Austin Peay State University

Eriksson

College of Education

Special Education

2026-2027 Handbook

Austin Peay State University

Welcome Students

Welcome to Austin Peay State University, a vibrant community where the expansive resources of a major institution seamlessly blend with the supportive, personal feel of a small college. Dedicated to treating every student as an individual, Austin Peay offers a diverse array of exceptional academic programs—spanning associate, bachelor's, master's, and doctoral levels designed to foster critical thinking and cater to the evolving needs of our regional and global workforce. Beyond the classroom, your university experience is enriched by a thriving campus life, unique undergraduate research initiatives, and dynamic student and community engagement, all set against the backdrop of the innovative and rapidly growing city of Clarksville. Here, you will find a collaborative environment where dedicated faculty mentor you closely, empowering you to explore your passions, achieve your professional goals, and proudly lead the way as an APSU Governor.

Austin Peay State University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. The university welcomes and inspires a community of learners to make a positive impact regionally and globally.

Austin Peay State University Vision

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities, and our focus on innovative research and public service.

The Austin Peay Experience
Strategic Experience Pillars

Rather than separate traditional "academic pillars," APSU structures its entire vision for excellence around four comprehensive foundational pillars that connect the academic experience to holistic success: https://www.apsu.edu/strategic-plan/

- **Pillar 1: The Academic Experience** Focuses on being a premier regional public university known for student-centered teaching excellence, high-quality innovative scholarship, evolving quality academic programs to match workforce needs, and optimizing institutional infrastructure.
- **Pillar 2: The Student Experience (Student Success & Well-being)** Emphasizes cultivating an inclusive, empowering community that supports all student populations with the necessary resources, programming, and spaces to achieve educational and career goals.
- **Pillar 3: The Employee Experience & Development** Aims to empower faculty and staff by fostering a supportive campus culture where employees can grow,

flourish, and build a culture of connectedness that ultimately influences student success.

- **Pillar 4: The Community Experience (Engagement & Partnerships)** Concentrates on developing mutually beneficial community partnerships, offering robust regional programming, and fostering a "Gov-for-Life" atmosphere for lifelong student and alumni engagement.

University Student Policies

Academic & Enrollment Policies

- Academic Integrity: Prohibits all forms of academic dishonesty, including plagiarism, cheating, fabrication, and collusion. Violations are processed through the Office of Student Affairs and can result in academic penalties or suspension.
- Class Attendance (Policy 2:035): Mandates regular attendance. Faculty members establish specific attendance guidelines in their syllabi, and excessive unexcused absences can negatively impact financial aid eligibility and final grades.
- Grade Appeal (Policy 2:045): Outlines the formal mechanism and strict timelines for students to contest a final course grade if they believe it was awarded capriciously or arbitrarily.

Conduct & Behavioral Standards

- Student Code of Conduct: Details behavioral expectations both on and off campus. It covers regulations regarding alcohol and drug use, disorderly conduct, property damage, and misuse of university technology.
- Nondiscrimination and Harassment: Aligned with federal regulations, these policies strictly prohibit discrimination, sexual misconduct, and stalking. Compliance is overseen by the Title IX Office.
- Hazing Prevention: Strictly prohibits any initiation actions that endanger the mental or physical health of a student, applying heavily to Greek life, athletic teams, and registered student organizations.
- Academic and Classroom Misconduct: Students are expected to always conduct themselves appropriately. Academic and classroom misconduct will not be tolerated. Students must read the Code of Student Conduct in the Student Handbook to understand what is expected of them in the academic setting. *APSU Policy 3:005* Student Academic and Classroom Misconduct will be followed in reporting any suspected cases of academic misconduct.

Campus Life & Operational Policies

- Housing and Residence Life Rules: Specific regulations governing on-campus living, including visitation rights, quiet hours, room inspections, and safety protocols.

