

**EDUC 2030 (F/S) Introduction to Teaching: K-12.\*** This course provides an initial orientation to the King Teacher Education Program, including the process for application to Teacher Education. Course content includes an overview of curriculum and instruction, student diversity and classroom management. Students are expected to begin the development of the Teacher Education electronic portfolio..... 2 s.h.  
 Co-requisite: EDUC 2031  
 \*Not designed for transfer

**EDUC 2031 (F/S) Introduction to Teaching Practicum: K-12.** This course is a supervised practicum to accompany EDUC 2030. Students are expected to observe in public school classrooms and in non-traditional settings that offer exposure to diverse student populations. .... 1 s.h.  
 Co-requisite: EDUC 2030

**EDUC 2100 (F/S) Survey of Exceptional Children.** Introduction to characteristics of exceptional children and their education. Includes study of historical and legislative background, mental and physical disabilities, and instructional strategies. Emphasis on educational, social, cultural, and psychological needs of exceptional children. Students are expected to observe in public school classrooms as a part of this course ..... 4 s.h.

**EDUC 2370 (F/S) Reflective Teaching: Planning for Classroom Instruction.** This course emphasizes instructional planning, including developmentally appropriate curriculum content, specific instructional strategies, and assessment techniques. Students are expected to observe in classrooms as a part of this course..... 3 s.h.

**EDUC 2900 (F/S) Foundations of Education.** A study of the historical, philosophical, and sociological forces that shape the theory and practice of education in the United States today. Traces the development of educational concepts and principles, analyzes culture patterns which affect the learning process, and examines the relationship between the school and society..... 3 s.h.

**EDUC 2950 (F/S) Technology for Teachers.** A course designed to prepare teacher candidates to integrate 21<sup>st</sup> century classroom technologies and multi-media based technologies into the classroom. Students will develop beginning abilities to promote different learning strategies using various modern technology tools. Ability to utilize a software presentation for use on a computer projection system will be an integral part of the course. Limited to Teacher Education candidates without consent of instructor.... 2 s.h.  
 Prerequisite: Teacher Education candidate or consent of instructor

**EDUC 3120 (S/SU) Principles of Grammar and Writing: ESL** The study of grammar and syntax of the English language as it relates to the teaching of writing to non-native speakers of English. Students will be exposed to principles of phonology, grammar, mechanics, syntax, and composition, enabling them to be effective in adapting course content appropriate for ESL students at varying levels of English proficiency ..... 2 s.h.

**EDUC 3360 (F/SU) Introduction to Linguistics.** Explores social and psychological bases of language acquisition and use. Considers cultural and regional variation, and implications of language variety on literacy development among non-native English speakers ..... 2 s.h.

**EDUC 3390 (S) Secondary Curriculum and Methods.** This course is a survey of general secondary teaching methods, materials, classroom management, and assessment ..... 3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3392 (F) Content Specific Practicum, Elementary Music Education.** Supervised fieldwork and teaching in elementary music education to accompany Elementary Music Methods..... 1 s.h.  
Prerequisite: Admission to Teacher Education  
Co-requisite: EDUC 3541

**EDUC 3393 (S) Content Specific Practicum, Secondary Music Education.** Supervised fieldwork and teaching in secondary music education to accompany Secondary Music Education Methods ..... 1 s.h.  
Prerequisite: Admission to Teacher Education  
Co-requisite: EDUC 3542

**EDUC 3394 (S) Content Specific Practicum, Secondary Instrumental Music Methods.** Supervised fieldwork and teaching in secondary instrumental music to accompany Secondary Instrumental Music Methods ..... 1 s.h.

**EDUC 3530 (S) Language Arts and Social Studies Methods.** This course is designed to be a survey of materials and methods appropriate for teaching language arts and social studies in elementary and middle schools and to develop instruction and assessment skills in these subjects. Curriculum content and grade level objectives for each subject will be explored separately with an emphasis on the integration of these content areas into the total curriculum, Grades K-8. Individual and group projects, including instructional planning and assessment, and fieldwork are required components of the course ..... 3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3540 (F) Math and Science Methods.** This course is designed to survey materials and methods appropriate for teaching math and science in elementary and middle schools and to develop instruction and assessment skills in these subjects. Curriculum content and grade level objectives for each subject will be explored separately with an emphasis on the integration of these content areas into the total curriculum, Grades K-8. Individual and group projects, including instructional planning and assessment, and fieldwork are required components of the course ..... 3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3541 (D) Elementary Music Methods.** This course is designed to survey materials and methods appropriate for teaching music concepts to children in elementary and middle schools, and to develop instruction and assessment skills in this subject. Curriculum content and grade level objectives will be explored separately. Grades K-6. Individual and group projects, including instructional planning, assessment, and fieldwork, are required components of the course ..... 3 s.h.  
Prerequisite: Admission to Teacher Education and MUSC 1010, 1020, 3620  
Co-requisite: EDUC 3392

