

3-credit N and 4-credit Courses

| Course Number | Program of Study (Includes all content areas) | Course Title | Practicum Hours | Benchmark Assessment Assignment | Practicum Setting (Required) |
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| ECH 125 (4cr) | 8 | Foundations of Early Childhood | 20 | Developing a Personal Learning Philosophy | In conjunction with a field/practicum experience that permits the observation of early childhood practitioners in a Title 1 school and a Pre-school, learners examine a variety of early childhood learning theories and articulate their own philosophy of early childhood education. |
| ECH 135 (4cr) | 8 | Child Guidance, Management, and the Environment | 20 | Everything in Its Place: Designing and Managing the Early Childhood Classroom | In their practicum/field experiences in a Title 1 school with grades K-3 and in a Birth-PK classroom, learners will evaluate the classroom environment of their mentor teachers, before creating their own plan that includes the classroom's physical arrangement, organization of materials and resources, guidelines for behavior, and developmentally appropriate management techniques and routines. |
| ECH 225 (4cr) | 8 | Introduction to the Exceptional Learner | 20 | Instructional and Behavioral Support of Students in an Early Childhood Classroom | Resulting from their K-3 and Title 1 practicum/field experiences, learners will identify, analyze, and critique these techniques in light of the necessary progress to be made for all students, including progress toward IEP goals for the student with a disability, as well as in light of current research. |
| ECH 235 (4cr) | 8 | Child Growth and Development: Health, Safety, Nutrition, and Fitness | 20 | Wellness Week in a First Grade Classroom | While their practicum/field experiences take learners to both Birth-PK and K-3 (Title 1) learning environments, the Benchmark Assessment focuses on a first grade classroom. In it, learners create a curriculum unit and parent event centered on health, safety, nutrition, and fitness content areas and the early childhood standards related to them. |

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| ECH 335 (4cr) | 8 | Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts | 20 | Let's Plan a Lesson! Planning for the Early Childhood Experience | In conjunction with a practicum/field experience that permits the observation of early childhood practitioners in a Title 1 (K-3) school and a Birth-PK classroom, and using national content and NAEYC standards, learners will design and teach a content area lesson. |
| ECH 520 (4cr) | 9 | Foundations of Early Childhood | 20 | Developing a Personal Learning Philosophy | In conjunction with a field/practicum experience that permits the observation of early childhood practitioners in a Title 1 school and a Pre-school, learners examine a variety of early childhood learning theories and articulate their own philosophy of early childhood education. |
| ECH 525 (4cr) | 9 | Child Guidance, Management, and the Environment | 20 | Everything in Its Place: Designing and Managing the Early Childhood Classroom | In their practicum/field experiences in a Title 1 school with grades K-3 and in a Birth-PK classroom, learners will evaluate the classroom environment of their mentor teachers, before creating their own plan that includes the classroom's physical arrangement, organization of materials and resources, guidelines for behavior, and developmentally appropriate management techniques and routines. |
| ECH 530 (4cr) | 9 | Introduction to the Exceptional Learner | 20 | Instructional and Behavioral Support of Students in an Early Childhood Classroom | Resulting from their K-3 and Title 1 practicum/field experiences, learners will identify, analyze, and critique these techniques in light of the necessary progress to be made for all students, including progress toward IEP goals for the student with a disability, as well as in light of current research. |
| ECH 535 (4cr) | 9 | Child Growth and Development: Health, Safety, Nutrition, and Fitness | 20 | Wellness Week in a First Grade Classroom | While their practicum/field experiences take learners to both Birth-PK and K-3 (Title 1) learning environments, the Benchmark Assessment focuses on a first grade classroom. In it, learners create a curriculum unit and parent event centered on health, safety, nutrition, and fitness content areas and the early childhood standards related to them. |

