Total: 18

**C. Sophomore Year Second Semester**

**From:**

FOED 3010. Integrating Instrct Tech into the Class (credit 3)

**To:**

Humanities & Cultural Expression (Gen Ed) (credit 3)

**D. Junior Year First Semester**

**From:**

Choose three hours from the following\*:

HIST 3710. Survey of Spanish History (credit 3) OR

HIST 4790. 4799(5790)-Latin American Studies (credit 3) OR

Any Approved Upper Division HIST (credit 3) OR

Any Upper Division SPAN (credit 3) OR

FREN 1010. Elementary French I (credit 3) OR  
GERM 1010. Elementary German I (credit 3)

**To:**

Choose three hours from the following\*:  
HIST 3710. Survey of Spanish History (credit 3) OR  
HIST 4790-4799(5790). Latin American Studies (credit 3) OR  
Any Approved Upper Division HIST (credit 3) OR  
Any Upper Division SPAN (credit 3)

**E. Junior Year Second Semester**

**From:**

Humanities/Fine Arts Elective (Gen Ed) (credit 3)  
Choose three hours from the following\*:  
HIST 3710. Survey of Spanish History (credit 3) OR  
HIST 4790-4799(5790). Latin American Studies (credit 3) OR  
Any Approved Upper Division HIST (credit 3) OR  
Any Upper Division SPAN (credit 3) OR  
FREN 1010. Elementary French I (credit 3) OR  
GERM 1010. Elementary German I (credit 3)

**To:**

FOED 3010. Integrating Instrct Tech into the Class (credit 3)  
Choose three hours from the following\*:  
HIST 3710. Survey of Spanish History (credit 3) OR  
HIST 4790-4799(5790). Latin American Studies (credit 3) OR  
Any Approved Upper Division HIST (credit 3) OR  
Any Upper Division SPAN (credit 3)

**F. Senior Year First Semester**

**From:**

Advisor Guided Electives (credit 5)  
SEED 4850. Application of Learning (credit 5)  
Total: 15

**To:**

Advisor Guided Electives (credit 5)  
SEED 4875. Application of Learning (credit 3)  
Total: 13

**G. Additional notes on Program of Study**

**From:**

\*If language option is chosen, must take 2 semester sequence in same language.  
1. SPAN 3010 is prerequisite to all upper-division Spanish language courses.  
2. If SPAN 4010(5010) and SPAN 4020(5020) have been previously completed, another upper division Spanish course should be substituted for SPAN 3510 or SPAN 3550.  
3. SPAN 4010(5010) and SPAN 4110(5110) are offered fall term in alternate years.  
4. SPAN 4020(5020) and SPAN 4120(5120) are offered spring term in alternate years.  
Choose the course offered that term.

**To:**

No additional notes on Program of Study.

**q. Secondary Education, Speech Communication and Theatre Concentration, B.S.ED.**

**A. Freshman Year First Semester**

**From:**

Natural Sciences (Gen Ed) (credit 4)

Choose three semester hours from the following1:  
FREN 1010. Elementary French I (credit 3) OR  
GERM 1010. Elementary German I (credit 3) OR  
SPAN 1010. Elementary Spanish I (credit 3)

**To:**  
Financial & Digital Literacy (Gen Ed) (credit 4)  
Foreign Language (credit 3)

**B. Freshman Year Second Semester**

**From:**  
Choose three semester hours from the following1:  
FREN 1020. Elementary French II (credit 3) OR  
GERM 1020. Elementary German II (credit 3) OR  
SPAN 1020. Elementary Spanish II (credit 3)

**To:**  
Foreign Language (credit 3)

**C. Senior Year First Semester**

**From:**  
Advisor Guided Electives (credit 5)  
SEED 4850. Application of Learning (credit 5)  
**To:**  
Advisor Guided Electives (credit 4)  
ESLP 3200. Teaching English Learners in Secondary Classroom (credit 3)  
SEED 4875. Application of Learning (credit 3)

**D. Additional note on Program of Study**

**From:**  
Note: Students may take any of the following foreign language sequences based on guidelines from the Foreign Language department: 1010 and 1020; OR 1020 and 2010; OR 2010 and 2020.  
**To:**  
No additional note on Program of Study.

**r. Secondary Education, Biology Concentration, B.S.ED.**

**A. Freshman Year Second Semester**

**From:**  
COMM 2025. Fundamentals of Communication (credit 3) OR  
PC 2500. Communicating in the Professions (credit 3)  
**To:**  
MATH 1710. Pre-calculus Algebra (credit 3)

**B. Sophomore Year First Semester**

**From:**  
ENGL 2130. Topics in American Literature (credit 3) OR  
ENGL 2235. Topics in British Literature (credit 3) OR  
ENGL2330. Topics in World Literature (credit 3)  
FOED 3010. Integrating Instrct Tech into the Class (credit 3)  
**To:**  
Financial & Digital Literacy (Gen Ed) (credit 3)  
Humanities & Cultural Expression (Gen Ed) (credit 3)

**C. Sophomore Year Second Semester**

**From:**  
ESLP 3100. ESL Pedagogy: SEED Methodology & Materials (credit 1)

Humanities/Fine Arts Elective (Gen Ed) (credit 3)

Total: 15

**To:**

PSY 2210. Educational Psychology (credit 3)

Total: 14

**D. Junior Year First Semester**

**From:**

MATH 1130. College Algebra (credit 3) OR

MATH 1710. Pre-calculus Algebra (credit 3)

PSY 2210. Educational Psychology (credit 3)

**To:**

COMM 2025. Fundamentals of Communication (credit 3) OR

PC 2500. Communicating in the Professions (credit 3)

FOED 3010. Integrating Instrct Tech into the Class (credit 3)

**E. Senior Year First Semester**

**From:**

SEED 4850. Application of Learning (credit 5)

Total: 13

**To:**

ESLP 3200. Teaching English Learners in Secondary Classroom (credit 3)

SEED 4875. Application of Learning (credit 3)

Total: 14

**s. Secondary Education, Chemistry Concentration, B.S.ED.**

**A. Sophomore Year First Semester**

**From:**

ENGL 2130. Topics in American Literature (credit 3) OR

ENGL 2235. Topics in British Literature (credit 3) OR

ENGL 2330. Topics in World Literature (credit 3)

Social/Behavioral Sciences Elective (Gen Ed) (credit 6)

**To:**

Financial & Digital Literacy (Gen Ed) (credit 3)

Elective (credit 3)

Social & Behavioral Sciences (Gen Ed) (credit 3)

**B. Sophomore Year Second Semester**

**From:**

ESLP 3100. ESL Pedagogy: SEED Methodology & Materials (credit 1)

FOED 3010. Integrating Instrl Tech into the Class (credit 3)

GEOL 1070. Concepts of Geology (credit 3)

**To:**

ASTR 1010. Intro to Modern Astronomy (credit 4) OR

ASTR 1020. Intro to Modern Astronomy (credit 4)

PSY 2210. Educational Psychology (credit 3)

**C. Junior Year First Semester**

**From:**

ASTR 1010. Intro to Modern Astronomy (credit 4) OR

ASTR 1020. Intro to Modern Astronomy (credit 4) OR

ASTR 1030. (credit 4)

Total: 17

**To:**

FOED 3010. Integrating Instrct Tech into the Class (credit 3)  
Total: 16

**D. Junior Year Second Semester**

**From:**

PSY 2210. Educational Psychology (credit 3)

**To:**

Social & Behavioral Sciences (Gen Ed) (credit 3)

**E. Senior Year First Semester**

**From:**

SEED 4850. Application of Learning (credit 5)

Total: 13

**To:**

ESLP 3200. Teaching English Learners in Secondary Classroom (credit 3)

SEED 4875. Application of Learning (credit 3)

Total: 14

**t. Secondary Education, Physics Concentration, B.S.ED.**

**A. Sophomore Year First Semester**

**From:**

ENGL 2130. Topics in American Literature (credit 3) OR

ENGL 2235. Topics in British Literature (credit 3) OR

ENGL 2330. Topics in World Literature (credit 3)

FOED 3010. Integrating Instrct Tech into the Class (credit 3)

Total: 17

**To:**

Humanities & Cultural Expression (Gen Ed) (credit 3)

Total: 14

**B. Sophomore Year Second Semester**

**From:**

ESLP 3100. ESL Pedagogy: SEED Methodology & Materials (credit 1)

GEOL 1070. Concepts of Geology (credit 3)

PHYS 2420. Modern Physics (credit 3)

PHYS 2920. Mathematical Physics (credit 3)

**To:**

PHYS 3020. Topics in Modern Physics (credit 3)

PHYS 3060. Mathematical Techniques for Physics (credit 4)

PSY 2210. Educational Psychology (credit 3)

**C. Junior Year First Semester**

**From:**

Humanities/Fine Arts Elective (Gen Ed) (credit 3)

PSY 2210. Educational Psychology (credit 3)

Total: 15

**To:**

FOED 3010. Integrating Instrct Tech into the Class (credit 3)

GEOL 1090. Concepts of Geology (credit 4)

Total: 16

**D. Junior Year Second Semester**

**From:**

PHYS Elective (credit 2) OR

PHYS 1903. Sp Tpcs in Phys and Phys Ed (credit 2)

Total: 13

**To:**

PHYS Elective (credit 3) OR

PHYS 1903. Sp Tpcs in Phys and Phys Ed (credit 3)

Total: 14

**E. Senior Year First Semester**

**From:**

Advisor Guided Electives (credit 3)

SEED 4850. Application of Learning (credit 5)

Total: 13

**To:**

ESLP 3200. Teaching English Learners/SEED Classrm (credit 3)

Financial & Digital Literacy (Gen Ed) (credit 3)

SEED 4875. Application of Learning (credit 3)

Total: 14

**u. Secondary Education, History Concentration, B.S.ED.**

**A. Freshman Year First Semester**

**From:**

Natural Sciences (Gen Ed) (credit 4)

**To:**

Financial & Digital Literacy (Gen Ed) (credit 4)

**B. Freshman Year Second Semester**

**From:**

ESLP 3100. ESL Ped: Secondary Edu Methods & Materials (credit 1)

Total: 14

**To:**

GEOG 1012. Cultural Geography (credit 3)

Total: 16

**C. Sophomore Year First Semester**

**From:**

FOED 3010. Integrating Instrl Tech into the Class (credit 3)

**To:**

COMM 2025. Fundamentals of Communication (credit 3) OR

PC 2500. Communicating in the Professions (credit 3)

**D. Sophomore Year Second Semester**

**From:**

GEOG 1012. Cultural Geography (credit 3)

**To:**

Electives from POLS, GEOG (credit 3)

**E. Junior Year First Semester**

**From:**

COMM 2025. Fundamentals of Communication (credit 3) OR

PC 2500. Communicating in the Professions (credit 3)

**To:**

FOED 3010. Integrating Instrl Tech into the Class (credit 3)

**F. Junior Year Second Semester**

**From:**

Electives from POLS, GEOG (credit 6)

Total: 17

**To:**  
Electives from POLS, GEOG (credit 3)  
Total: 14

**G. Senior Year First Semester**

**From:**  
SEED 4850. Application of Learning (credit 5)  
Total: 13

**To:**  
ESLP 3200. Teaching English Learners/SEED Classrm (credit 3)  
Total: 14

**Justification:** Update General Education category names and incorporate new General Education category. Other changes due to edTPA no longer being required starting Fall 2026.

**Financial Impact:** None;

**Effective Date:** Fall 2026

***Motion to approve:*** Lisa Zagumny

***Second:*** Julie Baker

***Vote:*** Motion Carried

### Early Childhood Education, Birth-K, B.S.

<b>Freshman Year</b>			
<b>Freshman Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Freshman Year Second Semester</b>	<b>Cr. Hrs.</b>
ENGL 1010-English Composition I	3	COMM 2025-Fundamentals of Communication OR	3
FOED 2050-Education and Technology	3	PC 2500-Communicating in the Professions	
<b>Humanities/Fine Arts Elective (Gen Ed)</b>	<b>3</b>	ENGL 1020-English Composition II	3
<b>Humanities &amp; Cultural Expression (Gen Ed)</b>	<b>3</b>	HIST 2010-Early United States History	3
MATH 1410-Number Concepts for Teachers	3	MATH 1420-Geometry Concepts for Teachers	3
<b>Natural Sciences (BIOL)</b>	<b>3-4</b>	<b>Natural Sciences (non-BIOL)</b>	<b>3-4</b>
Scientific Reasoning (BIOL)	4	Scientific Reasoning (non-BIOL)	4
<b>Total: 15-16</b>	<b>16</b>	<b>Total: 15-16</b>	<b>16</b>

<b>Sophomore Year</b>			
<b>Sophomore Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Sophomore Year Second Semester</b>	<b>Cr. Hrs.</b>
Advisor Guided Electives	3	Advisor Guided Elective	1
ECSP 2500-The Developing Child: Pre-Birth to Age 8	3	ECSP 2400-Children with Special Needs	3
<b>ENGL 2130-Topics in American Literature OR</b>		<b>FOED 3010-Integrating Instructional Tech in Class</b>	<b>3</b>
<b>ENGL 2225-Topics in British Literature OR</b>	<b>3</b>	<b>HIST 2020-Modern United States History</b>	<b>3</b>
<b>ENGL 2330-Topics in World Literature</b>		<b>Social/Behavioral Sciences Elective (Gen Ed)</b>	<b>3</b>
Financial & Digital Literacy (Gen Ed)	3	Social & Behavioral Sciences (Gen Ed)	3
<b>Humanities/Fine Arts Elective (Gen Ed)</b>	<b>3</b>	<b>Total: 13</b>	
<b>Humanities &amp; Cultural Expression (Gen Ed)</b>	<b>3</b>		
<b>Social/Behavioral Sciences Elective (Gen Ed)</b>	<b>3</b>		
Social & Behavioral Sciences (Gen Ed)	3		
<b>Total: 15</b>			

<b>Junior Year</b>			
<b>Junior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Junior Year Second Semester</b>	<b>Cr. Hrs.</b>
ECED 4290(5290)-Community Connections	3	ECED 4230(5230)-Early Intervention I	3
ECSP 3001-Curr for Infants, Toddlers, and Presch	3	ECED 4261-Early Childhood Advocacy & Leadership	6-8 (7 hrs required)
ECSP 4300(5300)-Assessment of Young Children	3	ECSP 4000-Dev Approp Practices: Birth - Presch	3
FOED 3810-Field Experiences in Education	1-2 (Two required)	ECSP 4010-Practicum: Preschool Practices	2
READ 3310-Inclusive Early Literacy	6	READ 3330-Inclusive Emergent Literacy	3
<b>Total: 17</b>		<b>Total: 18</b>	

<b>Early Childhood Education, Birth-K, B.S.</b>			
<b>Senior Year</b>			
<b>Senior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Senior Year Second Semester</b>	<b>Cr. Hrs.</b>
ECED 3600-Families, Communities, & Professionals	2	ECSP 4900-Residency	10
ECSP 4500-Supportive Interactions and Environmen	3	ECSP 4925-Application of Teaching	2
ECSP 4875-Application of Learning	3	<b>Total: 12</b>	
ECED 4240(5240)-Early Intervention II	3		
<b>FOED 3880-Field Experiences in ECSP</b>	<b>1-3 (2 required)</b>		
<b>Total: 13</b>			

**Items in Blue due to Gen Ed Category changes**  
**Items in RED voted on Nov. 13, 2025**

**Note:** Natural Science courses may be 3 or 4 credit hours. Three-credit hour Natural Science concept courses are recommended. A minimum of eight credit (8) hours is required.

### Early Childhood Practitioner, B.S.

Freshman Year			
Freshman Year First Semester	Cr.Hrs.	Freshman Year Second Semester	Cr. Hrs.
ENGL 1010-English Composition I	3	COMM 2025-Fundamentals of Communication OR	3
FOED 2050-Education and Technology	3	PC 2500-Communicating in the Professions	
Humanities/Fine Arts Elective (Gen Ed)	3	ENGL 1020-English Composition II	3
Humanities & Cultural Expression (Gen Ed)	3	HIST 2010-Early United States History	3
Mathematics (Gen Ed)-or		(Mathematics (Gen Ed)-or	
Quantitative Reasoning & Analysis (Gen Ed) or	3	Quantitative Reasoning & Analysis (Gen Ed) or	3
MATH 1410-Number Concepts for Teachers		MATH 1420-Geometry Concepts for Teachers	
Natural Sciences (Gen Ed)	4	Natural Sciences (Gen Ed)	4
Scientific Reasoning (Gen Ed)	4	Scientific Reasoning (Gen Ed)	4
<b>Total: 16</b>		<b>Total: 16</b>	

Sophomore Year			
Sophomore Year First Semester	Cr.Hrs.	Sophomore Year Second Semester	Cr. Hrs.
Advisor Guided Electives	3	ECSP 2400-Children with Special Needs	3
ECSP 2500-The Developing Child: Pre-Birth to Age 8	3	FOED 3010-Integrating Instr Tech into Clasrm	3
ENGL 2130-Topics in American Literature OR		HIST 2020-Modern United States History	3
ENGL 2235-Topics in British Literature OR	3	Social/Behavioral Sciences Elective (Gen Ed)	3
ENGL 2330-Topics in World Literature-		Social & Behavioral Sciences (Gen Ed)	3
Financial & Digital Literacy (Gen Ed)	3	<b>Total: 12</b>	
Humanities/Fine Arts Elective (Gen Ed)	3		
Humanities & Cultural Expression (Gen Ed)	3		
Social/Behavioral Sciences Elective (Gen Ed)	3		
Social & Behavioral Sciences (Gen Ed)	3		
<b>Total: 15</b>			

Junior Year			
Junior Year First Semester	Cr.Hrs.	Junior Year Second Semester	Cr.Hrs.
ECED 4290(5290)-Community Connections	3	ECED 4230(5230)-Early Intervention I	3
ECSP 3001-Curric for Infants, Toddlers, and Presch	3	ECED 4261-Early Childhood Advocacy & Leadership	6-6 (7 hrs required)
ECSP 4100-Dev Appropriate Practices: K-4	3	ECSP 4000-Dev Approp Practices: Birth - Presch	3
ECSP 4300(5300)-Assessment of Young Children	3	ECSP 4010-Practicum: Preschool Practices	2
<b>Total: 12</b>		READ 3330-Inclusive Emergent Literacy	3
		<b>Total: 18</b>	

### Early Childhood Practitioner, B.S.

Senior Year			
Senior Year First Semester	Cr.Hrs.	Senior Year Second Semester	Cr.Hrs.
ECED 3600-Families, Communities, & Professionals	2	ECED 4275-Internship 1 Seminar	9
ECED 4221-Early Intervention Field Experience	1-3 (3 required)	ECED 4280-Early Childhood Internship II	7
ECED 4240(5240)-Early Intervention II	3	<b>Total: 16</b>	
ECSP 4500-Supportive Interactions & Env. in ECED	3		
FOED 3810-Field Experiences in Education	1-2 (2 required)		
FOED 3880-Practicum Early Special Education	1-3 (2 required)		
<b>Total: 15</b>			

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

**NOTES:**

<sup>1</sup>HEC majors and ECED Practitioner majors may take advisor approved upper division courses without admission to Teacher Education.

### Early Childhood Education, PreK-3, B.S.

Freshman Year			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
ENGL 1010-English Composition I	3	COMM 2025-Fundamentals of Communication OR	3
FOED 2050-Education and Technology	3	PC 2500-Communicating in the Professions	
Humanities/Fine Arts Elective (Gen Ed)	3	ENGL 1020-English Composition II	3
Humanities & Cultural Expression (Gen Ed)	3	HIST 2010-Early United States History	3
MATH 1410-Number Concepts for Teachers	3	MATH 1420-Geometry Concepts for Teachers	3
Natural Sciences (BIOL)	3-4	Natural Sciences (non-BIOL)	3-4
Scientific Reasoning (BIOL)	4	Scientific Reasoning (non-BIOL)	4
<b>Total: 15-16</b>		<b>Total: 15-16</b>	

Sophomore Year			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
Advisor Guided Electives	3	Advisor Guided Electives	1
ECSP 2500-The Developing Child: Pre-Birth to Age 8	3	ECSP 2400-Children with Special Needs	3
ENGL 2130-Topics in American Literature OR		FOED 3010-Integrating Instructional Tech in Class	3
ENGL 2235-Topics in British Literature OR		HIST 2020-Modern United States History	3
ENGL 2330-Topics in World Literature		Social/Behavioral Sciences Elective (Gen Ed)	3
Financial & Digital Literacy (Gen Ed)	3	Social & Behavioral Sciences (Gen Ed)	3
Humanities/Fine Arts Elective (Gen Ed)	3	<b>Total: 13</b>	
Humanities & Cultural Expression (Gen Ed)	3		
Social/Behavioral Sciences Elective (Gen Ed)	3		
Social & Behavioral Sciences (Gen Ed)	3		
<b>Total: 15</b>			

Junior Year			
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
ECSP 3001-Curr for Infants, Toddlers, and Presch	3	ECED 4230(5230)-Early Intervention I	3
ECSP 4100-Developmentally Approp Prct: K-4	3	ECED 3150-Science & Social Studies for the Young Child	3
ECSP 4300(5300)-Assessment of Young Children	3	ECSP 4000-Dev Approp Practices: Birth - Presch	3
FOED 3810-Field Experiences in Education	1-2 (Two required)	ECSP 4010-Practicum: Preschool Practices	2
READ 3310-Inclusive Early Literacy	6	ELED 3155-Foundational Mathematics Methods	3
<b>Total: 17</b>		READ 3330-Inclusive Emergent Literacy	3
		<b>Total: 17</b>	

### Early Childhood Education, PreK-3, B.S.

Senior Year			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	Cr. Hrs.
ECSP 4500-Supportive Interactions & Environments	3	ECSP 4900-Residency	10
ECSP 4875-Application of Learning	3	ECSP 4925-Application of Teaching	2
ESLP 4100(5100)-ESL Meth. & Mtrls. for PreK-12	3		
	1-3 (2 required)		
FOED 3880-Field Experiences in ECSP			
SPED 4400-Individualized Student Planning	3		
<b>Total: 14</b>			

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

Note-Natural Science courses may be 3 or 4 credit hours. Three credit-hour Natural Science concept courses are recommended. A minimum of eight credit (8) hours is required...

Elementary Education, B.S.

Freshman Year			
Freshman Year First Semester	Cr.Hrs.	Freshman Year Second Semester	Cr.Hrs.
ENGL 1010-English Composition I	3	ENGL 1020-English Composition II	3
FOED 2050-Education and Technology	3	GEOG 1012-Cultural Geography	3
Humanities/Fine Arts Elective (Gen Ed)	3	MATH 1420-Geometry Concepts for Teachers	3
Humanities & Cultural Expression (Gen Ed)	3	Natural Sciences (non-BIOL)	3-4
MATH 1410-Number Concepts for Teachers	3	Scientific Reasoning (non-BIOL)	4
Natural Sciences (BIOL)	3-4	Social/Behavioral Sciences Elective (Gen Ed)	3
Scientific Reasoning (BIOL)	4	Social & Behavioral Sciences (Gen Ed)	3
<b>Total: 15-16- 16</b>		<b>Total: 15-16- 16</b>	

Sophomore Year			
Sophomore Year First Semester	Cr.Hrs.	Sophomore Year Second Semester	Cr.Hrs.
CUED 3500-Clsrm Design & Management for ELED	3	COMM 2025-Fundamentals of Communication OR	3
ENGL 2130-Topics in American Literature OR		PC 2500-Communicating in the Professions	3
ENGL 2235-Topics in British Literature OR	3	FOED 3010-Integrating Inst Tech in the Reg Class	3
ENGL 2330-Topics in World Literature-		PSY 2210-Educational Psychology	3
Financial & Digital Literacy (Gen Ed)	3	HIST 2020-Modern United States History	3
HIST 2010-Early United States History	3	Humanities/Fine Arts Elective (Gen Ed)	3
MATH Elective	3	Humanities & Cultural Expression (Gen Ed)	3
Natural Sciences	3-4	<b>Total: 15</b>	
Scientific Reasoning (Gen Ed)	4	<b>Total: 15-16- 16</b>	

Junior Year			
Junior Year First Semester	Cr.Hrs.	Junior Year Second Semester	Cr.Hrs.
ELED 3155-Foundational Mathematics Methods	3	ELED 3142-Teaching of Social Studies	3
ECSP 4100-Develop Approp Practices: K-4	3	ELED 3152-Teaching of Mathematics	3
ESLP 4100(5100)-ESL Method and Matrls PreK-12	3	ELED 4142-Teaching of Science	3
FOED 3810-Field Experiences in Education	1-2(2 required)	FOED 3800-Field Experiences in Education	1-2 (2 required )
READ 3320-Literacy Methods	6	SPED 3001-Inclusive Tchg Practices/Diverse Learners	3
<b>Total: 17</b>		<b>Total: 14</b>	

Elementary Education, B.S.

