



---

[Eriksson College of Education- Vision, Mission, and Commitments](#)

[Vision Statement](#)

[Mission Statement](#)

[Commitments](#)

[Purpose of Handbook](#)

[Overview of Program](#)

[Concentration Overview](#)

[Admission to Teacher Education](#)

[Praxis Assessments](#)

[edTPA](#)

[LiveText](#)

[Performance Standards](#)

[InTASC](#)

[Council for Exceptional Children \(CEC\)](#)

[Student Learning Outcomes](#)

[Special Education Faculty](#)

---

## Accreditation

The Eriksson College of Education has been fully accredited by the National Council for Accreditation of Teacher Education (NCATE), now CAEP, for over sixty years.

## Eriksson College of Education- Vision, Mission, and Commitments

### Vision Statement

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

### Mission Statement

The mission of the Eriksson College of Education at Austin Peay State University 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.

### Commitments

1. **Promote Curiosity through Experiential Learning:** Our student-centered programs, practices and curricula foster intellectual curiosity, problem-solving, and inquiry based on research and theory.
2. **Support Reflective Practitioners:** Our faculty and students engage in honest self-reflection and strive to meet the needs of a diverse society.
3. **Empower Change Agents and Ethical Leaders:** We are deeply committed to social justice.
4. **Value Diversity and Equity:** We seek opportunities to learn from multiple perspectives and diverse voices.
5. **Foster Campus and Community Relationships:** Our partnerships extend within and beyond the campus to build collaborative relationships with school districts and community leaders.

## Purpose of Handbook

---

The purpose of this handbook is to provide information pertaining specifically to the Bachelor of Science (BS) and the Master of Arts (MAT) Special Education programs in the Department of Teaching and Learning. This handbook contains information on admission policies, program planning and curriculum, and requirements for licensure and degree completion. Please remember it is the responsibility of the student to be familiar with the contents to read all program, department, college, and university memos and announcements as they appear. All changes will be communicated via your email and/or departmental website. All major university communications will be transmitted via your APSU email address.

## **Overview of Program**

The Special Education BS and MAT programs are designed to provide successful candidates with an initial license in one of the following concentrations: K-8 Interventionists, 6-12 Interventionists (Biology, English, Math) or K-12 Comprehensive. Program faculty are committed to the creation and study of environments that promote inclusive environments for diverse learners. Specific programs of study, including hours for specific concentrations, may be found via the [Academic Program Finder](#) page. Candidates are assigned an academic advisor who will assist in the selection of the appropriate course of study.

The special education core curriculum provides candidates with a strong foundation in special education history, universal design for learning principles, successful inclusion and intervention strategies, as well as instructionally appropriate Individual Education Plan (IEP) writing. Additional courses in behavior management, literacy, and assessment are included in the core. Candidates will engage in additional program specific courses to fulfill the concentration requirements as outlined in the program of study.

## **Concentration Overview**

The K-8 Interventionists concentration is offered at the undergraduate (BS) and graduate level (MAT). Successful candidates are prepared to provide intervention and behavior support for students identified with high-incidence, mild to moderate disabilities in grades K-8.

The 6-12 Interventionists concentration is offered at the undergraduate (BS) level and graduate level (MAT). Candidates must choose between a focus in Biology, English, or Math. Successful candidates are prepared to provide intervention and/or instruction for students identified with high-incidence, mild to moderate disabilities in the specific content selected.

---

The K-12 Comprehensive concentration is offered at the undergraduate (BS) level and graduate level (MAT). Successful candidates are prepared to provide instruction and behavior support for students identified with low-incidence, moderate to significant disabilities in grade levels K-12.

## **Admission to Teacher Education**

All students who are pursuing teacher licensure must be admitted to the Teacher Education Program. The requirements for admission to the Teacher Education Program will differ depending on the program of study. Each candidate must meet specific Milestones along the path to licensure. Information regarding specific Milestones may be found via the [Milestones](#) page. Assessment requirements are described in the following section.

---

## **Praxis Assessments**

Candidates must score either a minimum ACT score of 21, SAT 1020, GRE (143 Verbal-143, & Quantitative-140) or the Praxis I (CASE Reading-156, Math-150, Writing-162) to be admitted to Teacher Education. Prior to student teaching, candidates must also meet the minimum requirement of 158 on the applicable content area Praxis assessment (Praxis 5545 Sped Comprehensive K-12, Praxis 5543 Sped Interventionist K-8, OR Praxis 5543 Sped Interventionist 6-12) and the Praxis 5205 Teaching Reading Elementary with a score of 159.

## **edTPA**

All candidates are required to pass the edTPA in order to obtain a teaching license. The Special Education program has incorporated the edTPA preparation throughout the program of study to not only provide candidates with the opportunity to excel in the edTPA assessment, but to also flourish in the classroom. edTPA is comprised of three tasks: Planning, Instruction, and Assessment. Each task is broken into five sections measured by a specific rubric. The edTPA is scored by nationally certified scorers.

## **LiveText**

All candidates are required to purchase a LiveText subscription. Key assessments and dispositions are scored via the course instructor on the LiveText platform.

## **Performance Standards**

The Special Education program follows both InTASC and Council for Exceptional Children licensure standards. These standards are embedded throughout the preparation program. Additionally, student learning outcomes which articulate what successful candidates know and are able to do upon completion of the program are assessed during specific checkpoints during the program. Each standard or learning outcome is described below.

## **InTASC**

InTASC is a consortium of state education agencies and national education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. InTASC standards are grouped into four general

---

categories: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. Additional information may be found via [InTASC Model Core Teaching Standards](#) document.

## **Council for Exceptional Children (CEC)**

CEC Professional Preparation Standards define the specialized expertise special educators must master for the safe and effective practice of special education at the initial and advanced levels. The BS and MAT Special Education programs follow the [CEC Initial Preparation Standards](#).

## **Student Learning Outcomes**

Student Learning Outcomes (SLO) are statements which articulate what the successful candidate knows and is able to do. The Special Education program has identified 15 SLOs which are measured throughout the program and are tied directly to the edTPA rubrics.

## **Special Education Faculty**

The Special Education Faculty are dedicated to each candidate who has chosen the Special Education program of study.

Dr. Zachary Barnes, Assistant Professor [barnesz@apsu.edu](mailto:barnesz@apsu.edu)

Dr. Moniqueka Gold, Professor [goldm@apsu.edu](mailto:goldm@apsu.edu)

Dr. Lori Allen, Assistant Professor [allenl@apsu.edu](mailto:allenl@apsu.edu)