

**PART V. Section 3: Items for Each SAP  
Program Synopsis**

**Elementary K-5**

The Teacher Education Program has made several changes to its Elementary K-5 program and secondary programs based on the Tennessee Board of Examiners report. The department is hoping to offer a degree in education with a concentration in Elementary K-5. The Elementary K-5 Licensure program has courses in methods and materials, field-based courses, which are considered the Specialty Area courses, a certification course, and also a student teaching course and seminar which focuses on the student's ability to teach in the content area. The program focuses on the knowledge, skills, and dispositions associated with the effective education of elementary-aged children. The curriculum offers instruction in a broad spectrum of topics, giving the teacher candidates the tools that they will need to excel in the classroom.

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the teacher education unit at Lane College is to prepare highly qualified professionals who will be knowledgeable and skilled in standards-based practice. Our goal is to prepare candidates who are caring, competent, committed and culturally responsive educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our theme, "Teachers as Innovators" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Specifically, these elements address:

**Knowledge:** Enables professional educators to use their general and subject area knowledge to enable students to learn and communicate effectively with others. Technological knowledge and collaborative techniques are also used to foster active inquiry, problem solving, and performance skills among learners.

**Skill:** Enables professional educators to use techniques and strategies to create learning environments that foster student intellectual, social, and personal development, use of technology and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners, and use reflection and outcome assessments to improve learning experiences.

**Disposition:** Enables professional educators to create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community. Allows for practice of behaviors that meet ethical and professional standards while striving for continual personal improvement. These habits of professional action and moral commitments underlie an educator’s performance (e.g., InTASC Model Core Teaching Standards, p. 6.)

The Bachelor of Science degree in Interdisciplinary Studies with a concentration in Elementary K-5 will allow students to design a curriculum that meets individual goals by connecting the core curriculum requirements, as well as CAEP standards. The Bachelor of Science degree in Interdisciplinary Studies with a concentration in Elementary K-5 is a four-year program that consists of 124 hours.

The programs of structure are divided into 3 levels: forty-nine (49) credit hours for general education core, thirty- nine (39) credit hours of the major requirement courses, and thirty-six (36) credit hours for professional core courses.

- General Core: forty-nine (49) credit hours
- Major: thirty-nine (39) credit hours
- Professional Education: thirty-six (36) credit hours

### **General Core**

The General Core Curriculum is designed to provide a broad-based foundation where students develop knowledge and skills necessary for further study. The following goals and competencies are used to plan the curriculum. All students are expected to demonstrate increasingly more sophisticated levels of performance. The students are required to demonstrate the following:

- 1) think creatively, critically, logically and analytically using both quantitative and qualitative methods for solving problems;
- 2) communicate effectively on formal and informal levels;
- 3) distinguish, clarify and refine personal values for the attainment of richer self-perception and relate those values to the value systems of others;
- 4) know, understand and appreciate the foundations of the African-centric perspective;
- 5) know, understand and appreciate cultures in the context of a global community;
- 6) accept social responsibility and provide service to humankind;
- 7) know, understand, appreciate and pursue the principles, methods and subject matter which underlie the major discipline;

- 8) maintain literacy for the understanding of the impact of science and technology on individuals, society and the environment;
- 9) attain motivational personal management and interpersonal skills, professional development and research experience, as well as resourcefulness that will form the basis for a career and/or further educational experiences;
- 10) attain critical skills, frame of reference and understanding to appreciate and discriminate between artistic achievement.

Teacher candidates are expected to gain knowledge and skills and develop the competencies in the areas and courses as identified by the college and reiterated by the Tennessee Professional Education Standards. The sequence of studies is designed to be broad enough to permit teacher candidates to develop the knowledge and skills essential to experiencing success, satisfaction, and intellectual growth in teaching and in life.

### **Major Requirements**

All teacher candidates complete thirty-nine hours in the major requirements for elementary and secondary programs. These courses in the program give candidates an in-depth understanding of the theoretical and practical aspects of the physical, cognitive, language, social, emotional, and creative development of children in addition to the content knowledge and pedagogical skills required of teachers in today's classrooms. Further, the majority of these courses will be offered by faculty from arts and science disciplines. The course work will provide in-depth study of one or more fields, provides teacher candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research.