Senior Year			
Senior Year First Semester	Cr.Hrs.	Senior Year Second Semester	Cr.Hrs.
Advisor Guided Electives (2 credits) OR	2	ELED 4900-Residency	10
FOED 3820-Field Experiences in Education (2 credits)		ELED 4925-Application of Teaching	2
Select 6 credit hours from the following:		<b>Total: 12</b>	
ESLP 4200-ESL Assesment: Reading & Writing AND			
ESOL 4400-Foundations of Language for ESOL Educ OR			
CUED 4400-Teaching Methods/Physical Science AND			
SEED 4123-Methods/Materials-Teaching/Sciences OR			
Advisor Guided Electives (Fast Track options-6 cr hrs) <sup>1</sup>			
CUED 4800-Student Engagement OR			
CUED 4600-Capstone Field Placement & Seminar	3		
CUED 4725-Data, Assessment, & Evaluation	3		
ELED 4875-Application of Learning	3		
READ 3325-Advanced Literacy Methods	3		
<b>Total: 14</b>			

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

**Note:** Natural Science courses may be 3 or 4 credit hours. Three-credit hour Natural Science concept courses are recommended. A minimum of twelve credit (12) hours is required.

<sup>1</sup> Choose any 5000/6000/7000 level Advisor Guided Fast Track

Course from the following subjects: CSED, CUED, ECED, ECSP, EDUB, ELED, ESLP, ESOL, EXPW, FOED, LSCI, READ, SEED, or SPED.

Multidisciplinary Studies, Computer Science Education Concentration, B.S.

Freshman Year							
Freshman Year First Semester		Cr. Hrs.		Freshman Year Second Semester		Cr. Hrs.	
ENGL 1010-English Composition I	3			COMM 2025-Fundamentals of Communication OR		3	
FOED 2050-Education and Technology	3			PC 2500-Communicating in the Professions			
MATH 1730-Pre-calculus Mathematics	5			ENGL 1020-English Composition II		3	
Natural Sciences (Gen Ed)	4			HIST 2010-Early United States History		3	
Scientific Reasoning (Gen Ed)	4			MATH 1910-Calculus I		4	
<b>Total: 15</b>				Natural Sciences (Gen Ed)		4	
				Scientific Reasoning (Gen Ed)		4	
				<b>Total: 17</b>			

Sophomore Year							
Sophomore Year First Semester		Cr. Hrs.		Sophomore Year Second Semester		Cr. Hrs.	
CSC 1200-Principles of Computing		3		CSC 1300-Intro to Problem Solving & Comp Programming		4	
Elective		3		CUED 3505-Clsm Design & Management for Secondary		3	
ENGL 2130-Topics in American Literature OR				Humanities/Fine Arts Electives (Gen Ed)		4	
ENGL 2235-Topics in British Literature OR				Humanities & Cultural Expression (Gen Ed)		6	
ENGL 2330-Topics in World Literature				Social/Behavioral Sciences Elective (Gen Ed)		3	
Financial & Digital Literacy (Gen Ed)		3		Social & Behavioral Sciences (Gen Ed)		3	
FOED 3010-Integrating Inst Tech into the Class		3		<b>Total: 16</b>			
HIST 2020-Modern United States History		3					
Social/Behavioral Sciences Elective (Gen Ed)		3					
Social & Behavioral Sciences (Gen Ed)		3					
<b>Total: 15</b>							

Junior Year							
Junior Year First Semester		Cr. Hrs.		Junior Year Second Semester		Cr. Hrs.	
CSED 3000-Digital Literacy and Computing		3		CSED 3020-Computer Science Concepts for Teachers		3	
CSED 3010-Prgm Fund & Comp Thinking for Educ		3		CSED 3030-Computer Science Instructional Methods		3	
CUED 4725-Data, Assessment, & Evaluation		3		ESLP 3100-ESL Pedagogy: SEED Methodology & Materials		1	
Elective		3		READ 3350-Teaching Reading in the Content Areas		3	
FOED 3010-Integrating Inst Tech into the Class		3		Upper Division Electives		4	
FOED 3820-Field Experiences in Education		1-2 (1 required)		<b>Total: 14</b>			
MATH 2010-Introduction to Linear Algebra		3					
<b>Total: 16</b>							

Multidisciplinary Studies, Computer Science Education Concentration, B.S.

Senior Year							
Senior Year First Semester		Cr. Hrs.		Senior Year Second Semester		Cr. Hrs.	
CUED 4150-Middle Level Curriculum		3		SEED 4900-Residency		10	
Elective		4- 6		SEED 4925-Application of Teaching		2	
SEED 4850-Application of Learning		5		<b>Total: 12</b>			
SEED 4875-Application of Learning		3					
SPED 3000-Inclusive Tchg Pract for Diverse Lms in Sec Ed		3					
<b>Total: 15</b>							

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

**Multidisciplinary Studies, English as a Second Language Concentration, B.S.**

<b>Freshman Year</b>			
<b>Freshman Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Freshman Year Second Semester</b>	<b>Cr. Hrs.</b>
Electives	3	ENGL 1020-English Composition II	3
ENGL 1010-English Composition I	3	HIST 2020-Modern United States History	3
FOED 2050-Education and Technology	3	<b>MATH 1420-Geometry Concepts for Teachers</b>	3
HIST 2010-Early United States History	3	<b>Natural Sciences (Gen Ed)</b>	3-4
<b>MATH 1410-Number Concepts for Teachers</b>	3	Financial & Digital Literacy (Gen Ed)	4
<b>Natural Sciences (Gen Ed)</b>	3-4	<b>Social/Behavioral Sciences Elective (Gen Ed)</b>	3
Scientific Reasoning (Gen Ed)	4	Social & Behavioral Sciences (Gen Ed)	3
<b>Total: 15-16- 16</b>		<b>Quantitative Reasoning &amp; Analysis (Gen Ed)</b>	3

**Total: 15-16- 16**

<b>Sophomore Year</b>			
<b>Sophomore Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Sophomore Year Second Semester</b>	<b>Cr. Hrs.</b>
Adviser Guided Electives	3	COMM 2025-Fund of Communication OR	3
CUED 3500-Classroom Design & Mngmt for ELED	3	PC 2500-Communicating in the Professions	
<b>ENGL 2130-Topics in American Literature OR</b>		PSY 2210-Educational Psychology	3
<b>ENGL 2235-Topics in British Literature OR</b>	3	<b>Humanities/Fine Arts Elective (Gen Ed)</b>	6
<b>ENGL 2330-Topics in World Literature</b>		Humanities & Cultural Expression (Gen Ed)	6
Humanities & Cultural Expression (Gen Ed)	3	<b>Select One:</b>	
<b>Social/Behavioral Sciences Elective (Gen Ed)</b>	3	<b>FREN 1020-Elementary French II OR</b>	
Social & Behavioral Sciences (Gen Ed)	3	<b>GERM 1020-Elementary German II OR</b>	3
SPED 2010-Introduction to Special Education	3	SPAN 1020-Elementary Spanish II	
<b>Select One:</b>		<b>Total: 15</b>	
<b>FREN 1010-Elementary French I OR</b>			
<b>GERM 1010-Elementary German I OR</b>	3		
SPAN 1010-Elementary Spanish I			
<b>Total: 15</b>			

<b>Junior Year</b>			
<b>Junior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Junior Year Second Semester</b>	<b>Cr. Hrs.</b>
ESLP 4100(5100)-ESL Methods and Mtrls PreK-12 OR	3	ECSP 4100-Develop Approp Practices: K-4	3
TEAE 4020		FOED 3840-Field Experiences in ESL	1-3 (1 required)
FOED 3810-Field Experiences in Education		Elective	2
READ 3320-Literacy Methods	6	READ 3335-Literacy for Exceptional Learners	3
SPED 3001-Inclusive Tchg Practices/Diverse Learners	3	SPED 3015-Applying Universal Learning Princip	2
<b>Select One:</b>		ENGL 4511(5511)-Intro to Descriptive Linguistics	
<b>FREN 3510-France: The Country &amp; the People</b>	3	LING 4511(5511)-Intro to Descriptive Linguistics OR	
<b>GERM 3520-Germany: The Country &amp; the People</b>		TEAE 4500 or	3
SPAN 3510-Spain: The Country & the People		ESOL 4400-Foundations of Language for ESOL Educ	
SPAN 3550-Latin America: The Countries & the People		ESLP 4200(5200)-ESL Assesmnt: Rdg & Writing OR	
<b>Total: 17</b>			TEAE 4437
		<b>Total: 17</b>	

<b>Senior Year</b>			
<b>Senior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Senior Year Second Semester</b>	<b>Cr. Hrs.</b>
Advisor Guided Electives	3	ELED 4900-Residency	10
CUED 4725-Data, Assessment, & Evaluation	3	ELED 4925-Application of Teaching	2
ELED 4875-Application of Learning	3	<b>Total: 12</b>	
FOED 3010-Integrating Inst Tech in the Class	3		
<b>Total: 12</b>			

**Note:** Students may take any of the following foreign-language sequences based on guidelines from the Foreign-Language department: 1010 and 1020; OR 1020 and 2010; OR 2010 and 2020.

**Note:** Natural Science courses may be 3 or 4 credit hours. Three credit hour Natural Science concept courses are recommended. A minimum of eight credit (8) hours is required.

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

### Multidisciplinary Studies, Generalist, B.S.

Freshman Year			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
Elective	3	ENGL 1020-English Composition II	3
ENGL 1010-English Composition I	3	HIST 2010-Early United States History	3
Mathematics (Gen Ed)	3	Natural Sciences (Gen Ed)	4
Quantitative Reasoning & Analysis (Gen Ed)	3	Financial & Digital Literacy (Gen Ed)	4
Natural Sciences (Gen Ed)	4	Electives	6
Scientific Reasoning (Gen Ed)	4		
Social/Behavioral Sciences (Gen Ed)	3		
Social & Behavioral Sciences (Gen Ed)	3		
<b>Total: 16</b>			

**Total: 16**

Sophomore Year			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
Elective	3	Humanities/Fine Arts Elective (Gen Ed)	3
COMM 2025-Fundamentals of Communication OR	3	Humanities & Cultural Expression (Gen Ed)	3
PC 2500-Communicating in the Professions		Social/Behavioral Sciences Electives (Gen Ed)	3
ENGL 2130-Topics in American Literature OR		Social & Behavioral Sciences (Gen Ed)	3
ENGL 2235-Topics in British Literature OR	3	Electives	9
ENGL 2330-Topics in World Literature			
HIST 2020-Modern United States History	3		
Humanities/Fine Arts (Gen Ed)	3		
Humanities & Cultural Expression (Gen Ed)	3		
<b>Total: 15</b>			

**Total: 15**

Junior Year				
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.	
Guided Electives (Advisor Approved)	9	Guided Electives (Advisor Approved)	6	
General Electives	6	Electives	9	
<b>Total: 15</b>		<b>Total: 15</b>		

Senior Year			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	
Education Electives (3000/4000 level) <sup>1</sup>	6	Education Electives <sup>1</sup>	6
Focus Area or		Focus Area or	
Minor	9	Minor	7
<b>Total: 15</b>		<b>Total: 13</b>	

Notes:

1 Select Education Electives from: CSED, CUED, ECED, ECSP, ELED, ESLP, ESOL, EXPW, FOED, LSCI, PSY, READ, SEED, SPED, or SVCL

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

Multidisciplinary Studies, Middle School Math, 6-8 Concentration, B.S.

Freshman Year			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
ENGL 1010-English Composition I	3	ENGL 1020-English Composition II	3
FOED 2050-Education and Technology	3	COMM 2025-Fundamentals of Communication OR- PC 2500-Communicating in the Professions	3
HIST 2010-Early United States History	3	Communication (Gen Ed) (Oral Communication)	3
MATH 1410-Number Concepts for Teachers	3	MATH 1420-Geometry Concepts for Teachers	3
Natural Sciences (Gen Ed)	4	Natural Sciences (Gen Ed)	4
Scientific Reasoning (Gen Ed)	4	Financial & Digital Literacy (Gen Ed)	4
<b>Total: 16</b>		HIST 2020-Modern United States History	3
		<b>Total: 16</b>	

Sophomore Year			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
ENGL 2130-Topics in American Literature OR		CSED 3000-Digital Literacy and Computing	3
ENGL 2235-Topics in British Literature OR	3	CUED 3505-Clsrm Design & Management for Secondary	3
ENGL 2330-Topics in World Literature		Humanities/Fine Arts Electives (Gen Ed)	6
Humanities & Cultural Expression (Gen Ed)	3	Humanities & Cultural Expression (Gen Ed)	6
FOED 3010-Integrating Inst Tech into the Class	3	MATH 1720-Pre-calculus Trigonometry	3
MATH 1530-Introductory Statistics	3	<b>Total: 15</b>	
MATH 1710-Pre-calculus Algebra	3		
Social/Behavioral Sciences Elective (Gen Ed)	6		
Social & Behavioral Sciences (Gen Ed)	6		
<b>Total: 18- 15</b>			

Junior Year			
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
CSED 3010-Programming Fundamentals & Computational Thinking for Educators	3	Advisor Guided Electives	3
CUED 4725-Data, Assessment, & Evaluation	3	CUED 4725-Data, Assessment, & Evaluation	3
FOED 3010-Integrating Inst Tech into the Class	3	ESLP 4100(5100)-ESL Method and Mtrls for PreK-12	3
MATH 1910-Calculus I	4	FOED 3820-Field Experiences in Education	1-2 (2 required)
SEED 4322(5322)-Teaching Algebra in Middle/High Sc	3	READ 3350-Teaching Reading in the Content Areas	3
SEED 4422(5422)-Teaching Secondary Math using Te	3	SEED 4122(5122)-Mtrls and Methods of Teaching Math	3
<b>Total: 16</b>		Upper Division Elective	3
		<b>Total: 14- 17</b>	

Multidisciplinary Studies, Middle School Math, 6-8 Concentration, B.S.

Senior Year			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	Cr. Hrs.
Advisor Guided Electives	5- 4	SEED 4900-Residency	10
ESLP 3200-Teaching English Learners/SEED Classrm	3	SEED 4925-Application of Teaching	2
SEED 4850-Application of Learning	5	<b>Total: 12</b>	
SEED 4875-Application of Learning	3		
SPED 3000-Inclusive Tchg Pract for Diverse Lms in Sec	3		
<b>Total: 13</b>			
		Items in Blue due to Gen Ed Category changes	
		Items in RED voted on Nov. 13, 2025	

Multidisciplinary Studies, Middle School Science, 6-8 Concentration, B.S.

Freshman Year			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
BIOL 1113-General Biology I	4	ASTR 1010-Intro to Modern Astronomy OR	4
ENGL 1010-English Composition I	3	ASTR 1020-Intro to Modern Astronomy	
FOED 2050-Education and Technology	3	CHEM 1110-General Chemistry I	4
GEOL 1045-Earth Environment, Resources & Society	4	ENGL 1020-English Composition II	3
Humanities/Fine Arts Elective (Gen Ed)	3	GEOL 1045-Earth Environment, Resources & Society	4
MATH 1530-Introductory Statistics	3	MATH 1710-Pre-calculus Algebra	3
Total: 16- 17		Social/Behavioral Sciences Elective (Gen Ed)	3
		Social & Behavioral Sciences (Gen Ed)	3
		Total: 17	

Sophomore Year			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
COMM 2025-Fundamentals of Communication OR	3	BIOL 3120-General Ecology	3
PC 2500-Communicating in the Professions		CSED 3000-Digital Literacy and Computing	3
ASTR 1010-Intro to Modern Astronomy OR	4	HIST 2020-Modern United States History	3
ASTR 1020-Intro to Modern Astronomy		PHYS 2010-Algebra-based Physics I	4
ENGL 2130-Topics in American Literature OR	3	PSY 2210-Educational Psychology	3
ENGL 2235-Topics in British Literature OR		Social/Behavioral Sciences Elective (Gen Ed)	3
ENGL 2230-Topics in World Literature		Social & Behavioral Sciences (Gen Ed)	3
Financial & Digital Literacy (Gen Ed)	3	Humanities & Cultural Expression (Gen Ed)	3
FOED 3010-Integrating Inst Tech into the Clssrm	3	Total: 16- 15	
HIST 1310-Science and World Cultures	3		
HIST 2010-Early United States History	3		
Humanities & Cultural Expression (Gen Ed)	3		
PHYS 2010-Algebra-based Physics I	4		
Total: 16			

Junior Year			
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
CSED 3010-Prgrm Fund/Compt Thk Edt	3	COMM 2025-Fundamentals of Communication OR	3
CSED Upper Division Elective	3	PC 2500-Communicating in the Professions	
CUED 4400(5400)-Teaching Mthds for Phys Science	3	CSED Upper Division Elective	3
CUED 4725-Data, Assessment, & Evaluation	3	CUED 3505-Clsm Design & Management for Secondary	3
Elective	4	FOED 3820-Field Experiences in Education	1-2 (2 required)
ESLP 4100(5100)-ESL Mthds and Mtrls for PreK-12	3	SEED 4123(5123)-Mtrls and Mthds of Tchg the Sciences	3
FOED 3010-Integrating Inst Tech into the Clssrm	3	Upper Division Elective	3
READ 3350-Teaching Reading in the Content Areas	3	Total: 14	
Total: 16-15			

Multidisciplinary Studies, Middle School Science, 6-8 Concentration, B.S.

Senior Year			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	Cr. Hrs.
Advisor Guided Electives	3	SEED 4900-Residency	10
ESLP 3200-Teaching English Learners/SEED Clssrm	3	SEED 4925-Application of Teaching	2
FOED 3860-Field Experiences in Education	1-3 (2 required)	Total: 12	
SEED 4850-Application of Learning	5		
SEED 4875-Application of Learning	3		
SPED 3000-Inclusive Tchg Pract for Diverse Lms in Sec Ed	3		
Total: 13-14		Items in Blue due to Gen Ed Category changes	
		Items in RED voted on Nov. 13, 2025	

**Secondary Education, Biology Concentration, B.S.ED.**

<b>Freshman Year</b>			
<b>Freshman Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Freshman Year Second Semester</b>	<b>Cr. Hrs.</b>
BIOL 1113-General Biology I	4	BIOL 1123-General Biology II	4
ENGL 1010-English Composition I	3	CHEM 1110-General Chemistry I	4
FOED 2050-Education and Technology	3	COMM 2025-Fundamentals of Communication OR PC 2500-Communicating in the Professions	3
GEOL 1040-Physical Geology	4	ENGL 1020-English Composition II	3
MATH 1530-Introductory Statistics	3	MATH 1710-Pre-calculus Algebra	3
<b>Total: 17</b>		<b>Social/Behavioral Sciences Elective (Gen Ed)</b>	3
		<b>Social &amp; Behavioral Sciences (Gen Ed)</b>	3
		<b>Total: 17</b>	

<b>Sophomore Year</b>			
<b>Sophomore Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Sophomore Year Second Semester</b>	<b>Cr. Hrs.</b>
BIOL 2310-General Botany	4	BIOL 2010-Human Anatomy and Physiology I	4
ENGL 2130-Topics in American Literature OR ENGL 2235-Topics in British Literature OR ENGL 2330-Topics in World Literature	3	BIOL 3140-Cellular Biology	4
Financial & Digital Literacy (Gen Ed)	3	ESLP 3100-ESL Pedagogy- SEED Meth & Materials	4
FOED 3010-Integrating Instrl Tech into the Class	3	HIST 2020-Modern United States History	3
HIST 2010-Early United States History	3	Humanities/Fine Arts Elective (Gen Ed)	3
Humanities & Cultural Expression (Gen Ed)	3	PSY 2210-Educational Psychology	3
PHYS 1310-Concepts of Physics	3		
<b>Total: 16</b>		<b>Total: 15- 14</b>	

<b>Junior Year</b>			
<b>Junior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Junior Year Second Semester</b>	<b>Cr. Hrs.</b>
BIOL 3810-General Genetics	4	BIOL 3120-General Ecology	3
COMM 2025-Fundamentals of Communication OR PC 2500-Communicating in the Professions	3	FOED 3820-Field Experiences in Education	1-2 (2 required)
CUED 4400(5400)-Tchg Methods for Phys Sciences	3	Humanities/Fine Arts Elective (Gen Ed)	3
FOED 3010-Integrating Instrl Tech into the Class	3	Humanities & Cultural Expression (Gen Ed)	3
MATH 1110-College Algebra OR MATH 11710-Pre-calculus Algebra	3	SEED 4123(5123)-Mtrls & Mthds of Tchg the Sciences	3
PSY 2210-Educational Psychology	3	Social/Behavioral Sciences Elective (Gen Ed)	3
READ 3350-Teaching Reading in Content Areas	3	Social & Behavioral Sciences (Gen Ed)	3
<b>Total: 16</b>		<b>Total: 14</b>	

**Secondary Education, Biology Concentration, B.S.ED.**

<b>Senior Year</b>			
<b>Senior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Senior Year Second Semester</b>	<b>Cr. Hrs.</b>
Advisor Guided Electives	3	SEED 4900-Residency	10
ESLP 3200-Teaching English Learners/SEED Classroom	3	SEED 4925-Application of Teaching	2
FOED 3860-Field Experiences in Education	1-3 (2 required)		
SEED 4850-Application of Learning	5		
SEED 4875-Application of Learning	3		
SPED 3000-Tchg Prsns w/ Disabilities in the Reg Class	3		
<b>Total: 43- 14</b>		<b>Items in Blue due to Gen Ed Category changes</b>	
		<b>Items in RED voted on Nov. 13, 2025</b>	

**Secondary Education, Chemistry Concentration, B.S.ED**

<b>Freshman Year</b>			
<b>Freshman Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Freshman Year Second Semester</b>	<b>Cr. Hrs.</b>
BIOL 1010-Introduction to Biology OR	4	BIOL 1020-Diversity of Life OR	4
BIOL 1113-General Biology I		BIOL 1123-General Biology II	
CHEM 1110-General Chemistry I	4	CHEM 1120-General Chemistry II	4
ENGL 1010-English Composition I	3	ENGL 1020-English Composition II	3
FOED 2050-Education and Technology	3	Humanities/Fine Arts Elective (Gen Ed)	3
MATH 1710-Pre-calculus Algebra	3	Humanities & Cultural Expression (Gen Ed)	3
<b>Total: 17</b>		<b>MATH 1830-Applied Calculus</b>	3
		<b>Total: 17</b>	