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| ECH 640 (4cr) | 9 | Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts | 20 | Let's Plan a Lesson! Planning for the Early Childhood Experience | In conjunction with a practicum/field experience that permits the observation of early childhood practitioners in a Title 1 (K-3) school and a Birth-PK classroom, and using national content and NAEYC standards, learners will design and teach a content area lesson. |
| EDU 460N (3cr) | 1, 2, 3 | Dynamics of Data-Driven Pedagogy | 15 | A Tale of Excellence in Assessment | Observe, interview, and implement a curriculum unit in a (15 hours) K-8 Classrooms (Elem & SP Ed) or 9-12 Classrooms (Secondary Ed) depending on your program of study. |
| EED 323N (3cr) | 1, 3 | Curriculum and Methods: Science | 15 | Sensational Science: Best Practices in Lesson Planning | Observe and interview three (15 hours total) science 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school. |
| EED 364 (4cr) | 1, 3 | Curriculum, Assessment, and Methods: Science and Mathematics | 20 | Integrating Science and Mathematics | Observe and interview two (20 hours total) math and/or science 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school. |
| EED 403N (3cr) | 1, 3 | Curriculum and Methods: Mathematics | 15 | Making Math Concepts Count: Best Practices in Lesson Planning | Observe and interview three (15 hours total) math 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school. |
| EED 443N (3cr) | 1, 3 | Curriculum and Methods: Literacy: Reading/ Language Arts GR K-3 | 20 | READ: Reading Evaluation through Analyzing Data | Observe and interview a (20 hours total) K-3 classroom. Administer a pre-test, based on the results create and implement lesson plans to address the four areas of literacy, and administer a post-test to determine if learning improved. |
| EED 463N (3cr) | 1, 3 | Curriculum and Methods: Social Studies | 15 | Charting the Course: Social Studies WebQuest | Observe and interview three (15 hours total) 6-8 classrooms within two different grade levels and one placement must be in a Title 1 school. |
| EED 465 (4cr) | 1,2 | Curriculum, Assessment, and Methods Social Studies | 20 | Charting the Course: Social Studies WebQuest | Observe and interview three (15 hours total) social studies 6-8 classrooms within two different grade levels and one placement must be in a Title 1 school. |

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| EED 470 (4cr) | 1, 3 | Curriculum, Assessment, and Methods: Literacy and Language Arts K-3 | 20 | READ: Reading Evaluation through Analyzing Data | Observe, interview, and instruct a (20 hours total) K-3 classroom paying attention to: observations only; look for differentiation techniques for ELL's and special needs students, phonemic awareness and phonics, word study and fluency, vocabulary development, and comprehension. A pre and post test will be administered to one student. |
| EED 473N (3cr) | 1, 3 | Curriculum and Methods: Literacy: Reading/ Language Arts GR 4-8 | 30 | Language Arts Unit Plan | Observe and interview three (9 hours total) 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school. Create and instruct a (6 hours total) mini-lesson (15-30 minutes) to address each of the following areas related to literacy development: (a) Monday: Oral language and Vocabulary (b) Tuesday: Phonics, word patterns, and word analysis (c) Wednesday: Fluency (d) Thursday: Reading Comprehension (e) Friday: Writing Create and implement a week long lesson plan. ** Difference in total hours is made up in the completion of this assignment. |
| EED 475 (4cr) | 1, 3 | Curriculum, Assessment, and Methods: Literacy and Language Arts 4-8 | 20 | Language Arts Unit Plan | Observe three (9 hours total) 4-8 classroom within two different grade levels and one placement must be in a Title 1 school. Create and instruct a (6 hours total) mini-lesson (15-30 minutes) to address each of the following areas related to literacy development: (a) Monday: Oral language and Vocabulary (b) Tuesday: Phonics, word patterns, and word analysis (c) Wednesday: Fluency (d) Thursday: Reading Comprehension (e) Friday: Writing ** Difference in total hours is made up in the completion of this assignment. |