**EDUC 3542 (D) Secondary Music Methods.** This course is designed to survey materials and methods appropriate for teaching music concepts to adolescents in middle school and high school, & to develop instruction and assessment skills in this subject. Curriculum content and grade level objectives will be explored separately. Grades 7-12. Individual and group projects, including instructional planning and assessment, and fieldwork, are required components of the course ..... 3 s.h.  
Prerequisite: MUSC 1010, 1020, 1110, 2010, 2020, 3020, 3620  
Co-requisite: EDUC 3393

**EDUC 3543 (D) Secondary Instrumental Music Methods.** A survey of current instrumental music methods and materials appropriate for use in the secondary public school setting. The course will identify current trends and pedagogical techniques as well as compare, contrast, and evaluate different instructional materials ..... 3 s.h.  
Prerequisite: EDUC 3541

**EDUC 3550 (F) Integrated Related Arts Curriculum: Pre-K-8.** A survey of materials and methods appropriate for teaching of art, music, and physical education in the elementary school curriculum. Emphasis will be placed on integration within the total curriculum. Includes development or materials and participation in physical activities appropriate for school-aged children. Some fieldwork will be expected ..... 3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3590 (F) Content Area Reading.** Designed to equip teachers to foster literacy skill development among students in secondary and middle grades classrooms in all subjects. The course will provide a background in the developmental process of reading, informal reading assessment, corrective, and remedial practices and procedures. Includes content specific field work in 7-12 classrooms..... 3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3600 (F/S) Assessment and Evaluation.** An analysis of the role of assessment and evaluation of student learning and teaching effectiveness. Includes the study of validity, reliability, standardized testing, norm- and criterion-referenced testing, personality and interest inventories, statistical applications, test data interpretations, and test-item construction. Current school accountability practices will be examined. Students will also develop and apply informal assessment strategies..... 3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3630 (A/F) Methods and Materials of Elementary Physical Education.** In this course, students will develop an understanding of the activities appropriate for elementary school-age children such as physical fitness, rhythmic movement, gymnastics, games, and sports. Includes instructional methods and development of the ability to implement instruction appropriate to developmental level ..... 4 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3640 (A/S) Methods and Materials for Secondary Physical Education.** In this course, students will develop an understanding of the activities appropriate for middle school and high school, including physical fitness activities and a variety of individual, dual, and team sports. Includes instructional methods and development of the ability to implement instruction appropriate to developmental level ..... 4 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 3800/3830 (D) Internship/Cooperative Education.** For a complete description of Internships and Cooperative Education, see the Off-Campus section under Experiential Learning..... 1-12 s.h.

**EDUC 3900 (D) Special Topics**..... 1-4 s.h.

**EDUC 4110 (F) ESL Assessment.** Examines formal and informal methods of assessment of language aptitude and competence of LEP students. Emphasis on various approaches and strategies for LEP students, as well as a review of state and federal requirements. Includes field experience ..... 2 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 4120 (SU) Principles of Second Language Acquisition.** Explores ESL theory and practice for inclusion of non-native English speakers in public school classrooms. Includes field experience with ELL students and families ..... 2 s.h.