<b>Sophomore Year</b>			
<b>Sophomore Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Sophomore Year Second Semester</b>	<b>Cr. Hrs.</b>
CHEM 3410-Quantitative Analysis	4	ASTR 1010-Intro to Modern Astronomy OR	4
ENGL 2130-Topics in American Literature OR		ASTR 1020-Intro to Modern Astronomy OR	
ENGL 2235-Topics in British Literature OR	3	CHEM 3005-Elementary Organic Chemistry OR	4
ENGL 2330-Topics in World Literature		CHEM 3010-Organic Chemistry I	
Financial & Digital Literacy (Gen Ed)	3	ESLP 3100-ESL Pedagogy-SEED Methodology & Materials	4
Elective	3	FOED 3010-Integrating Instrl Tech into the Class	3
HIST 2010-Early United States History	3	GEOL 1070-Concepts of Geology	3
Social/Behavioral Sciences Elective (Gen Ed)	4	HIST 2020-Modern United States History	3
Social & Behavioral Sciences (Gen Ed)	6- 3	PSY 2210-Educational Psychology	3
<b>Total: 16</b>		<b>Total: 14</b>	

<b>Junior Year</b>			
<b>Junior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Junior Year Second Semester</b>	<b>Cr. Hrs.</b>
ASTR 1010-Intro to Modern Astronomy OR		COMM 2025-Fundamentals of Communication OR	3
ASTR 1020-Intro to Modern Astronomy OR	4	PC 2500-Communicating in the Professions	
ASTR 1030		CHEM 3500-Elements of Physical Chemistry	3
	3	FOED 3820-Field Experiences in Education	1-2 (2 required )
CUED 4400(5400)-Tchg Methods for Phys Sciences		PSY 2210-Educational Psychology	3
FOED 3010-Integrating Instrl Tech into the Class	3	SEED 4123(5123)-Mtrls & Mthds of Tchg the Sciences	3
Humanities/Fine Arts Elective (Gen Ed)	4	Social & Behavioral Sciences (Gen Ed)	3
Humanities & Cultural Expression (Gen Ed)	3	<b>Total: 14</b>	
PHYS 2010-Algebra-based Physics I	4		
READ 3350-Teaching Reading in the Content Areas	3		
<b>Total: 47- 16</b>			

**Secondary Education, Chemistry Concentration, B.S.ED**

<b>Senior Year</b>			
<b>Senior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Senior Year Second Semester</b>	<b>Cr. Hrs.</b>
Advisor Guided Electives	3	SEED 4900-Residency	10
ESLP 3200-Teaching English Learners/SEED Classrm	3	SEED 4925-Application of Teaching	2
FOED 3860-Field Experiences in Education	1-3 (2 required)	<b>Total: 12</b>	
SEED 4850-Application of Learning	5		
SEED 4875-Application of Learning	3		
SPED 3000-Tchg Prsns w/ Disabilities in the Reg Class	3		
<b>Total: 43- 14</b>			
		Items in Blue due to Gen Ed Category changes	
		Items in RED voted on Nov. 13, 2025	

**Secondary Education, English Concentration, B.S.ED.**

<b>Freshman Year</b>			
<b>Freshman Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Freshman Year Second Semester</b>	<b>Cr. Hrs.</b>
ENGL 1010-English Composition I	3	ENGL 1020-English Composition II	3
FOED 2050-Education and Technology	3	ESLP 3100-ESL Pedagogy: SEED Methodology & Materials	4
MATH (Gen Ed)	3	Humanities/Cine Arts Electives (Gen Ed)	6
Quantitative Reasoning & Analysis (Gen Ed)	3	Humanities & Cultural Expression (Gen Ed)	6
Natural Sciences (Gen Ed)	4	Natural Sciences (Gen Ed)	4
Scientific Reasoning (Gen Ed)	4	Financial & Digital Literacy (Gen Ed)	4
<b>Total: 13</b>		COMM 2025-Fundamentals of Communication OR	3
		PC 2500-Communicating in the Professions	
		<b>Total: 17-16</b>	

<b>Sophomore Year</b>			
<b>Sophomore Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Sophomore Year Second Semester</b>	<b>Cr. Hrs.</b>
ENGL 2330-Topics in World Literature	3	ENGL 3820-British Literature II	3
ENGL 3810-British Literature I	3	FOED 3010-Integrating Instr Tech into the Classroom	3
Foreign Language	3	Foreign Language	3
PSY 2210-Educational Psychology	3	HIST 2020-Modern United States History	3
HIST 2010-Early United States History	3	Social/Behavioral Sciences Elective (Gen Ed)	3
<b>Choose three semester hours from the following:-</b>		Social & Behavioral Sciences (Gen Ed)	3
FREN 1010-Elementary French I OR		<b>Choose three semester hours from the following:-</b>	
GERM 1010-Elementary German I OR		FREN 1020-Elementary French II OR	
SPAN 1010-Elementary Spanish I		GERM 1020-Elementary German II OR	
<b>Total: 15</b>		SPAN 1020-Elementary Spanish II	
		<b>Total: 15</b>	

<b>Junior Year</b>			
<b>Junior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Junior Year Second Semester</b>	<b>Cr. Hrs.</b>
CUED 4150-Middle Level Curriculum	3	ENGL 3250-Professional Communication I OR	
ENGL 3910-American Literature I	3	ENGL 2400-Introduction to Creative Writing OR	
ENGL 4121(5121)-Shakespeare	3	ENGL 4411(5411)-Writing in the Professions OR	
READ 3350-Teaching Reading in the Content Areas	3	ENGL 4511(5511)-Introduction to Descriptive Linguistics OR	
READ 4411(5411)-The Rd-Wr Connection: Secondary	3	ENGL 4521(5521)-History of the English Language OR	3
ENGL 4751(5751)-Topics in Non-Western Literature OR		ENGL 4531(5531)-Grammar and Language OR	
ENGL 4712(5712)-African American Literature OR		ENGL 4541(5541)-Topics in Linguistics/Language OR	
ENGL 4713(5713)-Native American Literature OR		any Upper Division English Writing course, Linguistics, Grammar, or History of English Language	
ENGL 4700-Non-Western Literature OR		ENGL 3920-American Literature II	3
English Literature Upper Division Elective		FOED 3820-Field Experiences in Education	1-2 (2 required)
<b>Total: 18</b>		READ 4570(5570)-Young Adult Literature	3
		SEED 4120(5120)-Mtrls and Mthds of Teaching English	3
		Social/Behavioral Sciences Elective (Gen Ed)	3
		Social & Behavioral Sciences (Gen Ed)	3
		<b>Total: 17</b>	

<b>Senior Year</b>			
<b>Senior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Senior Year Second Semester</b>	<b>Cr. Hrs.</b>
Advisor Guided Electives	3	SEED 4900-Residency	10
ESLP 3200-Teaching English Learners/SEED Classroom	3	SEED 4925-Application of Teaching	2
FOED 3860-Field Experiences in Education	1-3 (1 required)	<b>Total: 12</b>	
FOED 3890-Virtual Practicum for Secondary	1-3 (2 required)		
SEED 4875-Application of Learning	3		
SEED 4850-Application of Learning	5		
SPED 3000-Tchg Prsns w/Disabilities in the Reg Class	3	<b>Items in Blue due to Gen Ed Category changes</b>	
<b>Total: 43-14</b>		<b>Items in RED voted on Nov. 13, 2025</b>	
<b>Note:</b>			
Students may take any of the following foreign language sequences based on guidelines from the Foreign Language department: 1010 and 1020; OR 1020 and			

Secondary Education, Mathematics Concentration, B.S.ED.

Freshman Year			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
COMM 2025-Fundamentals of Communication OR	3	ENGL 1020-English Composition II	3
PC 2500-Communicating in the Professions		ESLP 3100-ESL Pedagogy: SEED Methodology & Materials	4
Communication (Gen Ed) (Oral Communication)	3	MATH 1920-Calculus II	4
ENGL 1010-English Composition I	3	Natural Sciences (Gen Ed)	4
FOED 2050-Education and Technology	3	Financial & Digital Literacy (Gen Ed)	4
MATH 1910-Calculus I	4	Social/Behavioral Sciences Elective (Gen Ed)	3
Natural Sciences (Gen Ed)	4	Social & Behavioral Sciences (Gen Ed)	3
Scientific Reasoning (Gen Ed)	4	Total: 45- 14	

Total: 17

Sophomore Year			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
CUED 3505-Classrm Design & Mngmt for Secondary	3	ESLP 3100-ESL Pedagogy: SEED Methodology & Materials	1
ENGL2130-Topics in American Literature OR		HIST 2020-Modern United States History	3
ENGL2235-Topics in British Literature OR	3	MATH 2010-Introduction to Linear Algebra	3
ENGL2330-Topics in World Literature		Math 2120-Differential Equations	3
HIST 2010-Early United States History	3	Humanities/Fine Arts Electives (Gen Ed)	6
Humanities & Cultural Expression (Gen Ed)	3	Humanities & Cultural Expression (Gen Ed)	6
MATH 2110-Calculus III	4	Total: 45- 16	
Social/Behavioral Sciences Elective (Gen Ed)	3		
Social & Behavioral Sciences (Gen Ed)	3		

Total: 16

Junior Year			
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
FOED 3010-Integrating Instrct Tech into the Class	3	FOED 3820-Field Experiences in Education	1-2 (2 required)
MATH 3070-Statistical Methods I	3	MATH 3430 - College Geometry	3
MATH 3400-Introduction to Concepts of Mathematics	3	MATH 4610(5610)-History of Mathematics I OR	
READ 3350-Teaching Reading in the Content Areas	3	MATH 4620(5620)-History of Mathematics II	3
SEED 4322(5322)-Teaching Algebra in Mid/High Sch	3	MATH 4650-Algebra for Sec Math Teaching	3
Total: 15		SEED 4122(5122)-Mtrls & Mthds of Teaching Math	3
Total: 14			

Secondary Education, Mathematics Concentration, B.S.ED.

Senior Year			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	Cr. Hrs.
Advisor Guided Electives	2- 4	SEED 4900-Residency	10
MATH 4210(5210)-Numerical Analysis I	3	SEED 4925-Application of Teaching	2
SEED 4422(5422)-Teaching Sec. Math using Tech	3	Total: 12	
SEED 4850-Application of Learning	5		
SEED 4875-Application of Learning	3		
SPED 3000-Tchg Prs w/Disabilities in the Reg Class	3		
Total: 16		Items in Blue due to Gen Ed Category changes	
		Items in RED voted on Nov. 13, 2025	

**Secondary Education, Non-Licensure Concentration, B.S.ED**

<b>Freshman Year</b>	
<b>Freshman Year First Semester</b>	<b>Cr. Hrs.</b>
ENGL 1010-English Composition I	3
FOED 2050-Education and Technology	3
HIST 2010-Early United States History	3
Natural Sciences (Gen Ed)	4
Scientific Reasoning (Gen Ed)	4
MATH (Gen Ed)	3
Quantitative Reasoning & Analysis (Gen Ed)	3
<b>Total: 16</b>	
<b>Freshman Year Second Semester</b>	<b>Cr. Hrs.</b>
ENGL 1020-English Composition II	3
HIST 2020-Modern United States History	3
Humanities/Fine Arts Elective (Gen Ed)	3
Humanities & Cultural Expression (Gen Ed)	3
Social/Behavioral Sciences Elective (Gen Ed)	3
Social & Behavioral Sciences (Gen Ed)	3
Natural Sciences (Gen Ed)	4
Financial & Digital Literacy (Gen Ed)	4
<b>Total: 16</b>	

<b>Sophomore Year</b>	
<b>Sophomore Year First Semester</b>	<b>Cr. Hrs.</b>
Social/Behavioral Sciences Elective (Gen Ed)	3
Social & Behavioral Sciences (Gen Ed)	3
Humanities/Fine Arts Elective*	6
Humanities & Cultural Expression (Gen Ed)	6
COMM 2025-Fundamentals of Communication OR	3
PC 2500-Communicating in the Professions	
ESLP 3100-ESL Pedagogy: SEED Methodology & Materials	3
ESLP 3200-Teaching English Learners in Secondary Classroom	3
<b>Total: 15</b>	<b>15</b>
<b>Sophomore Year Second Semester</b>	<b>Cr. Hrs.</b>
Content Electives	12
FOED 3010-Integrating Instrct Tech into the Class	3
<b>Total: 15</b>	<b>12</b>

<b>Junior Year</b>	
<b>Junior Year First Semester</b>	<b>Cr. Hrs.</b>
Content Electives	12
READ 3350-Teaching Reading in the Content Areas	3
<b>Total: 15</b>	
<b>Junior Year Second Semester</b>	<b>Cr. Hrs.</b>
Content Electives	3
Electives	3
FOED 3010-Integrating Instrct Tech into the Class	3
SEED 4120(5120)-Mtrls and Mthds of Teaching English OR	
SEED 4122(5122)-Mtrls and Mthds of Teaching Math OR	
SEED 4123(5123)-Mtrls and Mthds of Teaching Science OR	
SEED 4124(5124)-Mtrls and Mthds of Teaching Soc Studies	
Upper Division Electives	4
<b>Total: 13</b>	<b>14</b>

**Secondary Education, Non-Licensure Concentration, B.S.ED**

<b>Senior Year</b>	
<b>Senior Year First Semester</b>	<b>Cr. Hrs.</b>
Electives	9
SPED 3000-Tchg Prs w/ Disabilities in the Reg Class	3
Upper Division Electives	5
<b>Total: 17</b>	
<b>Senior Year Second Semester</b>	<b>Cr. Hrs.</b>
Upper Division Content Electives*	15
<b>Total: 15</b>	

Notes:

\*At least one course in Humanities/Fine Arts must be in Literature (ENGL 2130, 2235 or 2330).

\* Overall, the program must include at least 36 hours of Upper Division coursework.

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

Secondary Education, Physics Concentration, B.S.ED

Freshman Year			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
CHEM 1110-General Chemistry I	4	ENGL 1020-English Composition II	3
ENGL 1010-English Composition I	3	<b>Humanities/Fine Arts Elective (Gen Ed)</b>	3
FOED 2050-Education and Technology	3	<b>Humanities &amp; Cultural Expression (Gen Ed)</b>	3
MATH 1910 - Calculus I	4	MATH 1920-Calculus II	4
<b>Social/Behavioral Sciences Elective (Gen Ed)</b>	3	PHYS 2110-Calculus-based Physics I	4
<b>Social &amp; Behavioral Sciences (Gen Ed)</b>	3	<b>Social/Behavioral Sciences Elective (Gen Ed)</b>	3
<b>Total: 17</b>		<b>Social &amp; Behavioral Sciences (Gen Ed)</b>	3
		<b>Total: 17</b>	

Sophomore Year			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
<b>ENGL 2130-Topics in American Literature OR</b>		<b>ESLP 3100-ESL Pedagogy- SEED Methodology &amp; Materials</b>	3
<b>ENGL 2235-Topics in British Literature OR</b>	3	<b>GEOL 1070-Concepts of Geology</b>	3
<b>ENGL 2330-Topics in World Literature</b>		HIST 2020-Modern United States History	3
<b>FOED 3010-Integrating Instrl Tech into the Class</b>	3	MATH 2120-Differential Equations	3
MATH 2110-Calculus III	4	PHYS 2420-Modern Physics	3
HIST 2010-Early United States History	3	PHYS 2920-Mathematical Physics	3
<b>Humanities &amp; Cultural Expression (Gen Ed)</b>	3	PHYS 3020-Topics in Modern Physics	3
PHYS 2120-Calculus-based Physics II	4	PHYS 3060-Mathematical Techniques for Physics	4
<b>Total: 17-14</b>		PSY 2210-Educational Psychology	3
		<b>Total: 16</b>	

Junior Year			
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
CUED 4400(5400)-Tchg Methods for Phys Sciences	3	COMM 2025-Fundamentals of Communication OR	3
<b>FOED 3010-Integrating Instrl Tech into the Class</b>	3	PC 2500-Communicating in the Professions	
<b>Humanities/Fine Arts Elective (Gen Ed)</b>	3	FOED 3820-Field Experiences in Education	1-2 (2 required)
<b>GEOL 1090-Concepts of Geology</b>	4	PHYS Elective (2-3 hrs) OR	2-3
<b>PHYS 3610-Classical Mechanics OR</b>		PHYS 1903-Sp Tpns in Phys and Phys Ed (1-4 hrs)	
<b>PHYS 4903-Selected Topics in Physics</b>	3	PHYS 3120-Statistical Thermal Physics	3
<b>PSY 2210-Educational Psychology</b>	3	SEED 4123(5123)-Mtrls & Mthds of Tchg the Sciences	3
READ 3350-Teaching Reading in the Content Areas	3	<b>Total: 13-14</b>	
<b>Total: 15-16</b>			

Secondary Education, Physics Concentration, B.S.ED

Senior Year			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	Cr. Hrs.
<b>Adviser Guided Electives</b>	3	SEED 4900-Residency	10
<b>ESLP 3200-Teaching English Learners/SEED Classrm</b>	3	SEED 4925-Application of Teaching	2
<b>Financial &amp; Digital Literacy (Gen Ed)</b>	3	<b>Total: 12</b>	
FOED 3860-Field Experiences in Education	1-3 (2 required)		
<b>SEED 4850-Application of Learning</b>	5		
<b>SEED 4875-Application of Learning</b>	3		
SPED 3000-Tchg Prsns w/ Disabilities in the Reg Class	3		
<b>Total: 13-14</b>			
		<b>Items in Blue due to Gen Ed Category changes</b>	
		<b>Items in RED voted on Nov. 13, 2025</b>	

**Secondary Education, History Concentration, B.S.ED**

<b>Freshman Year</b>			
<b>Freshman Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Freshman Year Second Semester</b>	<b>Cr. Hrs.</b>
ENGL 1010-English Composition I	3	ENGL 1020 - English Composition II	3
FOED 2050-Education and Technology	3	<b>ESLP 3100-ESL Ped: Secondary Edu Methods &amp; Materials</b>	4
HIST 2010-Early United States History	3	<b>GEOG 1012-Cultural Geography</b>	3
<b>MATH (Gen Ed)</b>	4	HIST 2020 - Modern United States History	3
<b>Quantitative Reasoning &amp; Analysis (Gen Ed)</b>	3	POLS 1030 - American Government	3
<b>Natural Sciences (Gen Ed)</b>	4	<b>Natural Sciences (Gen Ed)</b>	4
<b>Financial &amp; Digital Literacy (Gen Ed)</b>	4	<b>Scientific Reasoning (Gen Ed)</b>	4
<b>Total: 16</b>		<b>Total: 14- 16</b>	

<b>Sophomore Year</b>			
<b>Sophomore Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Sophomore Year Second Semester</b>	<b>Cr. Hrs.</b>
COMM 2025-Fundamentals of Communication OR	3	<b>Electives from POLS, GEOG</b>	3
PC 2500-Communicating in the Professions		PSY 2210-Educational Psychology	3
ENGL 2130-Topics in American Literature OR		<b>GEOG 1012-Cultural Geography</b>	3
ENGL 2235-Topics in British Literature OR		HIST 2220-Modern Western Civilization	3
ENGL 2330-Topics in World Literature		HIST 2310-Early World History	3
<b>FOED 3010-Integrating Instrl Tech into the Class</b>	3	<b>Humanities/Fine Arts Elective (Gen Ed)</b>	3
HIST 2210 - Early Western Civilization	3	<b>Humanities &amp; Cultural Expression (Gen Ed)</b>	3
HIST 2320-Modern World History	3		
PSY 1030-Introduction to Psychology	3		
<b>Total: 15</b>			

<b>Junior Year</b>			
<b>Junior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Junior Year Second Semester</b>	<b>Cr. Hrs.</b>
<b>COMM 2025-Fundamentals of Communication OR</b>	3	FOED 3820-Field Experiences in Education	1-2 (2 required)
<b>PC 2500-Communicating in the Professions</b>		History Upper Division Electives	6
<b>FOED 3010-Integrating Instrl Tech into the Class</b>	3	Electives from POLS, GEOG	6- 3
HIST 3100-Tennessee Topics	3	SEED 4124(5124)-Mtrls & Mthds of Tchg Social Studies	3
READ 3350-Teaching Reading in the Content Areas	3		
History Upper Division Electives	3		
Select two:			
HIST 4710-History of Africa OR			
HIST 4730(5730)-The Modern Middle East OR			
HIST 4740(5740)-History of Japan OR			
HIST 4750(5750)-History of China OR			
HIST 4790-4799(5790)-Latin American Studies			
<b>Total: 18</b>			

<b>Seinor Year</b>			
<b>Senior Year First Semester</b>	<b>Cr. Hrs.</b>	<b>Senior Year Second Semester</b>	<b>Cr. Hrs.</b>
Advisor Guided Electives	5	SEED 4900-Residency	10
<b>ESLP 3200-Teaching English Learners/SEED Classm</b>	3	SEED 4925-Application of Teaching	2
<b>SEED 4850-Application of Learning</b>	5		
<b>SEED 4875-Application of Learning</b>	3		
SPED 3000-Tchg Prsns w/Disabilities in the Reg Clas	3		
<b>Total: 13- 14</b>		<b>Items in Blue due to Gen Ed Category changes</b>	
		<b>Items in RED voted on Nov. 13, 2025</b>	

Secondary Education, Spanish Concentration, B.S.ED			
Freshman Year			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
ENGL 1010-English Composition I	3	ART 1035-Introduction to Art OR	3
FOED 2050-Education and Technology	3	MUS 1030-Music Appreciation	
<a href="#">MATH (Gen Ed)</a>	3	COMM 2025-Fundamentals of Communication OR	3
<a href="#">Quantitative Reasoning &amp; Analysis (Gen Ed)</a>	3	PC 2500-Communicating in the Professions	
<a href="#">Natural Sciences (Gen Ed)</a>	3	ENGL 1020-English Composition II	3
<a href="#">Scientific Reasoning (Gen Ed)</a>	4	<a href="#">Natural Sciences (Gen Ed)</a>	3
SPAN 2010-Intermediate Spanish I	3	<a href="#">Financial &amp; Digital Literacy (Gen Ed)</a>	4
<b>Total: 16</b>		SPAN 2020-Intermediate Spanish 2	3
		<b>Total: 16</b>	
Sophomore Year			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
ENGL 2130-Topics in American Literature OR	3	PSY 2210-Educational Psychology	3
ENGL 2235-Topics in British Literature OR		<a href="#">FOED 3010-Integrating Instrct Tech into the Class</a>	3
ENGL 2330-Topics in World Literature		HIST 2020-Modern United States History	3
<a href="#">ESLP 3100-ESL Pedagogy: SEED-Meth &amp; Materials</a>	3	<a href="#">Humanities &amp; Cultural Expression (Gen Ed)</a>	3
<a href="#">ESLP 3200-Teaching English Learners/SEED Classroom</a>	3	SPAN 3020-Oral Communication in Spanish	3
HIST 2010-Early United States History	3	SPAN 4010(5010)-Intro to the Literature of Spain OR	3
SPAN 3010-Written Communication in Spanish	3	SPAN 4020(5020)-Intro to the Lit of Spanish America	
<a href="#">Social Behavioral Sciences Elective</a>	6	<b>Total: 15</b>	
<a href="#">Social &amp; Behavioral Sciences (Gen Ed)</a>	6		
<b>Total: 46- 18</b>			
Junior Year			
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
Elective	2	FOED 3800-Field Experiences in Education	1-3 (1 required)
READ 3350-Teaching Reading in the Content Area	3	<a href="#">Humanities/Fine Arts Elective (Gen Ed)</a>	3
SPAN 4110(5110)-Culture and Civilization of Spain OR	3	<a href="#">FOED 3010-Integrating Instrct Tech into the Class</a>	3
SPAN 4120(5120)-Culture and Civ. of Spanish America		SEED 4125(5125)-Mtrls and Mthds of Tchg Foreign La	3
SPAN Upper Division Course		SPAN 4810 - Special Topics in Spanish	3
Choose three hours from the following*:		Choose three hours from the following*:	
HIST 3710-Survey of Spanish History OR	3	HIST 3710-Survey of Spanish History OR	3
HIST 4790-4799(5790)-Latin American Studies OR		HIST 4790-4799(5790)-Latin American Studies OR	
Any Approved Upper Division HIST OR		Any Approved Upper Division HIST OR	
Any Upper Division SPAN OR		Any Upper Division SPAN OR	
<a href="#">FREN 1010-Elementary French I OR</a>		<a href="#">FREN 1020-Elementary French I OR</a>	
<a href="#">GERM 1010-Elementary German I</a>		<a href="#">GERM 1020-Elementary German I</a>	
<b>Total: 14</b>		Choose three hours from the following that has not already been taken:	
		SPAN 4010(5010)-Intro to the Literature of Spain	3
		SPAN 4020(5020)-Intro to the Lit of Spanish America	
		SPAN 4110(5110)-Culture and Civilization of Spain	
		SPAN 4120(5120)-Culture & Civilization of Spanish Am	
		<b>Total: 16</b>	

Senior Year			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	Cr. Hrs.
Advisor Guided Electives	5	SEED 4900-Residency	10
SEED 4850-Application of Learning	5	SEED 4925-Application of Teaching	2
SEED 4875-Application of Learning	3		
SPED 3000-Teaching Prs w/Disabilities in the Reg Class	3		
SPAN 4925-Teaching Licensure Senior Capstone	2		
Total: 45- 13		Total: 12	

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

**Note:**

\*If language option is chosen, must take 2 semester sequence in same language..