- Expressive Activity (Policy 1:014): Establishes guidelines for student speech, assemblies, and distributions of materials on campus property to balance free expression with orderly university operations.
- Student Grievance Procedure: Provides a non-academic avenue for students to file formal complaints regarding university services, staff treatment, or administrative processes.
- Policy on Minors: Minors accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are participants. See APSU Policy 2:039, Policy on Minors, for more information.
- Service Animals in the Classroom: Students with disabilities who intend to bring a service animal onto campus are encouraged to notify the University of the need for the service animal's presence in advance of bringing the animal to campus by contacting the Disability Student Success Center (DSSC). For more information, see APSUPolicy 3:007, Animals on Campus.
- Students with Disabilities: Austin Peay State University is committed to providing an inclusive and accessible learning environment. The Disability Student Success Center (DSSC) works with students who have experienced disability-related barriers to determine reasonable accommodations. After completing the DSSC process (i.e., application, documentation, and intake meeting), students may request a Letter of Accommodation (LOA), which is shared with both the student and their instructors. Accommodations are not retroactive; students should request their LOA early in the semester and speak privately with instructors about how accommodations will be implemented. More information is available at www.apsu.edu/disability or by contacting DSSC at (931)221-6230 or dssc@apsu.edu.

Note on Compliance: For specialized programs (such as the Graduate Studies or the Eriksson College of Education), students are often required to review program-specific handbooks and submit a signed acknowledgment page confirming their compliance with both university-wide and departmental policies. These program-specific policies are outlined in the next section.

For the full text of individual policies, you can access the APSU Policy Library or consult the current edition of the *Student Handbook & Calendar*.

University Student Resources

Campus Life: https://www.apsu.edu/campus-life/index.php

Felix G. Woodward Library: http://library.apsu.edu Library Hours: 7:00 am-5:00 pm
Phone: 931-221-6186

Boyd Health Services: https://www.apsu.edu/health-and-counseling/boyd-health-services/index.php The mission of Boyd Health Services is to ensure the delivery of high-quality, holistic health care that is accessible, affordable, and that emphasizes and promotes healthy lifestyles and behaviors that lead to lifelong wellness for the APSU community. Hours of Operations Physician Monday, Wednesday, Friday 7:00 a.m. - 8:30 a.m. and Nurse Practitioner Monday – Friday 7:00 a.m. - 4:30 p.m. Phone: (931) 221-7107

Center for Academic Support & Enrichment (CASE): https://www.apsu.edu/case/ We are committed to the success of the students at Austin Peay State University. Our peer tutoring, SI program, and Testing Center provide support for our community as you work hard to achieve your academic goals. Marks Building, Room 124, P.O. Box 4396, Clarksville, TN 37044
Phone: 931-221-6550 Email: case@apsu.edu

International Student Services: https://www.apsu.edu/international/current-students/

APSU Student Counseling Center: counselingservices@apsu.edu For students needing to schedule an initial appointment or explore self-help resources, the Counseling Services Resources page provides direct access to their online scheduling portal and crisis hotline information. **Hours:** Monday – Friday, 8:00 AM – 4:30 PM

Community Belonging and Success:
https://www.google.com/search?q=https://www.apsu.edu/diversity/ This office leads institutional efforts to foster an inclusive campus environment, supporting student retention and success through multicultural programs and community-building initiatives.

Adult, Nontraditional, and Transfer Student Center: https://www.apsu.edu/student-life/ants

APSU Career Services: https: https://www.apsu.edu/careers/ This office assists students with resume building, interview preparation, internship placements, and hosting campus career fairs.

English Language Institute (ELI): https://www.apsu.edu/eli/ The ELI provides intensive English language instruction, cultural immersion resources, and academic preparation for international students and non-native English speakers.

APSU SOS Food Pantry:
https://www.google.com/search?q=https://www.apsu.edu/volunteer/food-pantry/

The Office of Community Engagement & Sustainability manages the APSU food pantry. Here are the quick details if you or a student needs to visit or contact them:

- **Location:** 322 Home Avenue (right next to the Wilbur N. Daniel African American Cultural Center) **Phone:** (931) 221-6590 **Email:** sos@apsu.edu

The pantry is open to any currently enrolled Austin Peay student in need of supplemental food assistance. Students can find current operating hours and fill out the online food request form.

Austin Peay State Student Centers

Adult, Non-Traditional, and Veteran Student Center (ANTVSC): https://www.apsu.edu/mva/
Located in the MUC, this space is specifically tailored to support adult learners, commuters, and military-affiliated students. It offers a computer lab, a lounge, and tailored programming to help non-traditional students connect.

Wilma Rudolph Cultural Center: https://www.apsu.edu/aacc/ A space dedicated to fostering multicultural awareness, supporting diverse student organizations, and hosting inclusive campus cultural events.