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| EED 510 (4cr) | 4 | Curriculum, Assessment, and Methods: Science and Mathematics | 20 | Integrating Science and Mathematics | Observe and interview two (20 hours total) 4-8 math and science classrooms within two different grade levels and one placement must be in a Title 1 school. |
| EED 525 (4cr) | 4 | Curriculum, Assessment, and Methods: Literacy | 15 | Language Arts Unit Plan | Observe and interview three (9 hours total) reading 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school. ** Difference in total hours is made up in the completion of this assignment. |
| EED 544 (4cr) | 4 | Prescriptive Reading: Theory and Practicum | 20 | READ- Reading Evaluation through Analyzing Data | Observe and interview a (20 hours total) K-3 classroom. Administer the Bader literacy assessment to one student. |
| EED 570 (4cr) | 4 | Curriculum, Assessment, and Methods: Social Studies | 20 | Charting the Course: Social Studies WebQuest | Observe and interview three (15 hours total) social studies 6-8 classrooms within two different grade levels and one placement must be in a Title 1 school. ** Difference in total hours is made up in the completion of this assignment. |
| ESL 223N (3cr) | 1, 2, 3 | SEI English Language Teaching: Foundations and Methodologies | 10 | Lesson Planning with SIOP: A Theoretical Base | Observe, interview, and instruct two (10 hours total) classrooms that service ELL students and one placement must be in a Title 1 school. |
| ESL 423N (3cr) | 1, 2, 3 | SEI English Language Teaching: Foundations and Methodologies | 10 | Lesson Planning with SIOP: A Theoretical Base | Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school. |
| ESL 433N (3cr) | 1, 2, 3 | Advanced Methodologies of Structured English Instruction | 15 | Lesson Planning in SIOP: From Theory to Practice | Observe and interview a (15 hours total) classroom with an SEI-endorsed instructor in K-3 or 4-8 (Elem & SP Ed) in a Title 1 school. Spend 2 hours in one-on-one tutoring with an ELL reader. Implement, assess, and reflect on a SIOP lesson. |
| ESL 523N (3cr) | 4, 5, 6 | SEI English Language Teaching: Foundations and Methodologies | 10 | Lesson Planning with SIOP: A Theoretical Base | Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school. Create and implement a SIOP lesson. |

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| ESL 533N (3cr) | 4, 5 | Advanced Methodologies of Structured English Instruction | 15 | Lesson Planning in SIOP: From Theory to Practice | Observe and interview a (15 hours total) classroom with an SEI-endorsed instructor in k-3 or 4-8 (Elem & SP Ed) within two different grade levels and one placement must be in a Title 1 school. Spend 2 hours in one-on-one tutoring with an ELL reader. Implement, assess, and reflect on a SIOP lesson. |
| SED 420N (3cr) | 2 | Adolescent Literacy | 30 | Reading the World and the Word | Observe and interview a (30 hours total) 8-12 classroom paying attention to the literacy traits of students. |
| SED 435 (4cr) | 2 | Adolescent Literacy | 30 | Reading the World and the Word | Observe a (30 hours total) 8-12 classroom. Paying close attention to literacy traits. |
| SED 442N (3cr) | 2 | Secondary Methods | 15 | Effective Pedagogy: Best Practices | Observe and interview three (15 hours) 7-9 classrooms within two different grade levels and one placement must be in a Title 1 school. Design a complete instructional unit, 10 lesson plans, in your subject area. Present and defend the unit to a mentor teacher. After revision driven from the input of a mentor teacher, teach three of the lessons from your unit to a group of students |
| SED 443N (3cr) | 2 | Curriculum and Development | 15 | A UbD Curriculum Unit | Observe and interview a (15 hours total) 10-12 classroom. Develop a ten-day UbD curriculum unit and present to the mentor teacher to receive feedback. |
| SED 444 (4cr) | 2 | Secondary Methods and Data-Driven Pedagogy | 30 | Effective Pedagogy: Best Practices | Observe and interview three (30 hours total) 7-9 classrooms within different grade levels and one placement must be in a Title 1 school. Design a lesson and present to one of the three mentor teachers. |
| SED 452N (3cr) | 2 | Reading and Learning Strategies for Middle and Secondary Schools | 30 | Reading in Content Areas: Effective Strategies | Observe and interview three (30 hours total) 7-9 classrooms within two different grade levels and one placement must be in a Title 1 school. |
| SED 454 (4cr) | 2 | Reading and Learning Strategies for Middle and Secondary Schools | 30 | Reading in Content Areas: Effective Strategies | Observe and interview three (30 hours total) 7-9 Classrooms within different grade levels and one placement must be in a Title 1 school. |
| SED 455 (4cr) | 2 | Secondary Curriculum, Development, and Assessment | 20 | A UbD Curriculum Unit | Observe and interview a (20 hours) 10-12 classroom. |