\*SPAN 3010 is prerequisite to all upper division Spanish language courses.

\*If SPAN 4010(5010) and SPAN 4020(5020) have been previously completed, another upper division Spanish course should be substituted for SPAN 3510 or SPAN 3550.

Secondary Education, Speech Communication & Theatre Concentration, B.S.ED.			
Freshman Year			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
ENGL 1010-English Composition I	3	ART 1035-Introduction to Art OR	3
Financial & Digital Literacy (Gen Ed)	4	MUS 1030 - Music Appreciation	
FOED 2050-Education and Technology	3	ENGL 1020-English Composition II	3
Foreign Language	3	Foreign Language	3
Natural Sciences (Gen Ed)	4	Natural Sciences (Gen Ed)	4
MATH 1010-Math for General Studies OR		Scientific Reasoning (Gen Ed)	4
Approved General Education-Math (Gen Ed)	3	THEA 1030-Introduction to Theatre	3
Quantitative Reasoning & Analysis (Gen Ed)		Choose three semester hours from the following*:	
Choose three semester hours from the following*:		FREN 1020-Elementary French II OR	
FREN 1010-Elementary French I OR		GERM 1020-Elementary German II OR	3
GERM 1010-Elementary German I OR	3	SPAN 1020-Elementary Spanish II	
SPAN 1010-Elementary Spanish I			
Total: 16		Total: 16	

Sophomore Year			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
PSY 2210-Educational Psychology	3	COMM 2025-Fundamentals of Communication	3
ENGL 2330-Topics in World Literature	3	FOED 3010-Integrating Instrct Tech into the Classroom	3
HIST 2010-Early United States History	3	HIST 2020-Modern United States History	3
THEA 2015-Acting II	3	Social/Behavioral Sciences Elective (Gen Ed)	3
THEA 2110-Play Production	1	Social & Behavioral Sciences (Gen Ed)	3
Total: 13		THEA Elective	3
Total: 15			

Junior Year			
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
COMM 3630-Disc & Parliamentary Procedure	3	CUED 4120(5120)-Mtrls and Mthds for Tch Spch/Thr OR	3
COMM 4430(5430)-Adv Interpersonal Comm	3	SEED 4120(5120)-Mtrls and Mthds of Teaching English	
COMM 3130-Speech Activities	3	ENGL 3910-American Literature I OR	
ENGL 4121(5121)-Shakespeare	3	ENGL 3920-American Literature II	3
READ 3350-Teaching Reading in the Content Area	3	FOED 3820-Field Experiences in Education	1-2 (2 required)
Social/Behavioral Sciences Elective (Gen Ed)	3	THEA 2025-Stagecraft II	3
Social & Behavioral Sciences (Gen Ed)	3	THEA 4300-Play Directing	3
Total: 18		THEA 4500(5500)-Creative Dramatics	3
Total: 17			

Senior Year			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	Cr. Hrs.
Advisor Guided Electives	5- 4	SEED 4900-Residency	10
ESLP 3200-Teaching English Learners/SEED Classrm	3	SEED 4925-Application of Teaching	2
SEED 4850-Application of Learning	5		
SEED 4875-Application of Learning	3		
SPED 3000-Tchg Prs w/Disabilities in the Reg Class	3		
Total: 13			
<b>Items in Blue due to Gen Ed Category changes</b>			
<b>Items in RED voted on Nov. 13, 2025</b>			

**Note:** Students may take any of the following foreign language sequences based on guidelines from the Foreign Language department: 1010 and 1020- OR 1030 and 1010- OR 2010 and 2020.

Special Education, Comprehensive/Interventionist Concentration, B.S.			
Freshman Year			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
ENGL 1010-English Composition I	3	ENGL 1020-English Composition II	3
FOED 2050-Education and Technology	3	GEOG 1012-Cultural Geography	3
HIST 2010-Early United States History	3	HIST 2020-Modern United States History	3
MATH 1410-Number Concepts for Teachers	3	Humanities/Fine Arts (Gen Ed)	3
Natural Sciences (Gen Ed)	3-4-	Humanities & Cultural Expression (Gen Ed)	3
Scientific Reasoning (Gen Ed)	4	MATH 1420-Geometry Concepts for Teachers	3
<b>Total: 15-16- 16</b>		Total: 15	
Sophomore Year			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
COMM 2025-Fundamentals of Communication OR	3	CUED 3500-Classrm Design & Mngmt for Elementary OR	3
PC 2500-Communicating in the Professions		CUED 3505-Classroom Design & Mngmt for SEED	
FOED 3010-Integrating Instr Tech into the Classrm	3	ENGL 2130-Topics in American Literature OR	
Natural Sciences (Gen Ed)	3-4-	ENGL 2235-Topics in British Literature OR	3
Scientific Reasoning (Gen Ed)	4	ENGL 2330-Topics in World Literature	
Social/Behavioral Sciences (Gen Ed)	3	Financial & Digital Literacy (Gen Ed)	3
Social & Behavioral Sciences (Gen Ed)	3	Humanities/Fine Arts (Gen Ed)	3
SPED 2010-Introduction to Special Education	3	Humanities & Cultural Expression (Gen Ed)	3
<b>Total: 15-16- 16</b>		PSY 2210-Educational Psychology	3
		SPED 3015-Applying Universal Learning Principles	2
		Total: 14	
Junior Year			
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
ELED 3155-Foundational Mathematics Methods	3	ELED 3152-Teaching of Mathematics	3
FOED 3810-Field Experiences in Education	1-2 (2 required)	ELED 4142-Teaching of Science	3
READ 3320-Literacy Methods	6	FOED 3850-Field Experiences in SPED	1-3 (2 required)
SPED 3031-Physical Mgmt & Support Svcs/Ortho, Motor, &	3	READ 3335-Literacy for Exceptional Learners	3
SPED 4030- Applied Behavior Analysis for Teachers	3	SPED 3020-Characteristics of Persons with Comp/Disab	3
SPED 4200-Tchg Students w/Autism Spectrum Disorders	3	SPED 4030-Applied Behavior Analysis for Teachers	3
<b>Total: 17</b>		SPED 4155-Collaborative Practices	3
		SPED 4200-Tching Students w/Autism Spectrum Disorders	3
		<b>Total: 14- 17</b>	

Senior Year			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	Cr. Hrs.
FOED 3850-Field Experiences in SPED	1-3 (3 cr hrs required)	SPED 4900-Residency	10
FOED 3855-Field Experiences in SPED	1-3 (2 cr hrs required)	SPED 4925-Application of Teaching	2
SPED 3025-Comprehensive Disabilities	4	Total: 12	
SPED 3030-The Education of Persons w/ Learning Disabilities	3		
SPED 4155-Collaborative Practices	2		
SPED 4400-Individualized Student Planning	3		
SPED 4875-Application of Learning	3		
SPED 4500-Communication Disorders	3		
Total: 46- 13			
<p><b>Note:</b> Natural Science courses may be 3 or 4 credit hours. Three credit hour Natural Science concept courses are recommended. A minimum of eight credits (8) hours is required.</p> <p>Items in Blue due to Gen Ed Category changes Items in RED voted on Nov. 13, 2025</p>			

**Special Education, Interventionist for Secondary Education Concentration, B.S.**

<b>Freshman Year</b>			
Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
ENGL 1010-English Composition I	3	ENGL 1020-English Composition II	3
FOED 2050-Education and Technology	3	GEOG 1012-Cultural Geography	3
HIST 2010-Early United States History	3	HIST 2020-Modern United States History	3
MATH 1410-Number Concepts for Teachers	3	<b>Humanities/Fine Arts (Gen Ed)</b>	3
<b>Natural Sciences (Gen Ed)</b>	4	<b>Humanities &amp; Cultural Expression (Gen Ed)</b>	3
<b>Scientific Reasoning (Gen Ed)</b>	4	MATH 1420-Geometry Concepts for Teachers	3

Total: 16

Total: 15

<b>Sophomore Year</b>			
Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
COMM 2025-Fundamentals of Communication OR	3	CUED 3505-Classroom Design & Mangmt for Secondary	3
PC 2500-Communicating in the Professions		<b>Financial &amp; Digital Literacy (Gen Ed)</b>	3
FOED 3010-Integrating Instr Tech into the Classrm	3	PSY 2210-Educational Psychology	3
<b>Natural Sciences (Gen Ed)</b>	4	<b>ENGL 2130 Topics in American Literature OR</b>	
<b>Scientific Reasoning (Gen Ed)</b>	4	<b>ENGL 2235 Topics in British Literature OR</b>	3
<b>Social/Behavioral Sciences (Gen Ed)</b>	3	<b>ENGL 2330 Topics in World Literature</b>	
<b>Social &amp; Behavioral Sciences (Gen Ed)</b>	3	<b>Humanities/Fine Arts (Gen Ed)</b>	3
SPED 2010-Introduction to Special Education	3	Humanities & Cultural Expression (Gen Ed)	3
Total: 16		SPED 3015-Applying Universal Learning Principles	2
		Advisor Guided Electives	3

Total: 17

<b>Junior Year</b>			
Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
READ 3314-Literacy for Middle/High School	3	<b>CUED 4725 Data, Assessment, &amp; Evaluation</b>	3
READ 3350-Teaching Reading in the Content Areas	3	SPED 4030-Applied Behavior Analysis for Teachers	3
<b>SPED 4030-Applied Behavior Analysis for Teachers</b>	3	SPED 4100-Collaboration & Inclusive Practice	3
SPED 4200-Teaching Students w/Autism Spectrum Disor	3	<b>SPED 4200-Teaching Students w/Autism Spectrum Disorder</b>	3
Advisor Guided Electives	7	Advisor Guided Electives	7-9

Total: 16

Total: 16-15

<b>Senior Year</b>			
Senior Year First Semester	Cr. Hrs.	Senior Year Second Semester	Cr. Hrs.
Advisor Guided Electives	3	SPED 4900-Residency	10
<b>FOED 3850-Field Experiences in SPED</b>	1-3 (3 required)	SPED 4925-Application of Teaching	2
<b>FOED 3855-Field Experiences in SPED</b>	1-3 (2 cr hrs required)		
SPED 3030-The Education of Persons/Lrng Disabilities	3		
<b>SPED 4155-Collaborative Practices</b>	2		
SPED 4400-Individualized Student Planning	3		
<b>SPED 4875-Application of Learning</b>	3		

Total: 12-13

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

**Special Education Practitioner, B.S.**

**Freshman Year**

Freshman Year First Semester	Cr. Hrs.	Freshman Year Second Semester	Cr. Hrs.
ENGL 1010-English Composition I	3	ENGL 1020-English Composition II	3
FOED 2050-Education and Technology	3	GEOG 1012-Cultural Geography	3
HIST 2010-Early United States History	3	HIST 2020-Modern United States History	3
MATH 1410-Number Concepts for Teachers	3	MATH 1420-Geometry Concepts for Teachers	3
Natural Sciences-(Gen Ed)	4	Natural Sciences-(Gen Ed)	4
Scientific Reasoning (Gen Ed)	4	Scientific Reasoning (Gen Ed)	4
<b>Total: 16</b>		<b>Total: 16</b>	

Total: 16

**Sophomore Year**

Sophomore Year First Semester	Cr. Hrs.	Sophomore Year Second Semester	Cr. Hrs.
Advisor Guided Electives	5- 6	FOED 3010-Integrating Inst Tech into the Class	3
Financial & Digital Literacy (Gen Ed)	3	Humanities/Fine-Art-Elective (Gen Ed)	6
PSY 2210-Educational Psychology	3	Humanities & Cultural Expression (Gen Ed)	6
ENGL 2130-Topics in American Literature-OR		Social/Behavioral Sciences-Elective (Gen Ed)	3
ENGL 2235-Topics in British Literature-OR	3	Social & Behavioral Sciences (Gen Ed)	3
ENGL 2330-Topics in World Literature-		COMM 2025-Fundamentals of Communication OR	
SPED 2010-Introduction to Special Education	3	PC 2500-Communicating in the Professions	3
<b>Total: 14- 15</b>		<b>Total: 15</b>	

Total: 15

**Junior Year**

Junior Year First Semester	Cr. Hrs.	Junior Year Second Semester	Cr. Hrs.
Advisor Guided Electives	4- 6	Advisor Guided Electives	7- 5
EXPW 2430-First Aid, Safety and CPR	2	EXPW 4520-Adapted Physical Activity & Sport	3
LIST 4050-American Sign Language I	3	SPED 3020-Characteristics of Persons with Comp/Disab	3
SPED 3031-Phy Mgmt & Sprt Svcs for Ortho, Mtr & Hlth I	3	SPED 4030-Applied Behavior Analysis for Teachers	3
SPED 4200(5200)-Teaching Students w/Autism	3	SPED 4200(5200)-Teaching Students w/Autism-Spec B	3
SPED 4030-Applied Behavior Analysis for Teachers	3	LIST 4090-American Sign Language II	3
<b>Total: 15- 17</b>		<b>Total: 16- 17</b>	

Total: 16- 17

**Senior Year**

Senior Year First Semester	Cr. Hrs.	Senior Year First Semester	Cr. Hrs.
Advisor Guided Electives	5	SPED 4120-Topics in Behavior	3
SPED 3025-Comprehensive Disabilities	4	SPED 4180-Community Residency/Practicum II	9
SPED 4170-Community Residency/Practicum I	7	<b>Total: 12</b>	
<b>Total: 16- 12</b>			

Items in Blue due to Gen Ed Category changes

Items in RED voted on Nov. 13, 2025

## **7. PROFESSIONAL STUDIES:**

The School of Professional Studies requests the addition of the following course suitable for all Professional Studies concentrations.

### **PRST 3800 Career Foundations**

**Course Description:** This course is designed for undergraduate junior and senior students, in addition to transfer students, preparing to enter the workforce or explore future career paths. Students will engage in self-assessment activities to identify strengths and career interests, develop polished application materials like resumes and cover letters, and build a professional online presence through LinkedIn. Additional course focus includes financial/salary literacy, and internship/co-op programs. Students will research potential employers, learn strategies for workplace success, and assemble a career portfolio that showcases their readiness for the next step.

Current Concentration – n/a

Request – Add this as a concentration course to Health Administration, Public Safety, Information Technology, Desktop Publishing, and Organizational Leadership.

Effective Date: Summer 2026

Justification: This course supports students in developing essential career readiness skills that are applicable across multiple disciplines. The focus on self-assessment, professional document creation, financial literacy, and employer research directly aligns with the practical needs of professionals in the making.

Financial Impact: No additional resources are needed for this request.

***Motion to approve:*** Lisa Zagumny

***Second:*** Julie Baker

***Vote:*** Motion Carried.

## **8. COUNSELING AND PSYCHOLOGY**

Course Addition:

a. PSY 3130- Advanced Developmental Psychology

Lec 3. Credit 3.

Examines human development from infancy through childhood, integrating theory and research to understand how children grow physically, cognitively, socially, emotionally, and morally. Emphasis is placed on critically examining research and its implications for understanding development.

Prerequisites: Junior or Senior standing, and completion of PSY 2130 with minimum grade of C.

### **JUSTIFICATION:**

Provides an additional upper division PSY elective for a growing undergraduate curriculum.

**Financial Impact of Change:** : None

**Effective Date:** Fall 2026

**Motion to approve:** Lisa Zagumny

**Second:** Julie Baker

**Vote:** Motion Carried.

Tennessee Tech University

College of Education and Human Sciences

Counseling and Psychology

**PSY 3130-001 Advanced Developmental Psychology (TR 1:30-2:45)**

Building, Room #, 3 Credit Hours, Fall Semester 2026

## Instructor Information:

Dr. Sarah Sweezy

Office: MD 247

TTU Email: [ssweezy@tnstate.edu](mailto:ssweezy@tnstate.edu)

Office Hours: I am available for office hours on Time and Day, or by appointment.

## Course Information

### Prerequisites:

- Junior or Senior standing
- PSY 2130, minimum grade of C, may not be taken concurrently

### Required Text:

Bornstein, M. H., & Lamb, M. E. (Eds.; 2015). *Developmental science: An advanced textbook*. New York: Psychology Press.

### Course Overview and Description:

How do humans grow, think, and change from infancy to adulthood? This upper-division course offers an in-depth and research-focused examination of Developmental Psychology. We will critically analyze major theories and evaluate empirical findings related to physical, cognitive, language, emotional, social, and moral development. Emphasis will be placed on interpreting developmental research, comparing theoretical perspectives, and understanding the mechanisms that drive change over time. Given the breadth of developmental psychology, this course takes a comprehensive and in-depth approach to infancy and childhood as the foundation for understanding later development and outcomes.

### Course Objectives/Student Learning Outcomes:

At the end of the course, it is expected that students will have demonstrated:

1. Explain and compare theoretical perspectives in developmental psychology, and how they account for change from infancy through childhood.

2. Critically reflect on the empirical research, including methodological approaches, measurement issues, and interpretation of developmental data.
3. Identify and challenge common myths and misconceptions about early development using empirical findings.
4. Demonstrate an in-depth understanding of each major domain of development and explain how these domains interact to shape the developing individual.
5. Apply developmental science to real-world contexts such as parenting, education, clinical practice, policy, and media.

## Major Teaching Methods

This is an in-person lecture course. Class meetings will include a combination of lectures, discussions, and interactive activities designed to deepen your understanding of developmental psychology. Outside of class, students are expected to complete assigned readings, participate in activities, and submit assignments on time to support learning and engagement.

## Topics to be Covered

### Unit 1:

1. History and Theories of Developmental Science
2. Physical Development + Infancy

### Unit 2:

3. Cognitive Development
4. Language Development
5. Emotional Development

### Unit 3:

6. Social Development
7. Moral Development

## Course Schedule

**PSY 3130 Tentative Course Schedule.** Please monitor TTU website and instructor's emails for changes.

Week	Date	Topic	Reading	Due Dates
0.5	Thursday	Introduction + Syllabus	Syllabus	
1	Tuesday	History and Theories of Development	Chapter 1	
	Thursday			
2	Tuesday	Physical Development	Chapter 2	
	Thursday			
3	Tuesday	Infancy	Chapter 3	
	Thursday			

4	Tuesday	Infancy + Review	Chapter 3	
	Thursday	Unit 1 Exam		
5	Tuesday	Cognitive Development	Chapters 4 + 5	Unit 1 Misconception Due
	Thursday			
6	Tuesday	Cognitive Development	Chapter 6	
	Thursday			
7	Tuesday	Language Development	Chapter 6	
	Thursday			
8	Tuesday	Language Development	Chapter 7	
	Thursday			
9	Tuesday	Emotional Development	Chapter 7	
	Thursday			
10	Tuesday	Emotional Development	Chapter 7	
	Thursday			
11	Tuesday	Unit 2 Exam	Chapter 8	
	Thursday	Social Development		Unit 2 Misconception Due
12	Tuesday	Social Development	Chapter 8	
	Thursday			
13	Tuesday	Social Development	Chapter 7	
	Thursday			
14	Tuesday	Moral Development	Chapter 7	
	Thursday			
15	Tuesday	Moral Development + Review	Chapter 7	Unit 3 Misconception Due
	Thursday			
Finals	Scheduled Finals Time	Unit 3 Exam		

## Grading and Evaluation Procedures

### Exams (150 total points/50 points per exam)

The exams will focus on the material presented in lectures and are *not* cumulative (i.e., each exam covers only the material within that unit). Each exam will be worth 50 points. The exam format will be a combination of multiple choice and short answer.

The exams assess students' mastery of the course learning outcomes. They evaluate the ability to compare developmental theories and critically analyze research. Students will also demonstrate understanding of major developmental domains, their interactions, and the application of developmental science to real-world contexts.

For planned absences, such as university events, religious observances, or medical procedures, please inform me at the start of the semester so we can arrange a make-up exam if needed. If an exam is missed due to unexpected circumstances, contact me promptly. Make-up exams may be permitted, but a point deduction could apply.

### Developmental Misconceptions (60 total points/ 20 points each):

For each unit, you will select a misconception or myth about development and critically examine it using contemporary research. The goal is to debunk the misconception, explain the correct developmental science, and highlight why accurate understanding matters in real-world contexts (e.g., parenting, education, etc). Optionally, you may include a mini media analysis of the misconception and critique it using research.

By completing this assignment, you will:

- o Identify common misconceptions about development
- o Analyze and synthesize empirical research
- o Apply developmental science to real-world issues
- o Demonstrate critical thinking and effective written communication

#### Assignment Instructions

1. Step 1: Select a Misconception
  - a. Choose one developmental misconception for the current unit.
  - b. Example (Unit 1 – Infancy): “Babies must crawl before walking.”
2. Step 2: Look at contemporary research
  - a. Evaluate the myth using scientific evidence
  - b. Include at least 3 research sources
3. Step 3: Synthesize the Misconception and Research
  - a. Write a 1-2 page summary (e.g., written report or infographic format) on your topic
  - b. The summary should clearly describe the misconception, explain the correct developmental science, and highlight the significance of accurate understanding for real-world contexts (such as parenting or education)

Papers will be graded based on content accuracy, critical thinking and analysis, and clarity and organization.

Papers are due at the end of each unit, with specific dates provided in the syllabus. Late submissions may result in point deductions unless prior arrangements are made with the instructor. Students are encouraged to discuss their topic ideas with the instructor before beginning their research.

## Activity Participation and Attendance (25 total points)

Throughout the semester we will have low-stakes class activities. As a way to explore ideas and develop a better understanding of the material, these activities may include small group or class discussions, short responses, and low stakes writing activities. Although these activities will primarily take place in class, some may also involve some outside of class activities and/or reading/writing. Class activities cannot be made up, except due to university-approved reasons.

### Grading Scale

*Table 1: Overview of grade range*

Letter Grade	Grade Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

## Course Policies

### Student Academic Integrity Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, faculty, alumni, and the employers of Tennessee Tech graduates. Academic integrity is at the foundation of the educational process and the key to student success. Students with academic integrity are committed to honesty, ethical behavior, and avoiding violations of academic integrity. All students are required to read and understand Policy 216: Student Academic Integrity. Please see the Academic Integrity website (<https://www.tntech.edu/provost/academicintegrity/>) for more information.