The courses in the major requirements will provide teacher candidates with an in-depth knowledge of effective pedagogy to teach in a diverse environment and diverse student populations (i.e. EDU 340-Teaching in Multicultural Settings, ENG 251- English Acquisition and PSY 330- The Exceptional Learner). Further, the courses will provide further content knowledge in literacy development: ENG 252- Language and Literacy and ENG 237- Children's Literacy. Lastly, within each licensure program, candidates will be required to take EDU 435- Education Certification. This course is designed to prepare students for success on the Tennessee Licensure exam and the development of the edTPA portfolio. This course will also offer content lecture, test-taking strategies, and timed practice tests.

### **Professional Education Core**

All teacher candidates complete studies in the professional education core to provide them with the knowledge, skills and dispositions necessary to become excellent teachers. Teacher candidates at Lane College engage in courses in the professional education core that assist them in understanding the discipline they will teach as well as several related subject areas. Teacher candidates explore the major concepts, assumptions, and processes of inquiry for their respective disciplines while taking a maximum of 36 credit hours. The professional core provides the candidate with knowledge of principles of learning and teaching. Each candidate explores multiple methods of inquiry, concepts and assumptions related to teaching a wide range of subjects to students in elementary and secondary classrooms. The specific method courses are the following for the programs: EDU 230- Foundations of Education, EDU 231- Elementary Curriculum & Instruction, EDU 232, EDU 330, EDU 334- Teaching Elementary Science, EDU 333- Teaching Elementary Social Studies, EDU 332- Tests and Measurements, EDU 337- Teaching Elementary Mathematics, and EDU 338- Reading and Writing

**Program(s) of Study - Course/Content**

Provide the program of study/requirements for program completion for each SAP and applicable pathway.

**Lane College**  
**Teacher Education Program**  
**B.S. Elementary Education (K-5)**

**Student's Name** \_\_\_\_\_ **Advisor** \_\_\_\_\_

GENERAL EDUCATION CORE		49 Semester Hours		
Course	Hours	Grade	Semester	
ART 120 Art Appreciation	2			
BIO 143 Biological Science for Education	3			
CSC 131 Introduction to Computers	3			
ENG 131 Composition I	3			
ENG 132 Composition II	3			
ENG 221 Introduction to Literature	3			
FIN 150 Personal Financial Management	2			
FRE 131 French I and FRE 132 French II <i>or</i> SPN 131 Elementary Spanish I and SPN 132 Elementary Spanish II	6			
HIS 231 World History I	3			
MAT 125 Algebra I	3			
MUS 120 Music Appreciation	2			
ORN 110 Orientation	1			
PER 110 Volleyball-Basketball, PER 111 Bowling, PER 112 Power Walking, PER 113 Golf, PER 114 Aerobics, PER 115 Beginning Swimming, PER 116 Tennis-Table Tennis, PER 118 Flag Football, PER 119 Soccer, PER 121 Modern/Dance/Jazz Dance, PER 130 Basic Weight Training, and PER 150 Karate/Self-Defense ( <i>choose two</i> )	2			
PHL 131 Introduction to Philosophy <i>or</i> PHL 132 Principles of Ethics	3			

REL 130 World Religions	3		
SOC 131 Introduction to Sociology	3		
SPC 230 Foundations of Speech	3		

<b>ELEMENTARY EDUCATION K-5 MAJOR REQUIRMENTS</b>		<b>39 Semester Hours</b>	
PER 335 School Health and Nutrition	3		
ENG 251 English Acquisition (FE 10)	3		
ENG 252 Language and Literacy (FE 20)	3		
ENG 237 Children's Literature	3		
GEO 231 World Geography	3		
HIS 131 U.S. History I	3		
HIS 132 U.S. History II	3		
MAT 126 Algebra II	3		
EDU 435 Education Certification	3		
PSY 131 Educational Psychology	3		
PSY 330 The Exceptional Learner	3		
PHY 131 Physical Science	3		
EDU 340 Teaching in Multicultural Settings (FE 10)	3		