Newton Military Family Resource Center: https://www.apsu.edu/mva/nmfrc/ As Tennessee's largest provider of enrollment for military-affiliated students, this state-of-the-art center provides veterans, active-duty service members, and their families with a dedicated computer lab, study spaces, a lounge, and direct access to veterans' benefits support.

The Wilbur N. Daniel African American Cultural Center (WNDAACC): https://www.apsu.edu/aacc/ This center provides a welcoming environment that promotes an understanding of African American heritage, culture, and achievements through educational programming, a student computer lab, and leadership development resources.

Latino Cultural Center: https://www.apsu.edu/lcc/ The Latino Cultural Center provides a nurturing environment where all students, staff, faculty, and community members, regardless of race or ethnicity, can gain an appreciation for Latin heritage and experience.

Austin Peay State University

Eriksson

College of Education:

Special Education

2026-2027 College Handbook Section

Introduction

The Eriksson College of Education prepares dynamic teachers and educational leaders to positively impact communities and school in the 21st century.

The Department of Teaching and Learning, housed in the Eriksson College of Education, offers a variety of degrees in initial licensure programs at both the undergraduate and graduate levels. As you pursue your potential career as a professional educator, please explore what the Department of Teaching and Learning has to offer in support of your career goals. We welcome you to a supportive environment in which you will be encouraged and nurtured as you complete your coursework and activities. We applaud your choice, which reflects your commitment to the human condition and to the welfare of children. You have chosen a vocation that will bring many rewards and much gratification as your teaching career unfolds.

Mission

Austin Peay is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

The mission of the Eriksson College of Education is to prepare educators who are ethical, engaged, and effective leaders. We do so by modeling reflective practice and connecting theory to student-centered learning. We leverage the strengths of our community to foster continuous improvement to reimagine how schools can work.

Accreditation

The Eriksson College of Education at Austin Peay State University has been accredited by the National Council for Accreditation of Teacher Education (NCATE) for over sixty years. Our last accreditation was in 2021 and was conducted by the Council for the Accreditation of Educator Preparation (CAEP). Accreditation is the seal of approval that verifies quality in educator preparation.