### Attendance Policy:

Class attendance is very important to succeeding in this class. It is expected that students will attend in-person classes. Class activity participation and attendance cannot be made up, except due to university-approved reasons. As described above, these class activities contribute 25 points to the total available points, or ~10% of your final grade.

Students who are unable to attend class for an extended period due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation), may contact the Office of the Vice President for Student Affairs at [studentaffairs@tntech.edu](mailto:studentaffairs@tntech.edu) to request an absence notification.

## Class Participation:

It is expected that students will interact with etiquette and ethical professionalism, especially regarding peer work and activities. If you ever have a concern or question, please do not hesitate to reach out to me!

## Assignments and Related Policy

It is expected that students complete all assignments by the deadline with the potential exception of illness, hospitalization, and funeral; documentation required (please consult the Office of Student Affairs). **Late assignments will lose 10% for each 24-hour period it is late.**

## Instructional and Assignment Use of Artificial Intelligence

### Not Permitted in this Course

In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course.

## Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

## Additional Resources

### Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance. If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning \(CITL\)](#) website or call 931-372-3675 for assistance.

### Tutoring

The university provides free tutoring to all Tennessee Tech students through the Learning Center within the Volpe Library. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

## Counseling and Health Services

Tennessee Tech offers support for student well-being through two key services. The Center for Counseling and Mental Health Wellness provides brief, solution-focused therapy to help students navigate personal and social challenges. Health Services delivers accessible, high-quality, and affordable medical care to promote overall wellness. Visit their respective websites to learn more or schedule an appointment.

## Emergency Preparedness Protocols

Each student must take personal responsibility for following any University protocol related to pandemics, natural disasters, and other public health and safety events. Students are expected to follow all directives published by Tennessee Tech on its [Environmental Health & Safety webpage](#).

## 9. ACCOUNTING

New Course:

Description: ACCT 4250 – Governmental, NFP, & Healthcare Acct.

Prerequisite: ACCT 3170 with minimum grade of C. Accounting, reporting and budgeting for governmental entities and other not-for-profit organizations, including coverage of healthcare and voluntary welfare organizations.

Justification: Historically, we have taught ACCT 4530 Governmental Accounting as an elective typically offered in the Fall term. In addition, we teach a course in our Master of Accountancy Program, ACCT 6250, which teach much of the same material. The demand for these two courses is such that we can gain efficiency by teaching the two courses, both in the summer, as a 4000/5000-level cross-listed course. To do that efficiently, and with the least confusion for students, we want these two courses to be numbers ACCT 5250 and ACCT 4250. After this new course is established, we will not offer ACCT 4530 in the future. This change will necessitate a change in the Accounting Elective list of offerings, but otherwise will not impact student programs of study.

Financial Impact: No additional financial impact is anticipated. If anything, this will allow us to be more efficient in the allocation of resources, allowing us to offer an additional section of another course with higher unmet demand.

Effective Date: Summer 2026

Syllabus: See Attached

***Motion to approve:*** Lisa Zagumny

***Second:*** Julie Baker

***Vote:*** Motion Carried.

# Department of Accounting

Updated 1-7-2026

Term: Summer 2026

**Course Subject: ACCT**

**Course Number: 4250**

**Section: 500**

**CRN: ?????**

**Title: Governmental, NFP, & Healthcare Acct**

**Credit Hours: 3**

**Schedule Time: Web Online Day(s): - Weekly**

**Location: Web Online**

## Contact Information

**Instructor: Dr. Robert Wilbanks, CPA**

**Office Location: Foundation Hall Room 227**

**Office Phone: 931-372-3911 (preferable to contact me via email)**

**Office Hours: I am typically in my office on Mondays and Wednesdays before and after my 1:00-2:15 PM class. I can also meet by appointment, via Zoom video conferencing, or by phone.**

**Email Address: [rwilbanks@tnstate.edu](mailto:rwilbanks@tnstate.edu)**

**\* I will respond as soon as possible and no later than one working day (M-F). If I receive an email on a Saturday, Sunday, or a holiday break, I will follow up with you on the first working day after that, at the latest. **EMAIL SENT THROUGH ILEARN WILL NOT REACH ME, SO ALWAYS SEND EMAILS TO MY TNSTATE EMAIL ADDRESS****

**I. Catalog Description:** Prerequisite: [ACCT 2110 & 2120](#) with a minimum grade of C. Cannot be taken concurrently with ACCT2110 (Accounting majors must complete ACCT 2110 and ACCT 2120 with a minimum grade of "C" to register for ACCT 4530). Accounting, reporting, and budgeting for governmental entities and other not-for-profit organizations, including coverage of healthcare and voluntary welfare organizations.

**II. Purpose:** To introduce students to the standard body of knowledge related to governmental and not-for-profit accounting.

## **III. Course Objectives:**

Students satisfactorily completing this Course will be able to:

1. Demonstrate and apply an understanding of the different objectives, the basis of accounting, and the measurement focus used for each set of financial statements in the government financial reporting model and the related standards.
2. Demonstrate and apply an understanding of fund accounting and budgetary accounting.
3. Demonstrate and apply an understanding of the differences and similarities between state and local governments and not-for-profit organizations.

## **IV. Content Outline:**

**V. Resources:** McGraw Hill's Connect system and the text are the primary resources for this Course. Connect allows all homework to be completed, graded, and scored online. This product also provides access to the e-book at any time. E-book links to chapter learning objectives are available while

working on homework. Connect also provides access to accounting videos, chapter learning objectives, PPTs, narrated PPT shows, Excel templates, and iPod content for download. Your grade book will be managed in [iLearn](#). You will also find the syllabus, PowerPoint slides, and course videos in [iLearn](#). **iLearn Assistance:** Students needing assistance should visit <https://www2.tntech.edu/ilearn/> for resources and contact information.

Textbook:

**Required:**

You must purchase an access code to access the Connect homework system (see [Connect Instruction pdf file](#)). This option also will give you access to the e-book and costs substantially less than the hard copy book and Connect access. Register for Connect as soon as possible to submit the first Connect homework assignment due on **9/1**. If you choose to use the complimentary two weeks of free access, please make your complete purchase by the end of the trial period, or else you may lose your scores for any homework completed to date.

Course Grading:

Your grade will be based entirely on your exam and homework scores. Course Grades will be based on the following:

Exam I	250 points*
Exam II	150 points*
Exam #3	200 points
Project	200 points (Mandatory)
Homework & All Other Assignments	<u>200 points</u>
<b>Total Points</b>	<b>1000 points</b>

A = 90%+; B = 80%+; C = 70%+; D = 60%+; F = <60%\*

*At least one exam must be 60% or higher to pass the Course, although this does not in and of itself result in passing the Course. Your final grade will be based on the total points you earned. Your grade will not be adjusted because you need to improve your grade point average or need a grade to graduate or to maintain a scholarship.*

Exams: You will have two exams during the semester. There are no opportunities to drop any of the exam scores. It is always a good idea to stay up-to-date throughout the semester and prepare for the exams. On the exams, you may use one 8.5 X 11 letter-size piece of paper with handwritten notes on one of the sides and use the backside for any calculations. Your instructor will give you specific instructions about how to do this and comply with the exam monitoring program.

Exam Monitoring: Your exams will be monitored using the Proctorio software platform McGraw-Hill provides. Your PC should have a working camera as you will be recorded while you take your exams. Your instructor will provide you with more specific directions about how to use Proctorio. You should test Proctorio on your PC before taking the first exam.

Make-up Exams: As a policy, make-up exams are not given. If a family or medical emergency causes you to miss an exam, it is your responsibility to contact the teacher, document the reason for missing, and make arrangements to take the exam. Failing to do this will result in a score of zero.

Homework:

We will be using the homework problems in the Connect system. On each problem, you will have three (3) attempts. **The homework will typically be due on Sunday nights at 11:59 pm, central time.**

and it is your responsibility to keep up with deadlines. I will not reopen Connect assignments for any reason. If you forget to do your homework, you will still have practice attempts, but you will not earn points. I have also made the Learnsmart modules for this Course available to help you learn the material. These modules are not part of your grade, although Connect indicates 1 point each.

Withdrawal Policy: The last day to drop the class without a grade is **Wednesday, September 3.** The last day to withdraw and receive a W grade (withdrawal) is **Friday, October 24.** After that date, the student must remain in the class and receive a grade (A, B, C, D, or F). Any student contemplating withdrawing should consider the consequences of failure to withdraw by the deadlines.

## Course Policies

### Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The student academic misconduct policy describes the definitions of academic misconduct and policies and procedures for addressing academic misconduct at Tennessee Tech. For details, view Tennessee Tech's policy 217 – [student academic misconduct at policy central](#).

**AI policy statement (Moderate Use):** In this course, Generative AI resources are allowed to be used for specific assignments (semester project) or within set parameters, as designated by the instructor.

To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution. This includes in-text citations, quotations, and references.

To indicate the use of a Generative AI resource, a student should include the following statement in their assignments: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

### Attendance Policy

Students who are unable to keep up with the Course for an extended time due to an emergency/extenuating circumstance (i.e., medical illness, hospitalization, death in the family/bereavement, military or legal obligation) may contact the Office of the Vice President for Student Affairs at [studentaffairs@tnstate.edu](mailto:studentaffairs@tnstate.edu) to request an absence notification.

### Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the Course. The AEC is in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

### Personal Services

If you find that personal problems, career indecision, study and time management difficulties, etc., are adversely affecting your successful progress at TTU, you may want to take advantage of the services of the TTU Counseling Center located in the Roaden University Center, Room 307, phone 931-372-3331. For more information, see [COUNSEL](#).

### Inclement Weather Policy

All Tennessee Technological University offices will remain in operation during inclement weather to ensure continuity of services and to meet the needs of our students. In extreme weather conditions, classes and exams on campus and off-campus locations may be rescheduled or canceled while the

University is open. For further information regarding the University's inclement weather policies, see: [TNTECHWEATHER](#)

## Additional Resources

### Technical Help

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e., Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)), visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

### Tutoring

The University provides free tutoring to all Tennessee Tech students. Tutoring is available for any class or subject, as well as writing, test prep, study skills, and resume support. Appointments are scheduled, so contact the [Learning Center website](#) for more information.

### Health and Wellness

#### Counseling Center

The Counseling Center offers short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

#### Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

#### Pandemic Protocols

Each student must take personal responsibility for knowing and following any University protocol related to pandemics and other public health events. Students are expected to follow all directives published by Tennessee Tech on its official webpage. As conditions related to the COVID-19 pandemic change, the University's COVID-19 protocols are also likely to change. Students are expected to monitor the University's official webpage to stay current on public health protocols. Here is the link to the University's official Covid-19 page: <https://www.tntech.edu/covid19/>

## 10. HUMAN ECOLOGY

### Curriculum change

#### Curriculum Changes in the Human Development and Family Science Concentration

##### From Fall Junior Year:

Remove HEC 3645, 3 credits

Remove HEC 4100, 3 credits

##### To Fall Junior Year:

Add HEC 4055, 3 credits

Add HEC 4075, 3 credits

Total remains 15 credits

##### From Spring Junior Year:

Remove HEC/Human Development and Family Science -Guided Elective, 3 credits

Remove HEC 4065, 3 credits

##### To Spring Junior Year:

Add HEC 3645, 3 credits

Add HEC 4630, 3 credits

Total remains 15 credits

From Fall Senior Year:

- Remove HEC 4055, 3 credits
- Remove HEC 4075, 3 credits

To Fall Senior Year:

- Add HEC 4100, 3 credits
- Add SOC/SW 4000-Substance Misuse, Addiction, & Recovery OR HEC/Human Development and Family Science Guided Elective
- Total remains 15 credits

From Spring Senior Year:

- Remove HEC 4630, 3 credits

To Spring Senior Year:

- Add HEC 4065, 3 credits
- Total remains 12 credits

Additional changes to update curriculum for Flight Foundation requirements.

- Scientific Reasoning 8 hr
- Communication 9 hr
- Quantitative Reasoning and Analysis 3 hr
- Humanities and Cultural Expression 6 hr
- Social and Behavioral Sciences 6 hr
- Historical Foundations 6 hr
- Digital or Financial Literacy 3 hr

Financial Impact: None

Effective: Fall 2026.

***Motion to approve:*** Lisa Zagumny

***Second:*** Julie Baker

***Vote:*** Motion Carried.

## HEC-HDFS - Human Ecology, Human Development and Family Science Concentration, B.S.H.E.

### Program Overview

#### Program Long Title

Human Ecology, Human Development and Family Science Concentration, B.S.H.E.

#### College/School

Agriculture and Human Ecology

#### Department(s)

Human Ecology

### Requirements

#### Simple Requisites

Human Ecology, Human Development and Family Science Concentration (120 hours)

#### Type

#### Completion Requirement

##### Flight Foundations Core - Communication (9 hours)

Complete ALL of the following Courses:

- ENGL1010 - English Composition I
- ENGL1020 - English Composition II
- COMM2025 - Fundamentals of Communication
- OR PC2500 - Communicating in the Profess.

1. English must be taken each semester, except the summer, until this requirement is completed. ENGL 1010-ENGL 1020 may not be dropped. Correspondence credit in ENGL 1010-ENGL 1020 will not be accepted.
2. The prerequisite for ENGL 1020 is a grade of C or better in ENGL 1010, and the prerequisite for a 2000-level English course is a grade of C or better in ENGL 1020. If a transfer student has completed two semesters of composition and has a grade of D in ENGL 1020, then the student must repeat ENGL 1020 before beginning the literature courses. ESL classes do not satisfy the ENGL 1010 and ENGL 1020 communication requirement of the general education core, nor do these courses count toward any degree requirements.

##### Flight Foundations Core - Quantitative Reasoning and Analysis (3 hours)

Complete ANY of the following Course Sets:

- Mathematics

##### Flight Foundations Core - Historical Foundations (6 hours)

Complete ALL of the following Courses:

- HIST2010 - Early United States History
- HIST2020 - Modern United States History

1. All students must complete six hours of American History except those students who are majoring in Chemical, Civil, Computer, Electrical, General and Mechanical Engineering. If the student has not completed one unit of American History in high school, the student will be required to complete 6 semester hours of American History for the deficiency.

##### Flight Foundations Core - Financial and Digital Literacy (3 hours)

##### Flight Foundations Core - Humanities and Cultural Expression (6 hours)

Earn at least 6 credits from the following:

- Humanities and Cultural Expression

Complete six hours from the approved Humanities/Fine arts list.

##### Flight Foundations Core - Social/Behavioral Sciences (6 hours)

Earn at least 6 credits from the following:

- Social/Behavioral Sciences

Complete Six hours from the approved Social/Behavioral Sciences list.

**Flight Foundations Core - Scientific Reasoning (8 hours)**

Earn at least 8 credits from the following:

- Natural Sciences

Complete eight hours from the approved Natural Sciences list.

**Human Ecology, Human Development and Family Science Concentration****Type****Completion Requirement****Human Development and Family Science Concentration Core**

Complete ALL of the following Courses:

- HEC1040 - HEC 1040: Connections in Human Ecology and Design Studies
- HEC2020 - Nutrition
- HEC2510 - Foundations of Play
- HEC2200 - Dev: Conception-Age 6
- HEC2510 - Foundations of Play
- HEC2065 - Families in Society
- HEC3100 - Cultural Competence/Professns (Inactive)
- HEC3011 - Consumer Economics
- HEC3645 - HEC 3645: Human Sexuality in Family Science
- HEC3500 - Middle Childhood/Adolescence
- HEC3525 - Parent-Child Relationships
- HEC3275 - Research in Family Sciences
- HEC3066 - Fam Violence Across Lifespan
- HEC3700 - Dev: Young Adulthood/Aging
- HEC4065 - Social Policy/Chldrn&Families
- HEC3660 - Interpersonal Relationships
- HEC4055 - Resilience in the Workplace
- HEC4075 - Trauma Informed Care
- HEC4600 - Theories/Fam Dev & Relationships
- HEC4610 - Family Stress Management
- HEC4630 - Family Life Education
- HEC4910 - Internship-Human Dev/Fam Sci
- HEC3275 - Research in Family Sciences  
OR HEC2250 - Child Life: Theory & Practice  
OR HEC2550 - Children in Health Care  
OR HEC4315 - Global Social Sustainability
- OR SOC2840 - The Aged in Amer Society
- OR SOC3650 - Youth and Society
- OR SOC2630 - Marriage & Family Relations
- OR LIST2093 - Service Learning
- OR LIST3093 - Service Learning
- OR LIST3600 - Concepts of Caregiving
- OR LIST3620 - Substance Abuse and Caregiving
- OR LIST4050 - American Sign Language I
- OR SOC4000 - Substance Misuse, Addiction and Recovery

Guided Electives (9 or.) from: HEC 3275, 2250, 2550, 4315, SOC 2630, 2840, 3650, 4000, SW 4000, LIST 2093, 3093, 3600, 3620, 4050, or 4710.

**Additional Program Requirements**

Complete ALL of the following Courses:

- ECSP2400 - Children with Special Needs
- ECSP4300 - Assessment of Young Children
- PSY1030 - Introduction to Psychology
- SOC1010 - Intro to Sociology
- ART1035 - Introduction to Art
- OR MUS1030 - Music Appreciation

**Additional Comments:**

- 1 Select 8 hours of TTU General Education approved Natural Science courses.
- 2 The School of Human Ecology, Human Development and Family Science (HDFS) concentration has met the standards and criteria required for the Provisional Certified Family Life Educator (CFL) designation from the National Council on Family Relations (NCFR). Beginning in Fall 2016, students who graduate from the School of Human Ecology HDFS curriculum (and have met all CFL course requirements) now qualify to complete an abbreviated CFL application process. This program approval does not imply accreditation, but recognizes the inclusion of relevant course work for each of the ten family life content areas needed for the Provisional Certified Family Life Educator designation.
- 3 HEC 1040 not required for students with more than 12 hours OR must include 1 credit elective.
- 4 HEC 2250, HEC 2550, HEC 4315, SOC 2840, SOC 3650, SOC 2630, LIST 2093/3093, LIST 3600, LIST 3620, LIST 4050, or Advisor Approved Psychology Course - based on availability.

**Degree Map****Degree Map Name**

Degree Plan - Human Ecology, Human Development and Family Science (HDFS) Concentration, B.S.H.E.

**Total Degree Map Credits**

120

**Degree Map Effective Catalog Year**

2526 -

Year	Semester	Actual Credits
Freshman Year	First Semester	17

**Requirement Select**

- ART1035 - Introduction to Art
- OR
- MUS1030 - Music Appreciation

Actual Credits

3

**Requirement Select**

- ENGL1010 - English Composition II

Actual Credits

3

**Requirement Select**

- Scientific Reasoning

Actual Credits

4

**Requirement Select**

- Quantitative Reasoning and Analysis

Actual Credits

3

**Requirement Select**

- HEC2020 - Nutrition

Actual Credits

3

**Requirement Select**

- HEC1040 - HEC 1040: Connections in Human Ecology and Design Studies

Actual Credits

1

Year	Semester	Actual Credits
Freshman Year	Second Semester	16

**Requirement Select**

- ENGL1020 - English Composition II

Actual Credits

3

Requirement Select		
* Humanities and Cultural Expression		
Actual Credits	3	
Requirement Select		
* Scientific Reasoning		
Actual Credits	4	
Requirement Select		
* SOC1010 - Intro to Sociology		
Actual Credits	3	
Requirement Select		
* HEC/Human Development and Family Science - Guided Elective		
Actual Credits	3	
Year	Semester	Actual Credits
Sophomore Year	First Semester	15
Requirement Select		
* Financial and Digital Literacy		
Actual Credits	3	
Requirement Select		
* HEC2200 - Dev: Conception=Age 6		
Actual Credits	3	
Requirement Select		
* HEC/Human Development and Family Science - Guided Elective		
Actual Credits	3	
Requirement Select		
* HIST2010 - Early United States History		
Actual Credits	3	
Requirement Select		
* PSY1030 - Introduction to Psychology		
Actual Credits	3	
Year	Semester	Actual Credits
Sophomore Year	Second Semester	15
Requirement Select		
* COMM2025 - Fundamentals of Communication		
OR		
* PC2500 - Communicating in the Profess.		
Actual Credits	3	

Requirement Select		
• HEC2065 - Families in Society	Actual Credits	3
Requirement Select		
• HEC2510 - Foundations of Play	Actual Credits	3
Requirement Select		
• HIST2020 - Modern United States History	Actual Credits	3
Requirement Select		
• ECSP2400 - Children with Special Needs	Actual Credits	3
Year	Semester	Actual Credits
Junior Year	First Semester	15
Requirement Select		
• HEC 4075 - Trauma Informed Care <del>HEC3645-HEC 3645- Human-Development-Family-Science</del>	Actual Credits	3
Requirement Select		
• HEC3011 - Consumer Economics	Actual Credits	3
Requirement Select		
• HEC3500 - Middle Childhood/Adolescence	Actual Credits	3
Requirement Select		
• HEC3525 - Parent-Child Relationships	Actual Credits	3
Requirement Select		
• HEC 4055 - Resilience in the Workplace <del>HEC4100-HEC 4100- Cross-Cultural Awareness for Professionals</del>	Actual Credits	3
Year	Semester	Actual Credits
Junior Year	Second Semester	15
Requirement Select		
• HEC3066 - Fam Violence Across Lifespan	Actual Credits	3
Requirement Select		
• HEC3275 - Research in Family Sciences OR • HEC/Human Development and Family Science - Guided Elective	Actual Credits	3

**Requirement Select**

- HEC 4630 - Family Life Education HEC/Human Development and Family Science Guided Elective

Actual Credits

3

**Requirement Select**

- HEC3700 - Dev:Young Adulthood/Aging

Actual Credits

3

**Requirement Select**

- HEC 3645 - Human Sexuality in Family Science HEC4065 - Social Science HEC4075 - Trauma Informed Care

3

Year	Semester	Actual Credits
Senior Year	First Semester	15

**Requirement Select**

- HEC3660 - Interpersonal Relationships

Actual Credits

3

**Requirement Select**

- HEC 4100 - Cross-Cultural Awareness for Professionals HEC4055 - Resilience

3

**Requirement Select**

- SOC/SW 4000 - Substance Misuse, Addiction, & Recovery OR HEC/Human Development and Family Science Guided Elective HEC4075 - Trauma Informed Care

3

**Requirement Select**

- HEC4600 - Theories/Fam Dev & Rltnships

Actual Credits

3

**Requirement Select**

- HEC4610 - Family Stress Management

Actual Credits

3

Year	Semester	Actual Credits
Senior Year	Second Semester	12

**Requirement Select**

- ECSP4300 - Assessment of Young Children

Actual Credits

3

**Requirement Select**

- HEC 4065 -Social Policy for Children & Families HEC4630 - Trauma Informed Care

3

**Requirement Select**

- HEC4910 - Internship-Human Dev/Fam Sci

Actual Credits

6

<p><b>Requirement Select</b></p> <ul style="list-style-type: none"> <li>The School of Human Ecology, Human Development and Family Science (HDFS) concentration has met the standards and criteria required for the Provisional Certified Family Life Educator (CFL) designation from the National Council on Family Relations (NCFR). Beginning in Fall 2016, students who graduate from the School of Human Ecology HDFS curriculum (and have met all CFL course requirements) now qualify to complete an abbreviated CFL application process. This program approval does not imply accreditation, but recognizes the inclusion of relevant course work for each of the ten family life content areas needed for the Provisional Certified Family Life Educator designation. (Generic)</li> </ul> <p><b>Actual Credits</b></p>
<p><b>Requirement Select</b></p> <ul style="list-style-type: none"> <li>HEC 1040 not required for students with more than 12 hours OR must include 1 credit elective. (Generic)</li> </ul> <p><b>Actual Credits</b></p>
<p><b>Requirement Select</b></p> <ul style="list-style-type: none"> <li>Guided Electives - HEC 2250, HEC 2550, HEC 4315, SOC 2840, SOC 3650, SOC 2630, SOC/SW 4000, LIST 2093, LIST 3093, LIST 3600, LIST 3620, LIST 4050, LIST 4710, or Advisor Approved Psychology course based on availability. (Generic)</li> </ul> <p><b>Actual Credits</b></p>