<b>PROFESSIONAL CORE</b>		<b>24 Semester Hours</b>	
EDU 230 Foundations of Education (FE)	3		
EDU 231 Technology for Educators	3		
EDU 232 Elementary Curriculum & Instruction (FE 20)	3		
EDU 330 Classroom Management	2		
EDU 334 Teaching Elementary Science (FE 10)	3		
EDU 333 Teaching Elementary Social Studies (FE 10)	2		
EDU 332 Tests and Measurements	2		
EDU 337 Teaching Elementary Mathematics (FE10)	3		
EDU 338 Reading and Writing (FE 20)	3		

<b>ENHANCED STUDENT TEACHING</b>		<b>12 Semester Hours</b>	
EDU 420 Student Teaching Seminar	3		
EDU 430 Enhanced Student Teaching	9		

FE = Field Experience

Total Program Hours: 124

**Bachelor of Science Degree in Interdisciplinary Studies  
Elementary Education K-5  
Four Year Degree Plan – Total Credits: 124**

First Year Freshman	First Semester				Second Semester			
	Dept	Num	Course	Hrs	Dept	Num	Course	Hrs
	ORN	110	Orientation	1	MAT	126	Algebra II	3
	MAT	125	Algebra I	3	ENG	132	Composition II	3
	ENG	131	Composition I	3	BIO	143	Science in Education	3
	PHY	131	Physical Science	3	HIS	132	U.S. History II	3
	HIS	131	U.S. History I	3	FRE/SPN	132	French/Spanish I	3
	FRE/SPN	131	French/Spanish I	3	PER		Activity	1
			<b>Total</b>	16			<b>Total</b>	17

**Benchmark 0:** Entry into the College: Identifying Freshman Students as Education Majors

Second Year Sophomore	Third Semester				Fourth Semester			
	Dept	Num	Course	Hrs	Dept	Num	Course	Hrs
	ENG	221	Intro to Literature	3	REL	231	History of Black Church	3
	REL	130	World Religions	3	ENG	252	Language and Literacy	3
	SPC	131	Foundations of Speech	3	MUS	120	Music Appreciation	2
	EDU	230	Foundations of Edu	3	PSY	131	Educ. Psychology	3
	FIN	150	Personal Finance Mgt.	2	EDU	231	Technology for Educ	3
	ART	120	Art Appreciation	2	PER		Activity	1
			<b>Total</b>	16			<b>Total</b>	15

**Benchmark 1:** Before the end of Fourth Semester, candidate should:

- Be admitted to the Educator Preparation Program.

Third Year Junior	Fifth Semester				Sixth Semester			
	Dept	Num	Course	Hrs	Dept	Num	Course	Hrs
	ENG	237	Children's Literature	3	GEO	231	World Geography	3
	PHL	131	Intro to Philosophy	3	ENG	251	English Acquisition	3
	PER	335	School Health	3	SOC	131	Intro to Sociology	3
	EDU	232	Curriculum & Instruct	3	EDU	337	Teaching Elem Math	3
	HIS	231	World History I	3	EDU	333	Elem Social Studies	3
	EDU	330	Classroom Mgt.	2	EDU	334	Teaching Elem Science	3
			<b>Total</b>	17			<b>Total</b>	18

**Benchmark 2:** Admission into EPP      **Benchmark 3:** Content/Field-Based Course

Fourth Year Senior	Seventh Semester				Eighth Semester			
	Dept	Num	Course	Hrs	Dept	Num	Course	Hrs
	PSY	330	Exceptional Learner	3	EDU	420	Student Teaching Sem	3
EDU	340	Multicultural Settings	3	EDU	430	Enhanced St. Teaching	9	