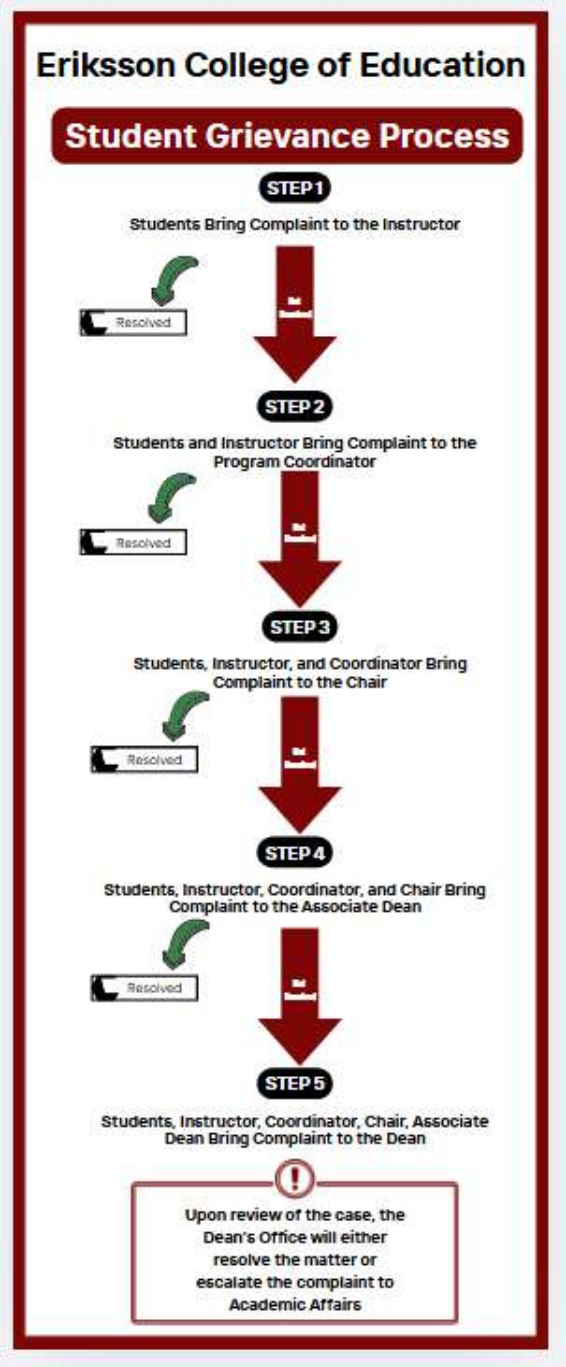
Policies

Student Rights

Anyone enrolling at Austin Peay State University is entitled to all rights granted to him/her by the Constitution of the United States and is entitled to the full protection of the law. Apart from those rights and duties enjoyed by nonstudents, enrollment in the University carries with it special privileges and imposes special responsibilities. The University has established regulations and certain due process procedures essential to an atmosphere of mutual respect which is sensitive to the rights of all individuals. A list of student rights can be found at www.apsu.edu/handbook/student-code/student-rights.php. If you have questions, please contact the Office of Student Affairs at 931-221-7341.

Student Grievance Process

https://canva.link/491elcahvr56kc1



University Policies

APSU policies enhance the University's mission, promote operational efficiencies, reduce institutional risk, and provide an understanding of the University's expectations for operation. Access the numerical or alphabetical policy index by

visiting this link: https://www.apsu.edu/policy/. Policies addressing the APSU Code of Conduct for students may be found by visiting this link:

https://www.apsu.edu/handbook/student-code/.

Graduate Bulletin

Material presented in the graduate bulletin is for informational purposes only and should not be construed as the basis of a contract between a student and Austin

Peay State University. Bulletins may be accessed by visiting this link: https://www.apsu.edu/registrar/bulletins.php

Student Handbook

You may access a digital or hard copy of the student handbook by visiting this link: https://www.apsu.edu/handbook/ The policies, procedures, and programs of APSU are continually reviewed. Every effort is expended to ensure the handbook represents accurate information at the time of publication, but it cannot be guaranteed that information contained herein will not change. The handbook does not constitute a contract between the University and the student. APSU may cancel or revoke any part of this handbook without notice. The University reserves the right to make changes as required or as needed to date, programs, events, policies and regulations, and rules, as well as determine the effective date for such changes. Failure to read the handbook does not exempt students from following regulations, requirements, procedures, and policies described herein.

Artificial Intelligence (AI) Use Policy

Austin Peay State University recognizes the growing role of Artificial Intelligence (AI) tools in education and professional practice. Students are expected to use AI responsibly, ethically, and in accordance with university policies, instructor expectations, and academic integrity standards. The use of AI for coursework may vary by program, course, and instructor; therefore, students must review course syllabi carefully for specific guidance regarding permitted or prohibited AI use. To better understand APSU's expectations, policies, and best practices related to AI, students are required to review the official university guidance by accessing the link provided below.

Please review the APSU AI Guidance and Expectations here:
https://apsu.navexone.com/content/dotNet/documents/?docid=376&app=pt&source=browse&public=true

Course Syllabus Policy

Students should refer to the syllabus for each individual course for specific information regarding course requirements, assignments, grading policies,

attendance expectations, required materials, deadlines, and instructor-specific procedures. While this handbook provides an overview of program requirements and expectations, the course syllabus serves as the official guide for all course-specific information. In the event of any discrepancy, the course syllabus shall take precedence for matters related to that course.

Nondiscrimination Policy

"APSU shall not engage in practices which would discriminate against any individual or group because of race, color, religion, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, or genetic information. The University specifically finds that diversity of students, faculty, administrators and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels."

APSU Policy 6:003 Equal Opportunity, Affirmative Action and Nondiscrimination – March 25, 2017

Conduct and Behavior Requirements

Professional Commitments and Dispositions

Candidates in initial licensure programs at Austin Peay State University are expected to demonstrate the following positive professional dispositions. Failure to meet the dispositions may result in dismissal from the teacher education program. These dispositions are evaluated by university professors and classroom teachers and are aligned with InTASC and CAEP standards.

1. Collaboration: The Teacher or candidate collaborates with others.

2. Attitude: The teacher or candidate demonstrates a positive attitude.

3. Relationship with Adults: The teacher or candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.).

4. Communication: The teacher or candidate communicates effectively.

5. Attendance: The teacher or candidate adheres to policies regarding attendance and punctuality.

6. Relationship with Students: The teacher or candidate interacts appropriately and positively with others.

7. Initiative: The teacher or candidate demonstrates evidence of initiative.

8. Professional Appearance: The teacher or candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance.

9. Legal and Ethical Conduct: The teacher or candidate adheres to legal and ethical standards for behavior.

10. Diversity: The teacher or candidate demonstrates respect for and appreciation for a wide variety of individual differences.