## **11. MUSIC**

### Curriculum Changes:

#### 1. Change Degree Map of BM Music Performance: Composition to reflect Flight Foundations changes

- Communication - 9 credit hours
- Historical Foundations - 6 credit hours
- Humanities and Cultural Expression - 6 credit hours
- Scientific Reasoning - 4 credit hours
- Quantitative Reasoning and Analysis - 3 credit hours
- Social and Behavioral Sciences - 6 credit hours
- Financial and Digital Literacy - 3 credit hours
- Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

#### 2. Change Degree Map of BM Music Performance: Instrumental to reflect Flight Foundations changes

- Communication - 9 credit hours
- Historical Foundations - 6 credit hours
- Humanities and Cultural Expression - 6 credit hours
- Scientific Reasoning - 4 credit hours
- Quantitative Reasoning and Analysis - 3 credit hours
- Social and Behavioral Sciences - 6 credit hours
- Financial and Digital Literacy - 3 credit hours
- Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

#### 3. Change Degree Map of BM Music Performance: Jazz to reflect Flight Foundations Changes

Communication - 9 credit hours  
Historical Foundations - 6 credit hours  
Humanities and Cultural Expression - 6 credit hours  
Scientific Reasoning - 4 credit hours  
Quantitative Reasoning and Analysis - 3 credit hours  
Social and Behavioral Sciences - 6 credit hours  
Financial and Digital Literacy - 3 credit hours  
Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

4. Change Degree Map of BM Music Performance: Multiple Woodwinds to reflect Flight Foundations changes

Communication - 9 credit hours  
Historical Foundations - 6 credit hours  
Humanities and Cultural Expression - 6 credit hours  
Scientific Reasoning - 4 credit hours  
Quantitative Reasoning and Analysis - 3 credit hours  
Social and Behavioral Sciences - 6 credit hours  
Financial and Digital Literacy - 3 credit hours  
Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

5. Change Degree Map of BM Music Performance: Musical Theatre to reflect Flight Foundations changes

Communication - 9 credit hours  
Historical Foundations - 6 credit hours  
Humanities and Cultural Expression - 6 credit hours  
Scientific Reasoning - 4 credit hours  
Quantitative Reasoning and Analysis - 3 credit hours  
Social and Behavioral Sciences - 6 credit hours  
Financial and Digital Literacy - 3 credit hours  
Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

6. Change Degree Map of BM Music Performance: Piano to reflect Flight Foundations changes

Communication - 9 credit hours  
Historical Foundations - 6 credit hours  
Humanities and Cultural Expression - 6 credit hours  
Scientific Reasoning - 4 credit hours

Quantitative Reasoning and Analysis - 3 credit hours  
Social and Behavioral Sciences - 6 credit hours  
Financial and Digital Literacy - 3 credit hours  
Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

7. Change Degree Map of BM Music Performance: Vocal to reflect Flight Foundations changes

Communication - 9 credit hours  
Historical Foundations - 6 credit hours  
Humanities and Cultural Expression - 6 credit hours  
Scientific Reasoning - 4 credit hours  
Quantitative Reasoning and Analysis - 3 credit hours  
Social and Behavioral Sciences - 6 credit hours  
Financial and Digital Literacy - 3 credit hours  
Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

8. Change Degree Map of BS in Music to reflect Flight Foundation changes

Communication – 9 credit hours  
Historical Foundations – 6 credit hours  
Humanities and Cultural Expression – 6 credit hours  
Scientific Reasoning - 4 credit hours  
Quantitative Reasoning and Analysis - 3 credit hours  
Social and Behavioral Sciences - 6 credit hours  
Financial and Digital Literacy - 3 credit hours  
Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

9. Change Degree Map of BS in Music, Theory & Composition to reflect Flight Foundations changes

Communication - 9 credit hours  
Historical Foundations - 6 credit hours  
Humanities and Cultural Expression - 6 credit hours  
Scientific Reasoning - 4 credit hours  
Quantitative Reasoning and Analysis - 3 credit hours  
Social and Behavioral Sciences - 6 credit hours  
Financial and Digital Literacy - 3 credit hours  
Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

10. Change Degree Map of BS in Music, Live Audio Engineering Technology to reflect Flight Foundations changes

Communication - 9 credit hours

Historical Foundations - 6 credit hours

Humanities and Cultural Expression - 6 credit hours

Scientific Reasoning - 4 credit hours

Quantitative Reasoning and Analysis - 3 credit hours

Social and Behavioral Sciences - 6 credit hours

Financial and Digital Literacy - 3 credit hours

Any Flight Foundations Course - 4 credit hours

Justification: This degree map now reflects flight foundations changes

Effective: Fall 2026

Financial Impact: None

**Motion to approve:** Lisa Zagumny

**Second:** Julie Baker

**Vote:** Motion Carried.

## MUSI-BS - Music, B.S.

### Program Overview

Program Long Title Music, B.S.

College/School

Fine Arts

Department(s)

Music

### Degree Map

Degree Map Name Degree

Plan - Music, B.S. Total

Degree Map Credits 120

Degree Map Effective Catalog Year

2223 -

Year	Semester	Actual Credits
Freshman Year	First Semester	14
<b>Requirement Select</b>		
<ul style="list-style-type: none"><li>MUS Elective (Generic)</li></ul>		
<b>Actual Credits</b>		
1		
<b>Requirement Select</b>		
<ul style="list-style-type: none"><li>ENGL1010 - English Composition I</li></ul>		
<b>Actual Credits</b>		
3		

**Requirement Select**

- Quantitative Reasoning and Analysis

**Actual Credits**

3

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS1011 - Beg Class Piano/Mus Mjrs I

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1120 - Harmony I

**Actual Credits**

3

**Requirement Select**

- MUS1130 - Aural Techniques I

**Actual Credits**

1

**Requirement Select**

- Private Lesson (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
Freshman Year	Second Semester	16

**Requirement Select**

- ENGL1020 - English Composition II

**Actual Credits**

3

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS1012 - Beg Class Piano/Mus Mjrs II

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1030 - Music Appreciation

**Actual Credits**

3

**Requirement Select**

- MUS1140 - Harmony II

**Actual Credits**

3

**Requirement Select**

- MUS1150 - Aural Techniques II

**Actual Credits**

1

**Requirement Select**

- Private Lesson (Generic)

**Actual Credits**

1

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

Year	Sophomore	Semester	Actual Credits
Year		First Semester	15

**Requirement Select**

- Elective (Generic)

**Actual Credits**

3

**Requirement Select**

- Digital and Financial Literacy

**Actual Credits**

3

**Requirement Select**

Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS2120 - Aural Techniques III

**Actual Credits**

1

**Requirement Select**

- MUS2110 - Harmony III

**Actual Credits**

2

**Requirement Select**

- Private Lesson (Generic)

**Actual Credits**

1

**Requirement Select**

- Scientific Reasoning

**Actual Credits**

4

Year	Sophomore	Semester	Actual Credits
Year		Second Semester	16

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Elective (Generic)

**Actual Credits**

4

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS2130 - Harmony IV

**Actual Credits**

2

**Requirement Select**

- MUS2140 - Aural Techniques IV

**Actual Credits**

1

<b>Requirement Select</b>	
● Private Lesson (Generic)	
<b>Actual Credits</b>	1

<b>Requirement Select</b>	
● Flight Foundations Core - flexible credits	
<b>Actual Credits</b>	4

<b>Requirement Select</b>	
● Social/Behavioral Sciences	
<b>Actual Credits</b>	3
Year Junior	Semester
Year	First Semester
	<b>Actual Credits</b>
	16

<b>Requirement Select</b>	
● COMM2025 - Fundamentals of Communication	
OR	
● PC2500 - Communicating in the Profess.	
<b>Actual Credits</b>	3

<b>Requirement Select</b>	
● Elective (Generic)	
<b>Actual Credits</b>	2

<b>Requirement Select</b>	
● HIST2010 - Early United States History	
<b>Actual Credits</b>	3

<b>Requirement Select</b>	
● Major Ensemble (Generic)	
<b>Actual Credits</b>	1

<b>Requirement Select</b>	
● MUED3620 - Fundamentals of Conducting	
<b>Actual Credits</b>	1

<b>Requirement Select</b>	
● MUS1013 - Recital Class	
<b>Actual Credits</b>	-

<b>Requirement Select</b>	
● MUS3010 - Music History & Lit I	
<b>Actual Credits</b>	3

<b>Requirement Select</b>	
● MUS4510 - Computer App In Music	
<b>Actual Credits</b>	2

**Requirement Select**

- Private Lesson (Generic)

**Actual Credits**

Year	Junior	Semester	Second	1	Actual Credits
Year		Semester			16

<b>Requirement Select</b>		
Elective (Generic)		
<b>Actual Credits</b>	6	
<b>Requirement Select</b>		
• HIST2020 - Modern United States History		
<b>Actual Credits</b>	3	
<b>Requirement Select</b>		
• Major Ensemble (Generic)		
<b>Actual Credits</b>	1	
<b>Requirement Select</b>		
• MUS1013 - Recital Class		
<b>Actual Credits</b>	-	
<b>Requirement Select</b>		
• MUS3020 - Music History & Lit II		
<b>Actual Credits</b>	3	
<b>Requirement Select</b>		
• MUS4250 - Recording Techniques		
<b>Actual Credits</b>	2	
<b>Requirement Select</b>		
• Private Lesson (Generic)		
<b>Actual Credits</b>	1	
<b>Year</b> Senior	<b>Semester</b>	<b>Actual Credits</b>
Year	First Semester	13
<b>Requirement Select</b>		
• Elective (Generic)		
<b>Actual Credits</b>	6	
<b>Requirement Select</b>		
• Humanities and Cultural Expression		
<b>Actual Credits</b>	3	
<b>Requirement Select</b>		
• MUS1013 - Recital Class		
<b>Actual Credits</b>	-	
<b>Requirement Select</b>		
• Major Ensemble (Generic)		
<b>Actual Credits</b>	1	

**Requirement Select**

- MUS Elective (Generic)

**Actual Credits**

2

**Requirement Select**

- Private Lesson (Generic)

**Actual Credits**

1

Year	Senior	Semester	Actual Credits
Year	Senior	Second Semester	14

**Requirement Select**

- Elective (Generic)

**Actual Credits**

9

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS Elective (Generic)

**Actual Credits**

2

**Requirement Select**

- Private Lesson (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS4010 - Senior Project

**Actual Credits**

1

# MUSI-LAET - BS in Music, Live Audio Engineering Technology Concentration

## Program Overview

### Program Long Title

BS in Music, Live Audio Engineering Technology Concentration

### College/School

Fine Arts

### Department(s)

Music

## Requirements

### Simple Requisites

#### Music (BS), Live Audio Engineering Technology Concentration

##### Type

Completion Requirement

## Degree Map

### Degree Map Name

Live Audio Engineering Technology (Track I)

### Total Degree Map Credits

120

### Degree Map Effective Catalog Year

2526-

Year	Semester	Actual Credits
1	Fall	15
<b>Requirement Select</b>		
<ul style="list-style-type: none"><li>MUS1011 - Beg Class Piano/Mus Mjrs I</li></ul>		
<b>Actual Credits</b>		1
<b>Requirement Select</b>		
<ul style="list-style-type: none"><li>MUS1120 - Harmony I</li></ul>		
<b>Actual Credits</b>		3
<b>Requirement Select</b>		
<ul style="list-style-type: none"><li>MUS1130 - Aural Techniques I</li></ul>		
<b>Actual Credits</b>		1
<b>Requirement Select</b>		
<ul style="list-style-type: none"><li>MUS1013 - Recital Class</li></ul>		
<b>Actual Credits</b>		-
<b>Requirement Select</b>		
<ul style="list-style-type: none"><li>MUSA2010 - Live Audio Intro A</li></ul>		
<b>Actual Credits</b>		2
<b>Requirement Select</b>		
<ul style="list-style-type: none"><li>ENGL1010 - English Composition I</li></ul>		
<b>Actual Credits</b>		3

**Requirement Select**

- MATH1710 - Pre-Calculus Algebra

**Actual Credits**

**Requirement Select**

Music - Applied (1000-level) - 1 cr. (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS - Major Ensemble - 1 cr. (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
1	Spring	15

**Requirement Select**

- MUS1012 - Beg Class Piano/Mus Mjrs II

**Actual Credits**

1

**Requirement Select**

- MUS1140 - Harmony II

**Actual Credits**

3

**Requirement Select**

- MUS1150 - Aural Techniques II

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1030 - Music Appreciation

**Actual Credits**

3

**Requirement Select**

- MUSA2020 - Live Audio Intro B

**Actual Credits**

2

**Requirement Select**

- ENGL1020 - English Composition II

**Actual Credits**

3

**Requirement Select**

- MUS - Applied (1000-level) - 1 cr. (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble - 1 cr. (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
2	Fall	14

<b>Requirement Select</b>	
• MUS3110 - Harmony III for Live Audio	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	

<b>Requirement Select</b>	
• MUSA3010 - Live Audio Intmed A	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	
• MUS1013 - Recital Class	
<b>Actual Credits</b>	-
<b>Requirement Select</b>	
• Financial and Digital Literacy	
<b>Actual Credits</b>	3

<b>Requirement Select</b>	
• MATH1910 - Calculus I	
<b>Actual Credits</b>	4
<b>Requirement Select</b>	

<b>Requirement Select</b>	
• MUS - Applied (1000-level) - 1 cr. (Generic)	
<b>Actual Credits</b>	1
<b>Requirement Select</b>	

<b>Requirement Select</b>	
• MUS Major Ensemble - 1 cr. (Generic)	
<b>Actual Credits</b>	1
<b>Requirement Select</b>	
• MUS3120 - Harmony IV for Live Audio	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	
• MUS3125 - Aural Techniques IV for Live Audio	
<b>Actual Credits</b>	1
<b>Requirement Select</b>	
• MUS1013 - Recital Class	
<b>Actual Credits</b>	-

**Requirement Select**

- MUSA3020 - Live Audio Intmed B

**Actual Credits**

2

**Requirement Select**

- PHYS2010 - Algebra-based Physics I

**Actual Credits**

4

**Requirement Select**

- MATH1920 - Calculus II

**Actual Credits**

4

**Requirement Select**

- MUS - Applied (1000-level) - 1 cr. (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS Major Ensemble - 1 cr. (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
3	Fall	16

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- CHEM1010 - Introductory Chemistry I

**Actual Credits**

4

**Requirement Select**

- COMM2025 - Fundamentals of Communication

**OR**

- PC2500 - Communicating in the Profess.

**Actual Credits**

3

**Requirement Select**

- MUSA4010 - Live Audio Adv. A

**Actual Credits**

3

**Requirement Select**

- ECE2140 - Intro to Digital Systems

**Actual Credits**

4

<b>Requirement Select</b>			
• MUS - Applied (3000-level) - 1 cr. (Generic)			
<b>Actual Credits</b>	1		
<b>Requirement Select</b>			
• MUS3033 - Marching Band for Live Audio			
<b>Actual Credits</b>	1		
<b>Year</b>	<b>Semester</b>	<b>Actual Credits</b>	
3	Spring	15	
<b>Requirement Select</b>			
• MUS3020 - Music History & Lit II			
<b>Actual Credits</b>	3		

<b>Requirement Select</b>			
• CSC1300 - Intro/Prob Solving-Comp Prog			
<b>Actual Credits</b>	4		
<b>Requirement Select</b>			
• MUS1013 - Recital Class			
<b>Actual Credits</b>	-		
<b>Requirement Select</b>			
• MUSA4020 - Live Audio Adv. B			
<b>Actual Credits</b>	3		
<b>Requirement Select</b>			
• ECE3140 - Digital System Design			
<b>Actual Credits</b>	3		
<b>Requirement Select</b>			
• MUS - Applied (3000-level) - 1 cr. (Generic)			
<b>Actual Credits</b>	1		
<b>Requirement Select</b>			
• MUS Major Ensemble - 1 cr. (Generic)			
<b>Actual Credits</b>	1		
<b>Year</b>	<b>Semester</b>	<b>Actual Credits</b>	
4	Fall	16	
<b>Requirement Select</b>			
• Social/Behavioral Sciences			
<b>Actual Credits</b>	3		
<b>Requirement Select</b>			
• Humanities and Cultural Expression			
<b>Actual Credits</b>			

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- HIST2010 - Early United States History

**Actual Credits**

3

**Requirement Select**

- ECE2050 - Circuits and Electronics I

**Actual Credits**

4

**Requirement Select**

- MUSA4030 - Live Audio Pro A

**Actual Credits**

3

Year	Semester	Actual Credits
4	Spring	14

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- HIST2020 - Modern United States History

**Actual Credits**

3

**Requirement Select**

- MUSA4040 - Live Audio Pro B

**Actual Credits**

3

**Requirement Select**

- ECE3130 - Microcomputer Systems

**Actual Credits**

4

**Requirement Select**

- MUS4010 - Senior Project

**Actual Credits**

1

**Degree Map Name**

Live Audio Engineering Technology (Track II)

**Total Degree Map Credits**

120

**Degree Map Effective Catalog Year**

2526-

**Degree Map Narrative**

Live Audio Concentration Curriculum Degree Map Track 2

•	Year	Year 1	Semester	Actual Credits
			Fall	16

- 

**Requirement Select**

MUS1011 - Beg Class Piano/Mus Mjrs I

**Actual Credits**

•	1
---	---

**Requirement Select**

MUS1120 - Harmony I

**Actual Credits**

3

**Requirement Select**

MUS1130 - Aural Techniques I

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUSA2010 - Live Audio Intro A

**Actual Credits**

2

**Requirement Select**

- ENGL1010 - English Composition I

**Actual Credits**

3

<b>Requirement Select</b>		
● MATH1910 - Calculus I		
<b>Actual Credits</b>	4	
<b>Requirement Select</b>		
● MUS - Applied (1000-level) - 1 cr. (Generic)		
<b>Actual Credits</b>	1	
<b>Requirement Select</b>		
● MUS Major Ensemble - 1 cr. (Generic)		
<b>Actual Credits</b>	1	
<b>Year</b>	<b>Semester</b>	<b>Actual Credits</b>
1	Spring	16

<b>Requirement Select</b>	
● MUS1012 - Beg Class Piano/Mus Mjrs II	
<b>Actual Credits</b>	1
<b>Requirement Select</b>	
● MUS1140 - Harmony II	
<b>Actual Credits</b>	3
<b>Requirement Select</b>	
● MUS1150 - Aural Techniques II	
<b>Actual Credits</b>	1
<b>Requirement Select</b>	
● MUS1013 - Recital Class	
<b>Actual Credits</b>	-
<b>Requirement Select</b>	
● ENGL1020 - English Composition II	
<b>Actual Credits</b>	3
<b>Requirement Select</b>	
● MUSA2020 - Live Audio Intro B	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	
● MATH1920 - Calculus II	
<b>Actual Credits</b>	4

<b>Requirement Select</b>		
● MUS - Applied (1000-level) - 1 cr. (Generic)		
<b>Actual Credits</b>	1	
<b>Requirement Select</b>		
● MUS Major Ensemble - 1 cr. (Generic)		
<b>Actual Credits</b>	1	
<b>Year</b>	<b>Semester</b>	<b>Actual Credits</b>
2	Fall	13

**Requirement Select**

- MUS3110 - Harmony III for Live Audio

**Actual Credits**

2

**Requirement Select**

- MUS3115 - Aural Techniques III for Live Audio

**Actual Credits**

1

**Requirement Select**

- MUSA3010 - Live Audio Intmed A

**Actual Credits**

2

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- Financial and Digital Literacy

**Actual Credits**

3

**Requirement Select**

- MATH2120 - Differential Equations

**Actual Credits**

3

**Requirement Select**

- MUS - Applied (1000-level) - 1 cr. (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS Major Ensemble - 1 cr. (Generic)

**Actual Credits**

1

Year	Year
2	

Semester
Spring

Actual Credits
17

**Requirement Select**

- MUS3120 - Harmony IV for Live Audio

**Actual Credits**

2

**Requirement Select**

- MUS3125 - Aural Techniques IV for Live Audio

**Actual Credits**

1

<b>Requirement Select</b>		
● MUS1013 - Recital Class		
<b>Actual Credits</b>	-	
<b>Requirement Select</b>		
● MUSA3020 - Live Audio Intmed B		
<b>Actual Credits</b>	2	
<b>Requirement Select</b>		
● Social/Behavioral Sciences		
<b>Actual Credits</b>	3	
<b>Requirement Select</b>		
● ECE2140 - Intro to Digital Systems		
<b>Actual Credits</b>	4	
<b>Requirement Select</b>		
● MUS1030 - Music Appreciation		
<b>Actual Credits</b>	3	
<b>Requirement Select</b>		
● MUS - Applied (1000-level) - 1 cr. (Generic)		
<b>Actual Credits</b>	1	
<b>Requirement Select</b>		
● MUS Major Ensemble - 1 cr. (Generic)		
<b>Actual Credits</b>	1	
<b>Year</b>	<b>Semester</b>	<b>Actual Credits</b>
3	Fall	16
<b>Requirement Select</b>		
● MUS1013 - Recital Class		
<b>Actual Credits</b>	-	
<b>Requirement Select</b>		
● CHEM1010 - Introductory Chemistry I		
<b>Actual Credits</b>	4	
<b>Requirement Select</b>		
● COMM2025 - Fundamentals of Communication		
OR		
● PC2500 - Communicating in the Profess.		
<b>Actual Credits</b>	3	
<b>Requirement Select</b>		
● MUSA4010 - Live Audio Adv. A		
<b>Actual Credits</b>	3	

<b>Requirement Select</b>			
● CSC1300 - Intro/Prob Solving-Comp Prog			
<b>Actual Credits</b>	4		
<b>Requirement Select</b>			
● MUS - Applied (3000-level) - 1 cr. (Generic)			
<b>Actual Credits</b>	1		
<b>Requirement Select</b>			
● MUS3033 - Marching Band for Live Audio			
<b>Actual Credits</b>	1		
	<b>Year</b>	<b>Semester</b>	<b>Actual Credits</b>
	3	Spring	16
<b>Requirement Select</b>			
● MUS3020 - Music History & Lit II			
<b>Actual Credits</b>	3		
<b>Requirement Select</b>			
● PHYS2010 - Algebra-based Physics I			
<b>Actual Credits</b>	4		
<b>Requirement Select</b>			
● MUS1013 - Recital Class			
<b>Actual Credits</b>	-		
<b>Requirement Select</b>			
● MUSA4020 - Live Audio Adv. B			
<b>Actual Credits</b>	3		
<b>Requirement Select</b>			
● ECE2050 - Circuits and Electronics I			
<b>Actual Credits</b>	4		
<b>Requirement Select</b>			
● MUS - Applied (3000-level) - 1 cr. (Generic)			
<b>Actual Credits</b>	1		
<b>Requirement Select</b>			
● MUS Major Ensemble - 1 cr. (Generic)			
<b>Actual Credits</b>	1		
	<b>Year</b>	<b>Semester</b>	<b>Actual Credits</b>
4	Fall	13	
<b>Requirement Select</b>			
● MUS1013 - Recital Class			
<b>Actual Credits</b>	-		

**Requirement Select**

- **Humanities and Cultural Expression**

<b>Requirement Select</b> <ul style="list-style-type: none"> <li>• HIST2010 - Early United States History</li> </ul>			
<b>Actual Credits</b>	3		
<b>Requirement Select</b> <ul style="list-style-type: none"> <li>• ECE3130 - Microcomputer Systems</li> </ul>			
<b>Actual Credits</b>	4		
<b>Requirement Select</b> <ul style="list-style-type: none"> <li>• MUSA4030 - Live Audio Pro A</li> </ul>			
<b>Actual Credits</b>	3		
<b>Year</b>	<b>Semester</b>	<b>Actual Credits</b>	
4	Spring	13	
<b>Requirement Select</b> <ul style="list-style-type: none"> <li>• MUS1013 - Recital Class</li> </ul>			
<b>Actual Credits</b>	-		
<b>Requirement Select</b> <ul style="list-style-type: none"> <li>• Social/Behavioral Sciences</li> </ul>			
<b>Actual Credits</b>	3		
<b>Requirement Select</b> <ul style="list-style-type: none"> <li>• HIST2020 - Modern United States History</li> </ul>			
<b>Actual Credits</b>	3		
<b>Requirement Select</b> <ul style="list-style-type: none"> <li>• MUSA4040 - Live Audio Pro B</li> </ul>			
<b>Actual Credits</b>	3		
<b>Requirement Select</b> <ul style="list-style-type: none"> <li>• ECE4140 - Embedded System Design</li> </ul>			
<b>Actual Credits</b>	3		
<b>Requirement Select</b> <ul style="list-style-type: none"> <li>• MUS4010 - Senior Project</li> </ul>			
<b>Actual Credits</b>	1		

# MUSI-BS-MTC - Music, Music Theory and Composition Option, B.S.

## Program Overview

### Program Long Title

Music, Music Theory and Composition Option, B.S.