**EDUC 4360 (S/SU) ESL Methods and Materials.** Selection and development of instructional materials and strategies for instruction of non-native English speakers in bilingual and multilingual classrooms. Includes field experience..... 2 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 4380 (D) Practicum in ESL Instruction.** Supervised practicum in assessment and instruction of non-native English speakers in public school classroom during the Pre-K-12 school years ..... 1-3 s.h.  
Prerequisite: Admission to Teacher Education, EDUC 2030/2031 and 2370

**EDUC 4450 (F/S) Clinical Teaching Practicum.** Clinical experience featuring observation of classroom practices, student behavior, and introduction to school policies. Includes such experiences as monitoring, tutoring and co-teaching leading to the preparation, presentation and evaluation actual teaching episodes with the guidance and supervision of a mentor teacher and a university supervisor. Placement is in area partner schools, observing the schedule prescribed for the mentor teachers with whom they work. Approval to student teach required..... 3 s.h.  
Prerequisites: Post baccalaureate status, undergraduate major or equivalent in licensure area, and either all professional level Teacher Education courses/Praxis II content and subject specialty exams or enrollment in King MED program. Can be repeated up to five times.  
Co-requisite: EDUC 4910 or 4980

**EDUC 4470 (F/S) Student Teaching: K-Grade 2.** This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course ..... 5 s.h.  
Prerequisites: All courses in the academic major and all professional level Teacher Education courses  
Co-requisite: EDUC 4480, 4910

**EDUC 4480 (F/S) Student Teaching: Grades 3-5.** This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching

and be approved before enrolling in this course..... 5 s.h.  
Prerequisites: All courses in the academic major and all professional level Teacher Education courses  
Co-requisite: EDUC 4470, 4910

**EDUC 4490 (F/S) Student Teaching: Grades 6-10.** This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course ..... 6 s.h.  
Prerequisites: All courses in the academic major and all professional level Teacher Education courses  
Co-requisite: EDUC 4950

**EDUC 4500 (F/S) Student Teaching: Grades 9-12.** This course consists of clinical experience featuring observation, co-teaching, and teaching under the supervision of a mentor teacher and university supervisor. Students are placed in local partner schools for their clinical experience. Students must apply for admission to student teaching and be approved before enrolling in this course ..... 5 s.h.  
Prerequisites: All courses in the academic major and all professional level Teacher Education courses  
Co-requisite: EDUC 4490, 4910

**EDUC 4650/4660 (D) Teaching Internship: K-12.** Clinical experience featuring observation of classroom practices, student behavior, and introduction to school policies. Includes such experiences as monitoring, tutoring and co-teaching leading to the preparation, presentation and evaluation actual teaching episodes with the guidance and supervision of a mentor teacher and a university supervisor. Placement is in area partner schools, observing the schedule prescribed for the mentor teachers with whom they work..... 6 s.h.  
4650 meets Fall term; 4660 meets Spring term.  
Prerequisite: All professional level Teacher Education courses  
Co-requisite: EDUC 4950

**EDUC 4910 (F/S) Capstone Seminar: K-5.** This course includes discussions of issues related to student teaching and induction into the profession. Students are required to present their final electronic portfolios and to pass all state-mandated PRAXIS II tests to successfully complete this course..... 2 s.h.  
Co-requisite: Student Teaching

**EDUC 4940 (F/S/SU) Introduction to edTPA.** This online course is designed to introduce the edTPA process to students who are preparing to student teach. The course will offer an overview of the edTPA process and a review of all rubrics associated with edTPA. A final project in the class will include students assessing their own teaching episodes using edTPA rubrics ..... 1 s.h.  
Prerequisite: All professional-level Teacher Education courses except those remaining in the final semester prior to student teaching

**EDUC 4950 (F/S) Capstone Seminar: Grades K-12.** This course includes discussions of issues related to student teaching and induction into the profession. Students are required to present their final electronic portfolios and to pass all state-mandated PRAXIS II tests to successfully complete this course..... 2 s.h.  
Co-requisite: Student Teaching

**EDUC 4990 Comprehensive Assessment.** Successful completing of all Tennessee Department of Education mandated, at the time of graduation, PRAXIS II Content Knowledge and pedagogy (Principles of Learning and Teaching) examinations. Successful completion and presentation of electronic portfolio demonstrating competency in state and national standards. Successful completion of the comprehensive assessment is a requirement for graduation with an Education minor and recommendation for teacher licensure ..... 0 s.h.

**EDUC 5000 Designing Instruction for Exceptional Learners.** This course is an intensive study of exceptional learners. There is focus on extending principles of learning and intellectual, socio-cultural, emotional, and physical development to persons with disabilities. Emphasis is placed on how to design and modify learning environments to meet individualized needs while integrating standards into learning experiences..... 3 s.h.

**EDUC 5010 Research Methods in Education.** This course is an introduction to the function and means of various practices of educational research. The course will promote understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data ..... 3 s.h.