11. Learning Environment: The teacher or candidate demonstrates a commitment to creating a positive, low-risk learning environment.

12. Time Management: The teacher or candidate uses time effectively.

13. Commitment to Student Learning: The teacher or candidate demonstrates a commitment to students' learning.

14. Commitment to Continuous Improvement: The teacher or candidate demonstrates a commitment to continuous improvement as an educator.

Disposition Policy

Eriksson College of Education

The Eriksson College of Education endeavors to prepare candidates who have the ability to become highly competent professionals in education. As a nationally accredited program, the teacher preparation program adheres to the standards and guidelines of the National Council for Accreditation for Teacher Education (NCATE) and the Tennessee Department of Education (TDOE) program outcomes that are derived from the Interstate New Teacher Assessment and Support Consortium (InTASC). Within these guidelines, the College of Education faculty has the freedom and ultimate responsibility for the selection and evaluation of its candidates; the design, implementation, and evaluations of its curriculum; and the determination of who should be recommended for a degree and teacher licensure.

Admission and retention decisions are based not only on prior satisfactory academic performance and on the demonstrations of skills necessary to be a successful teacher but also on a range of factors that serve to ensure that the candidate can demonstrate the dispositions critical to being a successful teacher. These dispositions include the belief that all candidates can learn, an appreciation of the uniqueness of each candidate, belief that every candidate deserves a high-quality education, and a genuine desire to meet the educational needs of all candidates in a caring, non- discriminatory, and equitable manner. The College of Education faculty have outlined the dispositions expected of candidates in all programs.
Procedures were then developed to ensure the APSU teacher candidate demonstrates those dispositions.

https://www.apsu.edu/education/currentstudents/dispositions.php

Expectations of Candidate Dispositions

All teacher candidates will be provided with the disposition forms during their coursework in the College of Education. Dispositions expected for those in initial programs will be discussed in EDUC 2100/5500 or equivalent course, published in appropriate teacher education documents, and reinforced throughout the program. Candidates in advanced programs will be provided a form outlining the expected dispositions in their first graduate course. Candidates will be made aware that repeated violations of these dispositions will constitute grounds for the filing of negative disposition forms and the resulting consequences.

Reporting of Candidate Dispositions

A dispositions review form will be available in for each course. At the end of each semester, faculty will review each candidate and submit the review through WaterMark.

For courses requiring a field experience, the mentor teachers will also complete a disposition form. These forms are to be returned by the mentor teacher to the instructor of each corresponding course.

Reasons for Program Dismissal

Negative Dispositions

The goal of the dispositions policy is to identify candidates displaying negative or inappropriate behavior so they can be counseled and remediation can occur. If such efforts fail, a decision will be made regarding the candidate's future in the teacher education program. Reports of inappropriate conduct by course instructors or mentor teachers will be entered into Banner.

No further action will be taken against a candidate if a single negative report is filed throughout the program. When a candidate receives two negative reports, the candidate’s advisor will be notified. The advisor will schedule a meeting with the candidate to discuss specific concerns that need to be

addressed and completed a College of Education Dispositional Action Plan, detailing the unacceptable behavior(s) and a plan for remediation. If the notification falls at the end of a term, the advisor will schedule the meeting at the beginning of the next full term in which the candidate is enrolled.

If a candidate receives a third or subsequent negative report, the Director of Teacher Education will schedule a conference with the candidate. If the notification falls at the end of a term, the Director will schedule the meeting after the beginning of the next full term in which the candidate is enrolled. The candidate will be asked to present any information in this meeting he/she wishes regarding the three offenses. If the meeting determines that a dispositional issue exists, a list of actions the candidate agrees to

follow will be prepared in the College of Education Dispositional Action Plan, and both the candidate and the Director will sign the agreed course of action. A copy of the memo and any additional information the candidate provides will be included in the candidate's record. If the Director determines that remediation is not appropriate or the candidate has failed to address a remediation plan, then the Director may recommend the candidate's dismissal from the Teacher Education Program. The candidate may appeal the Director's decision to the College of Education Appeals Committee. The candidate may then appeal the committee's decision to the Dean of the College of Education. The Dean will provide a response within 5 business days of receiving the formal appeal. Dispositional problems are part of the candidate's record and will be used as evidence in decisions to advance through the program.