### College/School

Fine Arts

### Department(s)

Music

## Degree Map

### Degree Map Name Degree

Plan - Music, B.S. Total

Degree Map Credits 120

### Degree Map Effective Catalog Year

2324 -

Year	Semester	Actual Credits
Freshman Year	First Semester	14
<b>Requirement Select</b>		
	• MUS1010 - Class Composition	
<b>Actual Credits</b>		
1		
<b>Requirement Select</b>		
	• MUS1120 - Harmony I	
<b>Actual Credits</b>		
3		
<b>Requirement Select</b>		
	• MUS1130 - Aural Techniques I	
<b>Actual Credits</b>		
1		
<b>Requirement Select</b>		
	• Quantitative Reasoning/Analysis	
<b>Actual Credits</b>		
3		
<b>Requirement Select</b>		
	• MUS1013 - Recital Class	
<b>Actual Credits</b>		
-		
<b>Requirement Select</b>		
	• Applied Music (1000-level) - 1 credit (Generic)	
<b>Actual Credits</b>		
1		
<b>Requirement Select</b>		
	• Major Ensemble (1 credit) (Generic)	
<b>Actual Credits</b>		
1		
<b>Requirement Select</b>		
	• MUS1070 - Concert Choir	
<b>Actual Credits</b>		
1		
<b>Requirement Select</b>		
	• ENGL1010 - English Composition I	
<b>Actual Credits</b>		
3		
Year	Semester	Actual Credits
Freshman Year	Second Semester	16

**Requirement Select**

- MUS1010 - Class Composition

**Actual Credits**

1

**Requirement Select**

- MUS1140 - Harmony II

**Actual Credits**

3

**Requirement Select**

- MUS1150 - Aural Techniques II

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1030 - Music Appreciation

**Actual Credits**

3

**Requirement Select**

- Applied Music (1000-level) - 1 credit (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (1 credit) (Generic)

**Actual Credits**

1

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- ENGL1020 - English Composition II

**Actual Credits**

3

Year	Sophomore	Semester	Actual Credits
Year		First Semester	15

**Requirement Select**

- MUS1000 - Private Composition

**Actual Credits**

1

**Requirement Select**

- Financial and Digital Literacy

**Actual Credits**

3

**Requirement Select**

Major Ensemble (1 credit) (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS2110 - Harmony III

**Actual Credits**

2

**Requirement Select**

- MUS2120 - Aural Techniques III

**Actual Credits**

1

**Requirement Select**

- Applied Music (1000-level) - 1 credit (Generic)

**Actual Credits**

1

**Requirement Select**

- Scientific Reasoning

**Actual Credits**

4

**Requirement Select**

- MUS1023 - Intrm Class Piano/Mus Mjrs III

**Actual Credits**

1

**Requirement Select**

- MUED3620 - Fundamentals of Conducting

**Actual Credits**

1

Year	Sophomore	Semester	Actual Credits
Year	Sophomore	Second Semester	14

**Requirement Select**

- Major Ensemble (1 credit) (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS1000 - Private Composition

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS2130 - Harmony IV

**Actual Credits**

2

**Requirement Select**

MUS2140 - Aural Techniques IV

**Actual Credits**

1

**Requirement Select**

- Applied Music (1000-level) - 1 credit (Generic)

**Actual Credits**

1

**Requirement Select**

- Flight Foundations - Flexible Electives

**Actual Credits**

4

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- MUS1024 - Intrm Class Piano/Mus Mjrs IV

**Actual Credits**

1

Year	Junior	Semester	Actual Credits
Year	First	Semester	16

**Requirement Select**

- COMM2025 - Fundamentals of Communication
- OR
- PC2500 - Communicating in the Profess.

**Actual Credits**

3

**Requirement Select**

- HIST2010 - Early United States History

**Actual Credits**

3

**Requirement Select**

- Major Ensemble (1 credit) (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS3010 - Music History & Lit I

**Actual Credits**

3

**Requirement Select**

- MUS3000 - Private Composition

**Actual Credits**

1

<b>Requirement Select</b>	
• Applied Music (3000 -level) - 1 credit (Generic)	
<b>Actual Credits</b>	1
<b>Requirement Select</b>	
• MUS3130 - Form and Analysis	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	
• MUS4250 - Recording Techniques	
<b>Actual Credits</b>	2
<b>Year</b> Junior	<b>Semester</b>
Year	Second Semester
	<b>Actual Credits</b>
	16
<b>Requirement Select</b>	
• Electives (3 credits) (Generic)	
<b>Actual Credits</b>	3
<b>Requirement Select</b>	
• HIST2020 - Modern United States History	
<b>Actual Credits</b>	3
<b>Requirement Select</b>	
• Major Ensemble (1 credit) (Generic)	
<b>Actual Credits</b>	1
<b>Requirement Select</b>	
• MUS1013 - Recital Class	
<b>Actual Credits</b>	-
<b>Requirement Select</b>	
• MUS3020 - Music History & Lit II	
<b>Actual Credits</b>	3
<b>Requirement Select</b>	
• MUS4510 - Computer App In Music	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	
• Applied Music (3000-level) - 1 credit (Generic)	
<b>Actual Credits</b>	1
<b>Requirement Select</b>	
• MUS3000 - Private Composition	
<b>Actual Credits</b>	1

**Requirement Select**

- MUS3210 - Instrumentation

**Actual Credits**

2

Year	Senior	Semester	Actual Credits
		First Semester	15

**Requirement Select**

- Electives (5 credits) (Generic)

**Actual Credits**

5

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- Major Ensemble (1 credit) (Generic)

**Actual Credits**

1

**Requirement Select**

- Applied Music (3000-level) - 1 credit (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS3000 - Private Composition

**Actual Credits**

1

**Requirement Select**

- MUS3140 - Counterpoint

**Actual Credits**

3

**Requirement Select**

- MUS3220 - Jazz Composition/Arranging I

**Actual Credits**

2

**Requirement Select**

- MUS4120 - Contemporary Music

**Actual Credits**

2

Year	Senior	Semester	Actual Credits
		Second Semester	14

**Requirement Select**

- Electives (7 credits) (Generic)

**Actual Credits**

7

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- Major Ensemble (1 credit) (Generic)

**Actual Credits**

1

**Requirement Select**

- Applied Music (3000-level) - 1 credit (Generic)

**Actual Credits**

1

**Requirement Select**

- MUS4010 - Senior Project

**Actual Credits**

1

**Requirement Select**

- MUS3000 - Private Composition

**Actual Credits**

1

**Requirement Select**

- Humanities and/or Fine Arts

**Actual Credits**

3

# MUS-MUPE-COMP - Music, Music Performance Concentration, Composition Option,

**B.M.**

## Program Overview

### Program Long Title

Music, Music Performance Concentration, Composition Option, B.M.

### College/School

Fine Arts

### Department(s)

Music

## Requirements

No Requirements

## Degree Map

**Degree Map Name**Degree Plan - Music, Music Performance Concentration, Composition Emphasis, B.M. **Total****Degree Map Credits**

120

**Degree Map Effective Catalog Year**

2425-

Year	Freshman	Semester	Actual Credits
		First Semester	14
<b>Requirement Select</b>			
● ENGL1010 - English Composition I			
<b>Actual Credits</b>		3	
<b>Requirement Select</b>			
● Quantitative Reasoning and Analysis			
<b>Actual Credits</b>		3	
<b>Requirement Select</b>			
● MUS1000 - Private Composition			
<b>Actual Credits</b>		1	
<b>Requirement Select</b>			
● MUS1013 - Recital Class			
<b>Actual Credits</b>		-	
<b>Requirement Select</b>			
● MUS1021 - Class Voice Techniques I			
<b>Actual Credits</b>		1	
<b>Requirement Select</b>			
● MUS1120 - Harmony I			
<b>Actual Credits</b>		3	
<b>Requirement Select</b>			
● MUS1130 - Aural Techniques I			
<b>Actual Credits</b>		1	
<b>Requirement Select</b>			
● Applied Music (Generic)			
<b>Actual Credits</b>		1	

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
Freshman Year	Second Semester	15

**Requirement Select**

- ENGL1020 - English Composition II

**Actual Credits**

3

**Requirement Select**

- MUS1000 - Private Composition

**Actual Credits**

2

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1070 - Concert Choir

**Actual Credits**

1

**Requirement Select**

- MUS1030 - Music Appreciation

**Actual Credits**

3

**Requirement Select**

- MUS1140 - Harmony II

**Actual Credits**

3

**Requirement Select**

- MUS1150 - Aural Techniques II

**Actual Credits**

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
Sophomore Year	First Semester	17

**Requirement Select**

- Financial and Digital Literacy

**Actual Credits**

3

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- MUS1000 - Private Composition

**Actual Credits**

2

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1023 - Intrm Class Piano/Mus Mjrs III

**Actual Credits**

1

**Requirement Select**

- MUS2110 - Harmony III

**Actual Credits**

2

**Requirement Select**

- MUS2120 - Aural Techniques III

**Actual Credits**

1

**Requirement Select**

- MUS3010 - Music History & Lit I

**Actual Credits**

3

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

<b>Year</b> Sophomore	<b>Semester</b> Second Semester	<b>Actual Credits</b>
Year		16

**Requirement Select**

- COMM2025 - Fundamentals of Communication
- OR
- PC2500 - Communicating in the Profess.

**Actual Credits**

3

**Requirement Select**

MUS1000 - Private Composition

**Actual Credits**

•

2

**Requirement Select**

MUS1013 - Recital Class

**Actual Credits**

•

-

**Requirement Select**

- MUS1024 - Intrm Class Piano/Mus Mjrs IV

**Actual Credits**

1

**Requirement Select**

- MUS2130 - Harmony IV

**Actual Credits**

2

**Requirement Select**

- MUS2140 - Aural Techniques IV

**Actual Credits**

1

**Requirement Select**

- MUS3020 - Music History & Lit II

**Actual Credits**

3

**Requirement Select**

- MUS4510 - Computer App In Music

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Junior Year	Semester	Actual Credits
		First Semester	15

**Requirement Select**

- HIST2010 - Early United States History

**Actual Credits**

3

**Requirement Select**

- Scientific Reasoning

**Actual Credits**

4

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1100 - Private Piano

**Actual Credits**

1

**Requirement Select**

- MUS3000 - Private Composition

**Actual Credits**

2

**Requirement Select**

- MUS3130 - Form and Analysis

**Actual Credits**

2

**Requirement Select**

- MUS3950 - Junior Recital

**Actual Credits**

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Junior
Year	

Semester
Second Semester

Actual Credits
17

**Requirement Select**

- HIST2020 - Modern United States History

**Actual Credits**

3

**Requirement Select**

- Flight Foundations - flexible Electives

**Actual Credits**

4

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1100 - Private Piano

**Actual Credits**

1

**Requirement Select**

- MUS3000 - Private Composition

**Actual Credits**

2

**Requirement Select**

- MUS3140 - Counterpoint

**Actual Credits**

3

**Requirement Select**

- MUS3210 - Instrumentation

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Senior
Year	

Semester
First Semester

Actual Credits
14

**Requirement Select**

- Humanities and Cultural Expression

**Actual Credits**

3

**Requirement Select**

- MUED3620 - Fundamentals of Conducting

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS3000 - Private Composition

**Actual Credits**

2

**Requirement Select**

- MUS3220 - Jazz Composition/Arranging I

**Actual Credits**

2

**Requirement Select**

- MUS3710 - Pedagogy/Literature I

**Actual Credits**

2

**Requirement Select**

- MUS4120 - Contemporary Music

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

1

**Requirement Select**

Major Ensemble (Generic)

**Actual Credits**

1

Year	Senior	Semester	Actual Credits
Year		Second Semester	12

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- MUED3630 - Instrumental Conducting & Lit

**OR**

- MUED3640 - Choral Conducting & Lit

**Actual Credits**

2

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS3000 - Private Composition

**Actual Credits**

2

**Requirement Select**

- MUS3720 - Pedagogy/Literature II

**Actual Credits**

2

**Requirement Select**

- MUS4000 - Senior Recital

**Actual Credits**

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

# MUS-MUPE-INS - Music, Music Performance Concentration, Instrumental Option, B.M.

## B.M.

### Program Overview

#### Program Long Title

Music, Music Performance Concentration, Instrumental Option, B.M.

#### College/School

Fine Arts

#### Department(s)

Music

### Requirements

No Requirements

### Degree Map

#### Degree Map Name

Degree Plan - Music, Music Performance Concentration, Instrumental Option, B.M.

#### Total Degree Map Credits

120

#### Degree Map Effective Catalog Year

2425 -

Year	Semester	Actual Credits
Freshman Year	First Semester	14

#### Requirement Select

- ENGL1010 - English Composition I

#### Actual Credits

3

#### Requirement Select

- Quantitative Reasoning and Analysis

#### Actual Credits

3

#### Requirement Select

- MUS1013 - Recital Class

#### Actual Credits

-

#### Requirement Select

- MUS1021 - Class Voice Techniques I

#### Actual Credits

1

#### Requirement Select

- MUS1120 - Harmony I

#### Actual Credits

3

#### Requirement Select

- MUS1130 - Aural Techniques I

#### Actual Credits

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Year****Semester****Actual Credits**

Freshman Year

Second Semester

17

**Requirement Select**

- ENGL1020 - English Composition II

**Actual Credits**

3

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1030 - Music Appreciation

**Actual Credits**

3

**Requirement Select**

- MUS1070 - Concert Choir

**Actual Credits**

1

**Requirement Select**

- MUS1140 - Harmony II

**Actual Credits**

3

**Requirement Select**

- MUS1150 - Aural Techniques II

**Actual Credits**

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Sophomore	Semester	Actual Credits
Year		First Semester	17

**Requirement Select**

- Financial and Digital Literacy

**Actual Credits**

3

**Requirement Select**

MUS1013 - Recital Class

**Actual Credits**

- 

-

**Requirement Select**

- MUS1023 - Intrm Class Piano/Mus Mjrs III

**Actual Credits**

1

**Requirement Select**

- MUS1081 - Improvisation I

**Actual Credits**

1

**Requirement Select**

- MUS2110 - Harmony III

**Actual Credits**

2

**Requirement Select**

- MUS2120 - Aural Techniques III

**Actual Credits**

1

**Requirement Select**

- MUS3010 - Music History & Lit I

**Actual Credits**

3

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

Year	Sophomore	Semester	Actual Credits
Year		Second Semester	16
<b>Requirement Select</b>			
<ul style="list-style-type: none"><li>• COMM2025 - Fundamentals of Communication</li></ul>			
<b>OR</b>			
<ul style="list-style-type: none"><li>• PC2500 - Communicating in the Profess.</li></ul>			
<b>Actual Credits</b>			
3			

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1024 - Intrm Class Piano/Mus Mjrs IV

**Actual Credits**

1

**Requirement Select**

- MUS1082 - Improvisation II

**Actual Credits**

1

**Requirement Select**

- MUS2130 - Harmony IV

**Actual Credits**

2

**Requirement Select**

- MUS2140 - Aural Techniques IV

**Actual Credits**

1

**Requirement Select**

- MUS3020 - Music History & Lit II

**Actual Credits**

3

**Requirement Select**

- MUS4510 - Computer App In Music

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Junior	Semester	Actual Credits
Year		First Semester	16

**Requirement Select**

- HIST2010 - Early United States History

**Actual Credits**

3

**Requirement Select**

- MUED3620 - Fundamentals of Conducting

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS3130 - Form and Analysis

**Actual Credits**

2

**Requirement Select**

- MUS3710 - Pedagogy/Literature I

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

<b>Requirement Select</b>	
• Major Ensemble (Generic)	
<b>Actual Credits</b>	1

<b>Requirement Select</b>	
• Scientific Reasoning	
<b>Actual Credits</b>	4

<b>Requirement Select</b>	
• Minor Ensemble (Generic)	
<b>Actual Credits</b>	1

Year	Junior	Semester	Actual Credits
Year		Second Semester	15
<b>Requirement Select</b>			
• MUED3630 - Instrumental Conducting & Lit			
<b>Actual Credits</b>			2

<b>Requirement Select</b>	
• MUS1013 - Recital Class	
<b>Actual Credits</b>	-

<b>Requirement Select</b>	
• MUS3210 - Instrumentation	
<b>Actual Credits</b>	2

<b>Requirement Select</b>	
• MUS3720 - Pedagogy/Literature II	
<b>Actual Credits</b>	2

<b>Requirement Select</b>	
• Flight Foundations - Flexible Electives	
<b>Actual Credits</b>	4

<b>Requirement Select</b>	
• MUS3950 - Junior Recital	
<b>Actual Credits</b>	1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Minor Ensemble (Generic)

**Actual Credits**

1

Year Senior	Semester	Actual Credits
Year	First Semester	13

**Requirement Select**

- HIST2020 - Modern United States History

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS4120 - Contemporary Music

**Actual Credits**

2

**Requirement Select**

- MUS4710 - Supervised Teaching Exp I

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Minor Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Electives (Generic)

**Actual Credits**

2

Year	Semester	Actual Credits
Senior Year	Second Semester	12

**Requirement Select**

- Humanities and Cultural Expression

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS4000 - Senior Recital

**Actual Credits**

1

**Requirement Select**

- MUS4250 - Recording Techniques

**Actual Credits**

2

**Requirement Select**

- MUS4720 - Supervised Teaching Exp II

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Minor Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Music Performance Admission to the Performance option is by recommendation of the studio instructor. Students in this option select an emphasis in Composition, Instrumental, Jazz, Piano or Vocal Performance. Students majoring in any Performance option must:
  - Enroll for private study in the major performing medium each semester of full-time residency. Four semesters of private study must be at the 3000 level.
  - Participate each semester in the Ensemble of Record specific to the student's instrument: Lower Division (Freshman and Sophomore)
  - Piano: University Choirs, University Bands or University Orchestra or University Jazz Bands
  - Guitar: University Choirs or University Jazz Bands, or Marching Band
  - Strings: University Orchestra
  - Voice: Concert Choir or Chorale
  - Wind/Percussion: Fall Semester – Marching Band (first year), University Jazz Bands, Chamber Winds, or Orchestra. Spring Semester – Symphony Band or Concert Band as assigned by audition
- Upper Division (Junior and Senior) (Generic)

**Actual Credits**

-

# MUS-MUPE-JZZ - Music, Music Performance Concentration, Jazz Option, B.M.

## Program Overview

### Program Long Title

Music, Music Performance Concentration, Jazz Option, B.M.

### College/School

Fine Arts

### Department(s)

Music

## Degree Map

### Degree Map Name

Degree Plan - Music, Music Performance Concentration, Jazz Option, B.M. **Total**

### Degree Map Credits

120

### Degree Map Effective Catalog Year

20223-

Year	Freshman	Semester	Actual Credits
Year		First Semester	14
<b>Requirement Select</b>			
<ul style="list-style-type: none"><li>ENGL1010 - English Composition I</li></ul>			
<b>Actual Credits</b>			3
<b>Requirement Select</b>			
<ul style="list-style-type: none"><li>Quantitative Reasoning/Analysis</li></ul>			
<b>Actual Credits</b>			3
<b>Requirement Select</b>			
<ul style="list-style-type: none"><li>MUS1013 - Recital Class</li></ul>			
<b>Actual Credits</b>			-
<b>Requirement Select</b>			
<ul style="list-style-type: none"><li>MUS1021 - Class Voice Techniques I</li></ul>			
<b>Actual Credits</b>			1
<b>Requirement Select</b>			
<ul style="list-style-type: none"><li>MUS1120 - Harmony I</li></ul>			
<b>Actual Credits</b>			3
<b>Requirement Select</b>			
<ul style="list-style-type: none"><li>MUS1130 - Aural Techniques I</li></ul>			
<b>Actual Credits</b>			1
<b>Requirement Select</b>			
<ul style="list-style-type: none"><li>Applied Music (Generic)</li></ul>			
<b>Actual Credits</b>			2
<b>Requirement Select</b>			
<ul style="list-style-type: none"><li>Major Ensemble (Generic)</li></ul>			
<b>Actual Credits</b>			1

<b>Year</b>	<b>Freshman</b>	<b>Semester</b>	<b>Actual Credits</b>
Year		Second Semester	14

**Requirement Select**

ENGL1020 - English Composition II

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1030 - Music Appreciation

**Actual Credits**

3

**Requirement Select**

- MUS1070 - Concert Choir

**Actual Credits**

1

**Requirement Select**

- MUS1140 - Harmony II

**Actual Credits**

3

**Requirement Select**

- MUS1150 - Aural Techniques II

**Actual Credits**

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Sophomore	Semester	Actual Credits
Year		First Semester	17

**Requirement Select**

- Financial and Digital Literacy

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1081 - Improvisation I

**Actual Credits**

1

**Requirement Select**

MUS1023 - Intrm Class Piano/Mus Mjrs III

**Actual Credits**

1

**Requirement Select**

- MUS1090 - Jazz Ensemble

**Actual Credits**

1

**Requirement Select**

- MUS2110 - Harmony III

**Actual Credits**

2

**Requirement Select**

- MUS2120 - Aural Techniques III

**Actual Credits**

1

**Requirement Select**

- MUS3010 - Music History & Lit I

**Actual Credits**

3

**Requirement Select**

- MUS4510 - Computer App In Music

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Sophomore	Semester	Second Semester	Actual Credits
Year				15

**Requirement Select**

- COMM2025 - Fundamentals of Communication

**OR**

- PC2500 - Communicating in the Profess.