**EDUC 5015 Instructional Planning.** This course is a practical introduction to the lesson planning process that offers ample opportunities for practice and revision. Students will practice framing lessons using district and state curriculum standards, writing measurable objectives, developing and using formative and summative assessments, and planning for differentiated instruction. Students will also learn how to access prior knowledge of the students in their classrooms, offer guided practice and modeling, foster critical thinking and problem solving skills, and complete a lesson with intentional closure..... 3 s.h.

**EDUC 5020 Instructional Design.** This course is a study of curriculum and instructional design, and instructional strategies consistent with such designs. Students will examine curricula theory and practice on multiple levels in designing responsive curricula. There will be an emphasis on understanding complex processes in learning and in curriculum development..... 3 s.h.

**EDUC 5030 Human Relations in the Classroom.** This course focuses on intrapersonal, interpersonal, and intergroup relations issues in schools. Theory will be blended with practice in the study of instructional, classroom management, and conflict resolution practices. The course will examine the critical issues associated with discipline and management, community building practices, strategies for working with families, transition practices, and practices related to multicultural education. This course also emphasizes teacher self-awareness as a major aspect of the human relations approach..... 3 s.h.

**EDUC 5040 Advanced Assessment and Evaluation.** This course investigates principles of assessment and evaluation with emphasis on practices applicable to a variety of educational settings. The course focuses on preparing educators to analyze a wide range of data sources and to use that data to initiate and support improvement in K-12 schools ..... 3 s.h.

**EDUC 5045 Critical Conversations: Communication in a Global Learning Environment.** This course will examine the critical issues associated with a wide array

of diverse populations as they relate to American society as a whole and schools in particular. Emphasis will be placed upon the conditions of a globally networked society characterized by deep cultural interconnections. Classroom management and community building strategies that build bridges to the global community that is already present in our schools will be emphasized. Self-awareness will be extended through a model of intercultural praxis as students will be challenged to interconnect with and relate to other places and people of the global society in which we live. The end result should be a strengthening of classroom practice through an increased understanding of a diverse culture ..... 3 s.h.

**EDUC 5060 Social Foundations of American Education.** The focus of this course is culture as a motivating influence in learning, and the ways in which ethnicity, race, social class, gender, and language background affect access to education and economic opportunity and achievement. Social, economic, and political contexts within which schools function and the values which provide direction for our schools will be addressed. The course includes an overview of the historical, philosophical, and social influences shaping educational practices, beliefs, and goals through history ..... 3 s.h.

**EDUC 5070 Advanced Educational Psychology.** This course examines in depth the contributions of psychology to the teaching and learning processes. The theories and applications of psychology applied to cognitive, social, and emotional learning are emphasized. In addition, students will investigate how behavioral, cultural, and cognitive theories inform effective instruction and classroom management ..... 3 s.h.

**EDUC 5080 Elementary Methods and Materials.** This course provides students structured investigation into the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Specific topics include national standards, scope and sequence in their subject, and main concepts of the discipline. There will be emphasis on instructional design, media, and methodology as well as recent developments in content and instructional procedures as they relate to elementary schools. .... 3 s.h.

**EDUC 5085 Secondary Methods and Materials.** This course provides students structured investigation into the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Specific topics include national standards, scope and sequence in their subject, and main concepts of the discipline. There will be emphasis on instructional design, media, and methodology as well as recent developments in content and instructional procedures as they relate to middle and secondary schools ..... 3 s.h.

**EDUC 5090 Theory and Practice in Literacy and Reading Instruction.** This course focuses on literacy acquisition as a developmental process and on effective methods of applying research to practice. Emphasis is on the developmental stages of reading, evaluation of materials for reading instructions, diagnostic assessment, and effective reading programs. Students will also investigate instructional techniques regarding how diverse children develop abilities to decode, interpret, and use language to gain content knowledge ..... 3 s.h.

**EDUC 5100 Action Research Project.\*** This course requires an action research project designed to explore an issue or line of inquiry chosen by the student. Emphasis will be placed on selecting a project relevant to an issue in local schools. This course focuses on

the gathering of qualitative and quantitative data, data analysis, interpretation techniques, drawing conclusions, developing an action plan, and preparing a publishable research report..... 4 s.h.  
\*Not designed for transfer

**EDUC 5110 Action Research Seminar.** This course provides students the opportunity to work with a high degree of independence to meet well-defined goals under the supervision of a member of the graduate faculty. Included in the course will be small group meetings for the exchange of ideas, debate of issues, or presentation of research in stages through completion ..... 2 s.h.