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Advisor: \_\_\_\_\_

Approved: \_\_\_\_\_  
Department Chair \_\_\_\_\_ Date: \_\_\_\_\_

EDU	338	Reading and Writing	3				
EDU	332	Tests & Measurements	2				
EDU	435	Education Certification	3				
		<b>Total</b>	14			<b>Total</b>	12
<b>Benchmark 4: Candidates will complete the edTPA during the first placement of Student Teaching</b> <b>Satisfy all requirements for Tennessee Teacher Certification Graduate from the Teacher Educator Preparation Program</b>							

## CORE COURSE DESCRIPTION

### **ART 120 Art Appreciation 2 Credits**

A survey course designed to acquaint students with the art of various cultures and with the ideas and techniques basic to the arts of architecture, sculpture, painting, and related crafts; to develop greater appreciation of these forms of artistic expression. Required of all students. Offered: Fall/Spring (A)

### **BIO 143: Biological Science for Education 3 Credits**

A survey course introducing principles of biology through a study of the plant and animal kingdoms. Emphasis will be placed on cellular biology, gross anatomy, reproduction, heredity, and ecology. This course is designed to meet the needs of non- science majors. Three lectures per week. This class is unsuitable for STEM majors. Offered: F/S

### **CSC 131: Introduction to Computers 3 Credits**

This course develops fundamental computer skills for key application programs to increase personal and professional productivity. Skill areas covered include use of word processing, spreadsheet, presentation, database and Internet-related software. Key computer components, including the CPU, memory, hard drive and input and output devices, are covered to provide a foundation for decisions about software and hardware purchases, upgrades, maintenance and repair. Not open to CSC, MAT, or PHY majors. Offered: F/S (A).

### **ENG 131: Composition I 3 Credits**

A writing course that begins with a review of the complex paragraph. Emphasis is on outlining, organizing thoughts, and the writing of essays. The course concludes with the writing of critical essays in a variety of modes, e.g., description, narration, exemplification, classification comparison/contrast, and definition. Offered: F/S (A)

### **ENG 132: Composition II 3 Credits**



A writing course that begins with the writing of persuasive and analytic essays. Emphasis is on research techniques. The course concludes with the writing of a research paper. Prerequisite: Grade of “C” or better in ENG 131. Offered: F/S (A)

**ENG 221: Introduction to Literature 3 Credits**

An introduction to the elements of poetry, drama, and narrative fiction, and the critical concepts useful in discussing such works. Prerequisite: Minimum grade of “C” in ENG 132. Offered: F/S (A)

**FIN 150: Personal Financial Management\* 2 Credits** Treatment of problem areas of major concern in business, marketing, and financing. Among the topics included are personal credit management, personal consumer economics, personal finance, personal monetary and banking, personal risk management, and personal small business management. Prerequisite: MAT 126. This course will not be accepted as an elective or core course for business majors. Offered: F/S (A)

**FRE 131/132: French I and II 3 Credits**

A course designed to acquaint beginning students with elements of pronunciation, comprehension, reading, and writing.

**SPN 131 and SPN 132: Elementary Spanish I and II 3 Credits**

Study of pronunciation, oral-aural practice. An introduction to Spanish grammar and dictation, translation, conversation, and readings dealing with aspects of Spanish culture. Offered: F/S (A)

**HIS 231: World History I 3 Credits**

An introductory survey of world history from earliest civilizations, which places equal emphasis on the development of different world regions, including China, India, Africa, Europe, and the Middle East. Offered: F (A)

**MAT 125: Algebra I 3 Credits**

Starting with properties of exponents and culminating with a thorough study of exponential and logarithmic functions, this course will provide the necessary foundational algebraic skills for success in the Calculus sequence. Other major topics include linear equations, system of linear

equations, quadratic equations, circles, inverse functions, and transformations of graphs.  
Offered: F/S (A)

**MUS 120: Music Appreciation 2 Credits**

A survey course designed to acquaint students with the historical and cultural aspects of music and the relationship of music to other arts, to develop discriminating listening habits, and to develop understanding of this form of artistic expression. Offered: F/S (A)  
ORN 110 Orientation

PHYSICAL EDUCATION COURSES OFFERED: (*CHOOSE TWO*)

**PER 110: Volleyball-Basketball 1 Credit**

A study of rules, regulations, and fundamental skills. Reasonable competency is stressed.  
Offered: F/S (A)

**PER 111: Bowling 1 Credit**

Fundamentals and techniques of bowling, scoring and basic rules, regulations, and games of bowling. Offered: F/S (O)

**PER 112: Power Walking 1 Credit**

A quick-pace fitness workout designed to encourage continued life-long exercise.