Incidents of Inappropriate Behavior

Incidents of inappropriate behavior differ from dispositions in that they constitute behavior that must be dealt with immediately because the behavior is detrimental to the well-being of the student, a university faculty member, other candidates, or students and faculty in P-12 settings. When incidents occur, a Dispositions Incident Report should be completed and filed by the faculty member. The candidate will be contacted and informed to meet with the Director of Teacher Education and the faculty filing the incident report. The severity of the incident will determine the course of action to follow. If remediation is appropriate, a College of Education Dispositional Action Plan will be completed and signed by the student. A
record of the incident report will be recorded in Banner. The original report will be filed in the candidate's file in the Office of Teacher Licensure. If the Director determines that remediation is not appropriate or the candidate has failed to address a remediation plan, then the Director may opt to recommend the candidate's dismissal from the Teacher Education program.

The candidate may appeal the Director's decision to the College of Education Appeals Committee. The candidate may then appeal the committee's decision to the Dean of the College of Education. The Dean will respond within 5 business days of receiving the formal appeal. Dispositional problems are part of the candidate's record and will be used as evidence in decisions to advance through the program.

Overview of Process for Negative Dispositions

Step 1: Dispositions will be discussed in EDUC 2100/5500 or equivalent course, and provided to students. Dispositions for Candidates

Step 2: Dispositions Rubric will be completed by faculty in WaterMark in each course. For courses that require a field experience, the Dispositions Rubric will be completed by the Mentor Teacher.

Step 3: For two negative reports, a candidate's advisor will be notified. The advisor and candidate will meet to discuss specific concerns that need to be addressed and complete a Dispositional Action Plan.

Step 4: For third negative report, the Director of Teacher Education will meet with the candidate. The Director makes the decision about candidate's future in the program.

Step 5: Candidate may appeal any negative decision to the College of Education Appeals Committee.

Step 6: Candidate may appeal the committee's decision to the Dean of the College of Education.

Performance Standards of APSU Educator Preparation Programs

Candidates of the Eriksson College of Education follow a specific degree program, which addresses the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers. https://ccsso.org/resource-library/intasc-model-core-teaching-standards

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands 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.

Standard #6: Assessment
The teacher understands and uses 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.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses 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.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Eriksson College of Education Key Contacts

Dr. John McConnell, Dean, Dept. of Educational Specialties,

Claxton 304-A, 931.221.7757, mcconnellj@apsu.edu

Dr. Bobette Bouton, Chair, Dept. of Teaching and Learning, Claxton Building Room CX 304B, 931-221-7311, boutonb@apsu.edu

Ms. Anna Ortega, Administrative Assistant to Dept. Chair, College of Education, Claxton 304A, 931-221-7696, ortegaa@apsu.edu

Ms. Dustie Boxx, Administrative Assistant, Dean's Office

Claxton 210-A, 931.221.7511, dezellemt@apsu.edu

Mr. Kevin Fee, Coordinator, Certification and Licensure

Claxton 228, 931.221.6182, feek@apsu.edu

Dr. Moniqueka Gold, Professor, Dept. of Teaching and Learning, goldm@apsu.edu, 931-221-7518, Claxton Building Room CX 225

Dr. Zachary Barnes, Associate Professor, Dept. of Teaching and Learning, barnesz@apsu.edu, 931-221-6469, Claxton Building Room CX 300

Dr. Bing Xio, Associate Professor, Dept. of Teaching and Learning, xiaob@apsu.edu, 931-221-7749, Claxton Building Room CX 317

Dr. Charles Gonzales, Assistant Professor, Dept. of Teaching and Learning, Claxton Building Room CX 219, gonzalezc@apsu.edu, 931-221-1114

Admission to Teacher Education

All students pursuing teacher licensure must be admitted to the Teacher Education Program.

https://catalog.apsu.edu/mime/media/52/4226/general-education-checklist.pdf

https://catalog.apsu.edu/mime/media/52/2975/BS+SPED+K-12.png

Before student teaching:

Candidates must score a minimum of 158 on:

Praxis 5545 Special Education Comprehensive K–12
Praxis 5543 Special Education Interventionist K–8
Praxis 5543 Special Education Interventionist 6–12

Candidates must also pass:

Praxis 5205 Teaching Reading Elementary (159)
edTPA

All candidates are required to pass the edTPA to obtain licensure.