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1024 - Intrm Class Piano/Mus Mjrs IV

**Actual Credits**

1

**Requirement Select**

- MUS1082 - Improvisation II

**Actual Credits**

1

**Requirement Select**

- MUS1090 - Jazz Ensemble

**Actual Credits**

1

**Requirement Select**

- MUS2130 - Harmony IV

**Actual Credits**

2

**Requirement Select**

- MUS2140 - Aural Techniques IV

**Actual Credits**

1

**Requirement Select**

- MUS3020 - Music History & Lit II

**Actual Credits**

3

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Junior	Semester	Actual Credits
Year		First	16
		Semester	

**Requirement Select**

- HIST2010 - Early United States History

**Actual Credits**

3

**Requirement Select**

- Scientific Reasoning

**Actual Credits**

4

**Requirement Select**

- MUED3620 - Fundamentals of Conducting

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1090 - Jazz Ensemble

**Actual Credits**

**Requirement Select**

- MUS3130 - Form and Analysis

**Actual Credits**

2

**Requirement Select**

- MUS4110 - Hist & Lit of Jazz

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Junior	Semester	Second	Actual Credits
Year		Semester		14

**Requirement Select**

- HIST2020 - Modern United States History

**Actual Credits**

3

**Requirement Select**

- Flight Foundations - Flexible Electives

**Actual Credits**

4

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1090 - Jazz Ensemble

**Actual Credits**

1

**Requirement Select**

- MUS3210 - Instrumentation

**Actual Credits**

2

**Requirement Select**

- MUS3950 - Junior Recital

**Actual Credits**

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Senior Year	Semester	Actual Credits
		First Semester	14

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1090 - Jazz Ensemble

**Actual Credits**

1

**Requirement Select**

- MUS3220 - Jazz Composition/Arranging I

**Actual Credits**

2

**Requirement Select**

- MUS3710 - Pedagogy/Literature I

**Actual Credits**

2

**Requirement Select**

- MUS4000 - Senior Recital

**Actual Credits**

1

**Requirement Select**

- MUS4120 - Contemporary Music

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Senior Year	Semester	Actual Credits
		Second Semester	16

<b>Requirement Select</b>	
● Social/Behavioral Sciences	
<b>Actual Credits</b>	3
<b>Requirement Select</b>	

<b>Requirement Select</b>	
● Humanities and Cultural Expression	
<b>Actual Credits</b>	3
<b>Requirement Select</b>	
● MUS1013 - Recital Class	
<b>Actual Credits</b>	-
<b>Requirement Select</b>	
● MUS1090 - Jazz Ensemble	
<b>Actual Credits</b>	1

<b>Requirement Select</b>	
● MUS3230 - Jazz Composition/Arranging II	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	
● MUS3720 - Pedagogy/Literature II	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	
● MUS4250 - Recording Techniques	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	
● Applied Music (Generic)	
<b>Actual Credits</b>	2
<b>Requirement Select</b>	
● Major Ensemble (Generic)	
<b>Actual Credits</b>	1

# **MUS-MUPE-THTR - Music, Music**

## **Performance Concentration, Musical Theatre Option B.M.**

Music UG B.M.

### **Program Overview**

### **Degree Map**

### **Program Long Title**

Music, Music Performance Concentration, Musical Theatre Option, B.M.

### **College/School**

Fine Arts

### **Department(s)**

Music

Degree Plan - Music, Music Performance Concentration,  
Musical Theatre Option, B.M. **Degree Map Narrative**  
**Freshman Year**

#### **First Semester**

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

17

## Requirements

- Applied Music (Generic) (2 cr)
- \_\_\_\_\_ (3 cr)
- [ENGL1010 - English Composition I](#)
- [MUS1011 - Quantitative Reasoning/Analysis](#) (3 cr) (0 - 1 cr)
- [MUS1013](#) - Beg Class Piano/Mus Mjrs I
- [MUS1060](#) - Recital Class

**OR**

- \_\_\_\_\_ - Chorale (0 - 2 cr)
- [MUS1120](#) (3 cr)
- [MUS1070](#) - Concert Choir (0 - 2 cr)
- [THEA1015](#) Acting I (3 cr)

## Second Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

17

## Requirements

- Applied Music (Generic) (2 cr)
- MUS10120 - English Composition II (3 cr)
- MUS1013 - Beg Class Piano/Music II (0 - 1 cr)
- MUS1030 - Beg Class Piano/Music II (3 cr)
- MUS1060 - Recital Class (0 - 2 cr)
- MUS1140 - Music Appreciation
- OR
- MUS1050 - Chorale (0 - 2 cr)
- THEA2015 - Concert Choir (1 cr)
- THEA2015 - Acting II (3 cr)

Sophomore Year

## First Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

17

## Requirements

- Applied Music (Generic) (2 cr) (3 cr)
- [Flight 109](#) Foundations: Financial and Digital Literacy
- [MUS1023](#) - Recital Class (0 - 1 cr)
- [MUS3650](#) - Intrm Class Piano/Mus Mjrs III
- [MUS2110](#) - Musical Theatre Movement I (0 - 1 cr)
- [MUS2120](#) - Harmony III (1 cr)
- [MUS3006](#) - Aural Techniques III
- [THEA1030](#) - Opera Workshop (0 - 1 cr)
- [THEA1030](#) - Vocal Sciences(3 cr)

## Second Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

17

## Requirements

- Applied Music (Generic) (2 cr)
- [COMM2025](#) - Fundamentals of Communication (3 cr)
- [MUS1013](#) - Recital Class
- [MUS1024](#) - Intrm Class Piano/Mus Mjrs IV (0 - 1 cr)
- [MUS1230](#) - Voice and Diction (3 cr)
- [MUS3660](#) - (0 - 1 cr)
- [MUS2130](#) - Harmony IV (0 - 2 cr)
- [MUS2140](#) - Aural Techniques IV (1 cr)
- [MUS3006](#) - Opera Workshop (0 - 1 cr)

Junior Year

**First Semester**

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

13

**Requirements**

- Applied Music (Generic) (2 cr)
- Elective (Generic) (2 cr)  
[MUS1013](#) - Recital Class
- [MUS3670](#) - Musical Theatre Movement III (0 - 1 cr)
- [MUS3006](#) - Opera Workshop (0 - 1 cr)  
[Scientific Reasoning](#) (4 cr)
- [THEA1025](#) - Stagecraft I (3 cr)

**Second Semester**

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

**Requirements**

- Applied Music (Generic) (2 cr)
- [HIST2010](#) (3 cr)  
[MUS1013](#) - Early United States History
- [MUS1680](#) (0 - 1 cr)  
[MUS3006](#) - Recital Class
- [MUS3960](#) (0 - 1 cr)  
[MUS3000](#) - Musical Theatre Movement IV  
[MUS3000](#) - Junior Project (1 cr)  
[MUS3000](#) - Musical Theatre IV
- [THEA3000](#) (4 cr)  
[THEA3000](#) - Stagecraft II

Senior Year

### First Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

12

### Requirements

- Applied Music (Generic) (2 cr)
- Elective (Generic) (1 cr)
- [HIST2020](#) - Modern United States History (3 cr)
- [MUS1013](#) - Recital Class
- [MUS3030](#) - Musical Theatre History (3 cr)
- [MUS4250](#) - Recording Techniques (0 - 2 cr)
- - Play Production (1 cr)

### Second Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

12

### Requirements

- Applied Music (Generic) (2 cr)
- Elective (Generic) (3 cr)
- [MUS4010](#) - Senior Project (1 cr)
- [MUS4800](#) - Musical Theatre Internship (6 cr)

# MUS-MUPE-WOOD - Music, Music Performance Concentration, Multiple Woodwinds Option, B.M.

## Program Overview

### Program Long Title

Music, Music Performance Concentration, Multiple Woodwinds Option, B.M.

### College/School

Fine Arts

### Department(s)

Music

## Degree Map

### Degree Map Name

Degree Plan - Music, Music Performance Concentration, Multiple Woodwinds Option, B.M.

### Total Degree Map Credits

118 - 120

### Degree Map Effective Catalog Year

2223 -

Year	Semester	Actual Credits
Freshman Year	First Semester	14

### Requirement Select

- Applied Music (Primary) (Generic)

### Actual Credits

1

### Requirement Select

- Applied Music (Secondary 1) (Generic)

### Actual Credits

1

### Requirement Select

- ENGL1010 - English Composition I

### Actual Credits

3

### Requirement Select

- Quantitative Reasoning/Analysis

### Actual Credits

3

### Requirement Select

- Major Ensemble (Generic)

### Actual Credits

1

### Requirement Select

- MUS1013 - Recital Class

### Actual Credits

-

**Requirement Select**

- MUS1120 - Harmony I

**Actual Credits**

3

**Requirement Select**

- MUS1130 - Aural Techniques I

**Actual Credits**

1

**Requirement Select**

- MUS1070 - Concert Choir

**Actual Credits**

1

**Year**

Freshman Year

**Semester**

Second Semester

**Actual Credits**

16

**Requirement Select**

- Applied Music (Primary) (Generic)

**Actual Credits**

1

**Requirement Select**

- Applied Music (Secondary 2) (Generic)

**Actual Credits**

1

**Requirement Select**

- ENGL1020 - English Composition II

**Actual Credits**

3

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1030 - Music Appreciation

**Actual Credits**

3

**Requirement Select**

- MUS1140 - Harmony II

**Actual Credits**

3

**Requirement Select**

- MUS1150 - Aural Techniques II

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Year**

Sophomore Year

**Semester**

First Semester

**Actual Credits**

16

**Requirement Select**

- Financial and Digital Literacy

**Actual Credits**

3

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1023 - Intrm Class Piano/Mus Mjrs III

**Actual Credits**

1

**Requirement Select**

- MUS2110 - Harmony III

**Actual Credits**

2

**Requirement Select**

- MUS2120 - Aural Techniques III

**Actual Credits**

1

**Requirement Select**

- MUS3010 - Music History & Lit I

**Actual Credits**

3

**Requirement Select**

- Applied Music (Primary) (Generic)

**Actual Credits**

1

**Requirement Select**

- Applied Music (Secondary 3) (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
Sophomore Year	Second Semester	15

**Requirement Select**

- COMM2025 - Fundamentals of Communication
- OR**
- PC2500 - Communicating in the Profess.

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1024 - Intrm Class Piano/Mus Mjrs IV

**Actual Credits**

1

**Requirement Select**

- MUS2130 - Harmony IV

**Actual Credits**

2

**Requirement Select**

- MUS2140 - Aural Techniques IV

**Actual Credits**

1

**Requirement Select**

- MUS3020 - Music History & Lit II

**Actual Credits**

3

**Requirement Select**

- MUS3710 - Pedagogy/Literature I

**Actual Credits**

2

**Requirement Select**

- Applied Music (Primary) (Generic)

**Actual Credits**

1

**Requirement Select**

- Applied Music (Secondary 4) (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
Junior Year	First Semester	16

**Requirement Select**

- HIST2010 - Early United States History

**Actual Credits**

3

**Requirement Select**

- Scientific Reasoning

**Actual Credits**

4

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUED3620 - Fundamentals of Conducting

**Actual Credits**

1

**Requirement Select**

- MUS1081 - Improvisation I

**OR**

- MUS4120 - Contemporary Music

**Actual Credits**

1

**Requirement Select**

- MUS3720 - Pedagogy/Literature II

**Actual Credits**

2

**Requirement Select**

- MUS3950 - Junior Recital

**Actual Credits**

1

**Requirement Select**

- Applied Music (Primary) (Generic)

**Actual Credits**

1

**Requirement Select**

- Applied Music (Secondary (Generic))

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Minor Ensemble (Generic)

**Actual Credits**

1

Year	Junior
Year	

Semester
Second Semester

Actual Credits
15 - 16

**Requirement Select**

- Flight Foundations - Flexible Electives

**Actual Credits**

4

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS3210 - Instrumentation

**Actual Credits**

2

**Requirement Select**

- MUS3730 - Pedagogy/Literature III

**Actual Credits**

2

**Requirement Select**

- MUS1082 - Improvisation II

**OR**

- MUS4510 - Computer App In Music

**Actual Credits**

1 - 2

**Requirement Select**

- MUS4710 - Supervised Teaching Exp I

**Actual Credits**

2

**Requirement Select**

- Applied Music (Primary) (Generic)

**Actual Credits**

1

**Requirement Select**

- Applied Music (Secondary 2) (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Minor Ensemble (Generic)

**Actual Credits**

1

Year	Senior	Semester	Actual Credits
		First Semester	14 - 15

**Requirement Select**

- HIST2020 - Modern United States History

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS3130 - Form and Analysis

**Actual Credits**

2

**Requirement Select**

- MUS1081 - Improvisation I  
**OR**  
• MUS4120 - Contemporary Music

**Actual Credits**

1 - 2

**Requirement Select**

- MUS4250 - Recording Techniques

**Actual Credits**

2

**Requirement Select**

- MUS4720 - Supervised Teaching Exp II

**Actual Credits**

2

**Requirement Select**

- Applied Music (Primary) (Generic)

**Actual Credits**

1

**Requirement Select**

- Applied Music (Secondary 3) (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Minor Ensemble (Generic)

**Actual Credits**

1

Year	Senior Year	Semester	Actual Credits
		Second Semester	12

**Requirement Select**

- Humanities and Cultural Expression

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1082 - Improvisation II

**OR**

- MUS4510 - Computer App In Music

**Actual Credits**

1

**Requirement Select**

- MUS4000 - Senior Recital

**Actual Credits**

1

**Requirement Select**

- MUS4650 - Mus Business/Entrepreneurship

**Actual Credits**

1

**Requirement Select**

- MUS4730 - Supervised Teaching Exp III

**Actual Credits**

2

**Requirement Select**

- Applied Music (Primary) (Generic)

**Actual Credits**

1

**Requirement Select**

- Applied Music (Secondary 4) (Generic)

**Actual Credits**

1

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Minor Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

120 earned hours is required to complete the degree. (Generic)

**Actual Credits**

-

# MUS-MUPE-PIA - Music, Music Performance Concentration, Piano Option, B.M.

## Program Overview

### Program Long Title

Music, Music Performance Concentration, Piano Option, B.M.

### College/School

Fine Arts

### Department(s)

Music

## Degree Map

### Degree Map Name

Degree Plan - Music, Music Performance Concentration, Piano Option, B.M.

### Total Degree Map Credits

120

### Degree Map Effective Catalog Year

20223-

Year	Semester	Actual Credits
Freshman Year	First Semester	15
<b>Requirement Select</b>		
• ENGL1010 - English Composition I		

### Requirement Select

- Quantitative Reasoning/Analysis

### Actual Credits

3

### Requirement Select

- MUS1013 - Recital Class

### Actual Credits

-

### Requirement Select

- MUS1016 - Accompanying

### Actual Credits

1

### Requirement Select

- MUS1021 - Class Voice Techniques I

### Actual Credits

1

### Requirement Select

- MUS1120 - Harmony I

### Actual Credits

3

### Requirement Select

- MUS1130 - Aural Techniques I

### Actual Credits

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
Freshman Year	Second Semester	15

**Requirement Select**

- ENGL1020 - English Composition II

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1016 - Accompanying

**Actual Credits**

1

**Requirement Select**

- MUS1030 - Music Appreciation

**Actual Credits**

3

**Requirement Select**

- MUS1070 - Concert Choir

**Actual Credits**

1

**Requirement Select**

- MUS1140 - Harmony II

**Actual Credits**

3

**Requirement Select**

- MUS1150 - Aural Techniques II

**Actual Credits**

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
Sophomore Year	First Semester	17

**Requirement Select**

- Financial and Digital Literacy

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

MUS1016 - Accompanying

**Actual Credits**

1

**Requirement Select**

- MUS1081 - Improvisation I

**Actual Credits**

1

**Requirement Select**

- MUS2110 - Harmony III

**Actual Credits**

2

**Requirement Select**

- MUS2120 - Aural Techniques III

**Actual Credits**

1

**Requirement Select**

- MUS3010 - Music History & Lit I

**Actual Credits**

3

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

Year	Sophomore	Semester	Actual Credits
Year		Second Semester	16

**Requirement Select**

- COMM2025 - Fundamentals of Communication

**OR**

- PC2500 - Communicating in the Profess.

**Actual Credits**

3

**Requirement Select**

- MUS4510 - Computer App In Music

**Actual Credits**

2

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1016 - Accompanying

**Actual Credits**

1

**Requirement Select**

- MUS1082 - Improvisation II

**Actual Credits**

1

**Requirement Select**

- MUS2130 - Harmony IV

**Actual Credits**

2

**Requirement Select**

- MUS2140 - Aural Techniques IV

**Actual Credits**

1

**Requirement Select**

- MUS3020 - Music History & Lit II

**Actual Credits**

3

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Junior	Semester	Actual Credits
Year		First Semester	16

**Requirement Select**

- HIST2010 - Early United States History

**Actual Credits**

3

**Requirement Select**

- Scientific Reasoning

**Actual Credits**

4

**Requirement Select**

- MUED3620 - Fundamentals of Conducting

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1016 - Accompanying

**Actual Credits**

**Requirement Select**

- MUS3130 - Form and Analysis

**Actual Credits**

**Requirement Select**

- MUS3710 - Pedagogy/Literature I

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Year**

Junior Year

**Semester**

Second Semester

**Actual Credits**

15

**Requirement Select**

- HIST2020 - Modern United States History

**Actual Credits**

3

**Requirement Select**

- Flight Foundations - Flexible Electives

**Actual Credits**

4

**Requirement Select**

- MUS1005 - Chamber Music

**Actual Credits**

1

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1016 - Accompanying

**Actual Credits**

1

**Requirement Select**

- MUS3720 - Pedagogy/Literature II

**Actual Credits**

2

**Requirement Select**

- MUS3950 - Junior Recital

**Actual Credits**

1

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Year**

Senior Year

**Semester**

First Semester

**Actual Credits**

14

**Requirement Select**

- Humanities and Cultural Expression

**Actual Credits**

3

**Requirement Select**

- Social/Behavioral Sciences

**Actual Credits**

3

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1016 - Accompanying

**Actual Credits**

1

**Requirement Select**

- MUS4120 - Contemporary Music

**Actual Credits**

2

**Requirement Select**

- MUS4710 - Supervised Teaching Exp I

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

Year	Semester	Actual Credits
Senior Year	Second Semester	12

**Requirement Select**

- MUS1013 - Recital Class

**Actual Credits**

-

**Requirement Select**

- MUS1016 - Accompanying

**Actual Credits**

1

**Requirement Select**

- MUS4000 - Senior Recital

**Actual Credits**

1

**Requirement Select**

- MUS4250 - Recording Techniques

**Actual Credits**

2

**Requirement Select**

- MUS4720 - Supervised Teaching Exp II

**Actual Credits**

2

**Requirement Select**

- Applied Music (Generic)

**Actual Credits**

2

**Requirement Select**

- Major Ensemble (Generic)

**Actual Credits**

1

**Requirement Select**

- Upper Division Elective (Generic)

**Actual Credits**

3

# MUS-MUPE-VOC - Music, Music Performance Concentration, Vocal Option, B.M.

## Program Long Title

Music, Music Performance Concentration, Vocal Option, B.M.

## College/School

Fine Arts

## Department(s)

Music

Freshman Year

## First Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

14

## Requirements

- |                          |   |                              |
|--------------------------|---|------------------------------|
| <a href="#">ENGL1010</a> | - | English Composition I (3 cr) |
|--------------------------|---|------------------------------|
- |                         |   |  |
|-------------------------|---|--|
| <a href="#">MUS1013</a> | - | Quantitative Reasoning/Analysis (3 cr) |
|-------------------------|---|--|
- |                         |   |                      |
|-------------------------|---|----------------------|
| <a href="#">MUS1120</a> | - | Recital Class (1 cr) |
|-------------------------|---|----------------------|
- |                         |   |                         |
|-------------------------|---|-------------------------|
| <a href="#">MUS1130</a> | - | Harmony I (3 cr) (1 cr) |
|-------------------------|---|-------------------------|
- |                         |   |                                  |
|-------------------------|---|----------------------------------|
| <a href="#">MUS1210</a> | - | Aural Techniques I (2 cr) (1 cr) |
|-------------------------|---|----------------------------------|
- |                                |   |                                 |
|--------------------------------|---|---------------------------------|
| <a href="#">Major Ensemble</a> | - | Diction for Singers I (Generic) |
|--------------------------------|---|---------------------------------|

## Second Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

17

## Requirements

- [ENGL1020](#) - English Composition II (3 cr)
- [MUS1013](#)
- [MUS1030](#) - Recital Class (3 cr)
- [MUS1140](#) - Music Appreciation
- [MUS1150](#) - Harmony II (1 cr)
- [MUS1220](#) - Aural Techniques II (1 cr)
- [MUS1220](#) - Diction for Singers II
- [Majors Ensemble \(Generic\)](#) (1 cr)

Sophomore Year

## First Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

17

## Requirements

- Financial and Digital Literacy (3 cr)
- ~~Social/Behavioral Sciences (Course Set)~~ (3 cr)
- MUS1013 - Recital Class (0 - 1 cr)
- MUS1023 - Intrm Class Piano/Mus Mjrs III (0 - 2 cr)
- MUS2110 - Harmony III (1 cr)
- MUS2120 - Aural Techniques III (0 - 1 cr)
- MUS3006 - Opera Workshop (3 cr)
- MUS3010 - Music History & Lit I (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

**Second Semester**

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

**Requirements**

- [COMM2025](#) - Fundamentals of Communication (3 cr)

**OR**

[PC2500](#) - Communicating in the Profess. (3 cr)

- [MUS1013](#) - Recital Class
- [MUS1024](#) - Instrm Class Piano/Mus. Mins. IV (0 - 1 cr)
- [MUS2130](#) - Harmony IV (0 - 2 cr)
- [MUS2140](#) - Aural Techniques IV (1 cr)
- [MUS3020](#) - Music History & Lit II (3 cr)
- [MUS4510](#) - Computer App In Music (0 - 2 cr)
- [Applied Music \(Generic\)](#) (2 cr)

Junior Year

**First Semester**

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

16

## Requirements

- [HIST2010](#) - Early United States History (3 cr)
- [MUS1013](#) - Scientific Reasoning (4 cr) (3 cr)
- [MUS1013](#) - Foreign Language (Generic)
- [MUS3006](#) - Recital (Generic) (0 - 1 cr)
- [MUS3130](#) - Form and Analysis (2 cr) Opera Workshop (2 cr)
- Major Ensemble (Generic)

## Second Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

14

## Requirements

- [HIST2020](#) - Modern United States History (3 cr)
- [Eight Foundations – Flexible Electives \(4 cr\)](#)
- Foreign Language (Generic) (3 cr)
- [MUS1013](#) - Recital Class
- [MUS3950](#) Junior Recital (1 cr)
- Applied Music (Generic) (2 cr)
- Major Ensemble (Generic) (1 cr)

Senior Year

## First Semester

Total Degree Map Credits

120

Degree Map Effective Catalog Year

Spring Term 2023 -

Actual Credits

15

## Requirements

- [Humanities and Cultural Expression \(3 cr\)](#)
- [MUED3620](#) - (1 cr)
- [MUS1013](#) - Fundamentals of Conducting
- [MUS3240](#) - Recital Class (2 cr)
- [MUS3800](#) - Vocal Pedagogy & Lit I (2 cr)
- [MUS4120](#) - Choral Literature (2 cr)
- [Contemporary Music \(2 cr\)](#)
- Major Ensemble (Generic) (2 cr)

Total Degree Map

Credits 120

Degree Map Effective Catalog  
Year Spring Term 2023 -

Actual  
Credit  
s 12

### Requirements

- [Humanities and Cultural Expression](#) (3 er)
- [MUED4510](#) - Special Pro\_blems (! - 2 00)

**OR**

[MUED4520](#) - Spcial Problems (1 - 2 er)

- [MUS1013](#) - Recital Class
- [MUS3006](#) - Opera Workshop (0 - 1 er)
- [MUS3810](#) - Vocal Pedagogy & Lit II (2 er)
- [MUS4000](#) - Senior Recital (1 er)
- Applied Music (Generic) (2 er)
- Major Ensemble (Generic) (1 er)

### **12. OTHER SUCH MATTERS**

Dr. Wendt mentioned that the next UCC meeting is February 12, 2026, with a deadline of February 4, for proposal submission.

There being no other such matters, Dr. Wendt asked for a motion to adjourn.

***Motion to adjourn:*** Lisa Zagumny

***Second:*** Julie Baker

***Vote:*** Motion Carried.

Meeting adjourned at 3:28 p.m.