**PER 113: Golf 1 Credit**

Fundamentals and techniques of golf, scoring and basic rules, regulations, and games of golf.  
Offered: F/S (A)

**PER 114: Aerobics 1 Credit**

A study of basic skills in aerobic exercise. Offered: F/S (A)

**PER 115: Beginning Swimming 1 Credit**

Students will learn and demonstrate water safety rules and regulations, basic strokes, and some fundamental swimming skills. Offered: F (A)

**PER 116: Tennis-Table Tennis 1 Credit**

A study of rules, regulations, and fundamental skills. Offered: S (O)

**PER 118: Flag Football 1 Credit**

A study of rules, regulations, and fundamental skills. Offered: F (A)

**PER 119: Soccer 1 Credit**

Introduces the fundamentals techniques of soccer, basic rules, and regulations. Offered: F (A)  
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PER 120, PER 220, PER 320, PER 420: Intercollegiate Football I-IV 1 Credit Offered: F (A)

**PER 121: Modern/Dance/ Jazz Dance 1 Credit**

Introduction to basic dance technique and movement improvisation; a study of motion as an art, group relationships in improvisation, and discussion of choreographic ideas. Offered: F/S (A)

**PER 130: Basic Weight Training 1 Credit**

This course focuses on fundamentals, techniques, and various weight lifting methodologies as a means to enhance strength, endurance, and flexibility. It is involved in developing a safe and practical program of strength enhancement that attains results. Offered: F/S (A)

**PER: 150 Karate/Self-Defense 1 Credit**

This course focus on learning and improving basic and fundamental techniques in karate and self- defense as well as principles, law, and philosophy in terms of avoidance of conflicts. This is accomplished by participating in various exercise programs as a means to enhance the ability of self-defense. Offered: F/S (A)

**PHL 131: Introduction to Philosophy 3 Credits**

An introduction to the basic problems in philosophy. Emphasis on representative philosophical sources.

**PHL 132: Principles of Ethics 3 Credits**

A course examining some of the major ethical theories of Western philosophy and their relevance to contemporary ethical problems.

**REL 130: World Religions 3 Credits**

This course is designed to acquaint students with the basic tenets, ideologies, and concepts of the major religions of the world. Offered: F/S (A)

**SOC 131: Introduction to Sociology 3 Credits**

This course surveys the major issues sociologists study, including gender and sex roles, socialization, politics, race and ethnicity, crime and drugs, poverty and homelessness, and social class and inequality. Students will consider whether sociological methods, insights, and theories are useful for understanding their lives and communities. Offered: F/S (A)

**SPC 230: Foundations of Speech 3 Credits**

The study and practice of basic elements of voice, articulation, pronunciation, and nonverbal communication. Strong emphasis on the preparation and delivery of extemporaneous speeches as well as constructive listening. Prerequisites: ENG 131. Offered: F/S (A)

## MAJOR COURSE DESCRIPTION

### **EDU230 Foundations of Education 3 Credits**

Surveys the historical, social, philosophical, and psychological foundations of the American school system with emphasis on an introduction to the teaching profession. Provides observation and participation in a public school. A 30-hour field experience is required. This course is a prerequisite of all education course work and admittance to the Teacher Education Program. Fee charged. Prerequisite: ENG131

### **EDU231 Technology for Educators 3 Credits**

Focuses on media and specific technologies appropriate to teachers in the educational setting, both for instructional purposes and administrative tasks. It includes exposure to and use of various equipment, materials, and software, including Internet and Microsoft Office. Computer-assisted instruction and management techniques are presented.