The Special Education program integrates edTPA preparation throughout coursework and field experiences.

The assessment includes:

Planning
Instruction
Assessment

The Special Education program follows:

InTASC Standards
Council for Exceptional Children (CEC) Standards

These standards are embedded throughout the preparation program.

Student Learning Outcomes

The Special Education program has identified 15 Student Learning Outcomes (SLOs) that are assessed throughout the program and aligned directly to edTPA rubrics.

Austin Peay State University

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College of Education:

Special Education

2026-2027 Program Handbook Section

Program Overview

The Special Education BS and MAT programs are designed to provide candidates with an initial license in:

K–8 Interventionists
6–12 Interventionists
K–12 Comprehensive

Program faculty are committed to creating inclusive environments for diverse learners.

K–12 Comprehensive Concentration Overview

This undergraduate licensure program prepares candidates to earn a concentration in Comprehensive (Severe/Profound) Disabilities.

The goal of the K–12 Comprehensive concentration is to prepare teacher candidates to implement interventions for students with severe/profound disabilities across multiple disciplines throughout the K–12 grade spans.

Why Study K–12 Comprehensive?

There is a large demand for special education teachers.

Graduates of this program are highly competitive candidates across the United States.

Students who enjoy:

-one-on-one student support
-data collection
-intervention planning
-IEP development
-may find this concentration especially rewarding.

What Will I Learn?

Students will learn to:

-support students with significant disabilities
-understand different disability categories
-collect and analyze student data
-implement interventions
-write Individual Education Programs (IEPs)

Program Requirements

Total Program Hours: 121–122

General Education Core
General Education: 41 hours
University Success: 1 hour
Major Core Requirements
Lower Division
MATH 1410 — Structure of Mathematical Systems I
MATH 1430 — Statistics and Probability for K–8 Teachers
SPED 2300 — Introduction to Special Education
SPED 2301 — Planning and the Learning Environment for Diverse Learners

Total: 12 hours

Upper Division
SPED 3350 — Diagnostic Assessment of Exceptional Students
SPED 4000 — Literacy for Special Populations
SPED 4330 — Behavior Management for Exceptional Students
SPED 4340 — Effective Inclusion Strategies
SPED 4500 — Practicum in Special Education

Total: 16 hours

Concentration Requirements
Lower Division
EDUC 2100 — Foundations of Education
Upper Division
EDUC 3000 — Educational Psychology
EDUC 3040 — Instructional Technology
EDUC 3070 — Instructional Design
EDUC 4160 — Teaching in a Pluralistic Society
MATH 4100 — Teaching Mathematics in Grades K–3
RDG 4010 — Teaching the Language Arts: K–6
RDG 4020 — Teaching Reading in the Primary Grades
RDG 4050 — Literature for Children
SPED 3100 — Early Childhood Special Education
SPED 3330 — Characteristics of Students with Severe Disabilities
SPED 4370 — Career/Vocational Education for Exceptional Students
SPED 4390 — Assistive Technology in Special Education

Total: 36 hours

Student Teaching

Required:

EDUC 4950 — Undergraduate Student Teaching Seminar

Plus two placements from:

PreK
K–3
Grades 4–5
Grades 6–8
Grades 9–12

Total: 12 hours

Professional Licensure Disclosure

Students should be aware that licensure and certification requirements vary from state to state and are subject to change.

Students planning to seek licensure outside Tennessee should contact the appropriate licensing board before enrolling.

Student Handbook Acknowledgement

I acknowledge that I have received, reviewed, and understand the information contained in this program handbook. I understand that this handbook outlines important policies, procedures, expectations, and program requirements. I recognize that it is my responsibility to remain informed of program and university updates and to review all course syllabi for specific course requirements, assignments, and expectations. After reviewing this handbook, please complete the Student Handbook Acknowledgement form using the link provided below. My submission confirms my understanding and agreement to adhere to the policies and expectations outlined herein.

Please follow the link provided: APSU College of Education: Handbook Acknowledgement – Collaboration