**EDUC 5210 Trends and Issues in Educational Technology.** This course will further develop students' technology skills for use in the educative process. A central focus will be research to determine emerging technologies appropriate for use in schools. Students will investigate the use of technology to accomplish data-driven decision-making and to effectively and efficiently solve school-based issues ..... 3 s.h.

**EDUC 5220 Creating a Culture for Teaching and Learning.** Instruction will focus on engaging stakeholders in effectively developing and implementing the school's vision, mission, and goals; creating a culture conducive to learning throughout the school community; making best use of resources to achieve the school mission; and carrying out responsibilities ethically. The student will understand the challenges of continuous improvement while managing the school and fostering a school culture focused on teaching and learning. Discussions will include methods and procedures for developing programs and instructional staff in addition to assessment strategies applied to both areas. Principles and techniques of effective leadership will be assessed against the legal, moral, and ethical implications of teacher leaders' actions and beliefs. Concepts and methodologies from learning theory, systems theory, group dynamics, and organizational culture assessments will be applied to collective learning and organizational culture ..... 3 s.h.

**EDUC 5225 Instructional Leadership for Continuous Improvement.** Students will be introduced to the strategic and change management processes. They will learn how to set high standards for self, model professional learning, and establish a culture of personal and professional growth. Emphasis will be placed upon how leaders can create positive environments of cultural competence and equity for all stakeholders and develop a comprehensive strategic plan to impact student learning. Students will understand the value of leading by example as they move toward an instructional focus shift from teaching to learning. An additional focus will be on how to distribute personal ethics in leadership to others through equal access, opportunity, and inclusionary practices. The student will understand the role of the school leader in the community and learn how to establish, maintain, and lead professional learning communities ..... 3 s.h.

**EDUC 5240 Legal and Ethical Dimensions in Education.** This course is an examination of federal and state constitutional and statutory influences on public schools, with a focus on how judicial interpretation shapes and influences educational policy. Students will analyze ethical and professional decisions affecting stakeholders within the school community ..... 3 s.h.

**EDUC 5255 Assessments and Data for School Improvement.** This course provides a conceptual understanding of learning and assessment and will emphasize the various types of data that can be used to drive student achievement and continuous school improvement. Students will focus on data (formative and summative) that impact



decision-making and will analyze TVAAS data to derive outcomes and make plans for next steps to ensure progress and growth for students, teachers, and the school as a whole..... 3 s.h.

**EDUC 5265 Resource Management.** Students will learn best practices for managing fiscal resources, human capital, and school operations. Focusing on recruiting, hiring and retaining the best and most productive people, students will gain a greater understanding of the positions and roles within a successful school organization. Students will learn the importance of purposeful and diverse hiring practices. Students will also work collaboratively with a field mentor to learn about essential school operations and their relationships to student achievement. Assessment of physical plant needs, the establishment and maintenance of a safe and clean environment, and typical documentation for operational matters will be included..... 3 s.h.

**EDUC 5270 Contemporary Issues in Education.** This course examines critical issues in education. The focus will be researching, analyzing, and comparing emerging issues to promote scholarly thought within learning communities ..... 3 s.h.

**EDUC 5280 (F) Strategic Planning.** This course will focus upon the strategic planning and change management processes. Students will learn how to create and conduct a comprehensive needs assessment and use the resulting data to develop a strategic plan to impact student learning. Monitoring multiple forms of data will create opportunities for ongoing adjustment to the strategic plan. Students will also learn how to implement a dynamic strategic plan as a method for creating or changing school culture, which shapes the academic and personal growth of students. The strategic plan will also serve to provide a clear vision for professional learning and growth for instructional staff. The course will highlight the necessity of a shift in instructional focus from teaching to learning ..... 3 s.h.

**EDUC 5990 Comprehensive Assessment.** Successful completion of all Tennessee Department of Education mandated, at the time of graduation, PRAXIS II Content Knowledge and pedagogy (Principles of Learning and Teaching) examinations. Successful completion and presentation of electronic portfolio demonstrating competency in state and national standards. Successful completion of the Master of Education comprehensive examination. Successful completion of the comprehensive assessment is a requirement for graduation and recommendation for teacher licensure ..... 0 s.h.