### **EDU232 Elementary Curriculum & Instruction 3 Credits**

Focuses on effective instructional methods and curriculum models for K-5 teachers. Common Core Standards and best practices in creating enthusiastic learning environments and writing learning plans are explored. Using data to inform instruction is addressed as part of the planning component. A 20-hour field experience is required.

### **EDU330 Classroom Management 2 Credits**

Focuses on the major traditional and current behavior management theories and strategies. Prepares the candidate to use effective strategies for developing a safe but invigorating classroom climate. Prerequisite: EDU230

### **EDU332 Tests and Measurements 2 Credits**

Examines test construction and application of evaluation principles related to K-12. Emphasis on reading, interpreting, and using data from a variety of assessments including standardized and teacher-made achievement tests. State standards will be studied in

relationship to both formative and summative assessment as instructional tools.  
Prerequisites: EDU230, MAT 125/126, and PSY131

### **EDU333 Teaching Elementary Social Studies (FE) 3 Credits**

An interdisciplinary approach to social studies instruction is presented identifying the contributions of the ten themes of social studies and the social science areas; integrating the various elementary subjects; and aligning the national, state, and local curriculum standards in lesson planning and instructional formation. The course analyzes current trends in instructional strategies to accommodate differing learning styles, abilities, and interests and apply learning theories and principles of child development to instructional planning that includes long and short-range goals appropriate for students. Methods to assist the learning of social studies by students with special needs, including English language learners, are included. An emphasis is placed on student participation in lessons, higher-order thinking, visual and performing arts, technology, language arts, inquiry based models, authentic assessment, and project based learning. A 10-hour field experience required. Fee charged.

### **EDU334 Teaching Elementary Science (FE) 3 Credits**

Focuses on current trends, strategies, and materials for teaching science in grades K-5. The constructivist approach to teaching science is emphasized, along with inquiry-based learning and the guided discovery method. A 10-hour field experience in K-5 setting is required. Fee charged. Prerequisites: EDU332

### **EDU337 Teaching Elementary Mathematics (FE) 3 Credits**

Focuses on current trends, strategies, and materials for teaching mathematics in grades K-5. The constructivist approach to teaching math is emphasized, along with hands-on learning and conceptual understanding of math concepts. A 10-hour field experience in K-5 setting is required. Fee charged.

### **EDU 435 Education Certification 3 Credits**

Education certification course is designed to prepare students for success on the Tennessee Licensure exam and the development of the edTPA portfolio. This course will offer content lecture, test-taking strategies, and timed practice tests.

### **EDU338 Reading and Writing (FE) 3 Credits**

Focuses on the integration of reading and writing instruction throughout the K-5 curriculum. Emphasis is placed on the objectives, developmental skills, materials, techniques, and the processes of assessing, diagnosing, and correcting reading and writing skills. Instruction includes a holistic view of literacy development. A 20-hour field experience in both diagnosis and remediation in an elementary school is required. Fee charged.

**EDU 420: Education Seminar 2 Credits**

This course will be taught in conjunction with EDU- 430 Enhanced Student Teaching. Focus on application and analysis of teaching knowledge in the classroom. No other courses may be taken during the semester of student teaching.

Prerequisite: Completion of all requirements except student teaching.

**EDU 430: Enhanced Student Teaching\* 10 Credits**

A comprehensive course under close supervision in which the student teacher learns to foster student/teacher relationships and to demonstrate mastery of instructional techniques and materials. Prerequisites: EDU 420

**PSY 131: Educational Psychology 3 Credits**

The study of psychological principles of learning and evaluation of learning from pre-school through high school age. Emphasis is upon developing a model for teaching and the application of theory to the classroom. Attention is given to educational research materials and techniques.

Prerequisite: EDU 230. Offered: S (A)

**PSY 330: The Exceptional Learner 3 Credits**

A survey course with an overview of the field of special education, including the historical perspective of the field. Emphasis is placed on the characteristics and education of children and growth in each area of exceptionality.

Prerequisite: PSY 131. Offered: F (A)