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| SED 482 (4cr) | 2 | Methods of Teaching Mathematics in Secondary Schools | 15 | To Be Determined | Observe and interview three (15 hours total) math 9-12 classrooms within two different grade levels and one placement must be in a Title 1 school. |
| SED 483 (4cr) | 2 | Methods of Teaching Science in Secondary Schools | 15 | To Be Determined | Observe and interview three (15 hours total) science 9-12 classrooms within two different grade levels and one placement must be in a Title 1 school. |
| SED 485 (4cr) | 2 | Methods of Teaching Social Studies in Secondary Schools | 30 | Charting the Course: Social Studies Web Quest | Observe and interview three (30 hours total) social studies 9-12 classrooms within two different grade levels and one placement must be in a Title 1 school. |
| SED 535 (4cr) | 5 | Adolescent Literacy | 30 | Reading the Word and the World | Observe and interview a (30 hours total) 8-12cClassroom. Paying close attention to literacy traits. |
| SED 541 (4cr) | 5 | Secondary Theory, Methods, and Data-Driven Pedagogy | 15 | Effective Pedagogy: Best Practices | Observe and interview three (15 hours total) 10-12 classrooms within two different grade levels and one placement must be in a Title 1 school. |
| SED 544 (4cr) | 5 | Secondary Curriculum Development and Assessment | 15 | Curriculum Decision Making: Understanding by Design | Observe and interview a (15 hours total) 7-9 classroom. Design a complete 10-day UbD curriculum plan, in your subject area. Present and defend the unit to a mentor teacher. |
| SED 553 (4cr) | 5 | Reading and Literacy Strategies for Middle and Secondary Schools | 30 | Reading in Content Areas: Effective Strategies | Observe and interview three (30 hours total) 7-12 classrooms. One classroom must be a 7-9 classroom, another a 10-12 classroom, and at least one must be a Title 1 classroom. |
| SPE 226 (4cr) | 1, 2, 3 | Educating the Exceptional Learner | 15 | Teaching for Exceptionalities | Observe a (15 hours total) classroom for students with disabilities (cross-categorical). The classroom must have at least 3 of the following 5 disabilities represented: mental retardation, emotional disability, learning disability, physical impairments, and health impairment. |
| SPE 325N (3cr) | 1, 2, 3 | Educating Learners with Diverse Needs | 15 | Teaching for Exceptionalities | Observe and interview a (15 hours total) classroom for students with disabilities (cross-categorical). The classroom must have at least 3 of the following 5 disabilities represented: mental retardation, emotional disability, learning disability, |

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| | | | | | physical impairments, and health impairment. |
| SPE 330 (4cr) | 3 | Special Education Foundations and Framework | 15 | My Special Education Philosophy | Observe and interview four (15 hours total) special needs teachers and a principal within two different grade levels and one placement must be in a Title 1 school. Interview the following: (a) Two teachers who have inclusive classrooms (regular education settings serving students who have special needs). (b) Two teachers who have self-contained classrooms (full-time special education settings). (c) At least one principal about their school's philosophy concerning operating inclusive and/or self-contained classrooms. |
| SPE 351 (4cr) | 3 | Characteristics of Mental Retardation and Strategies to Teach Individuals with MR | 20 | Significant Connections for Families of a MR Child | Observe and interview a (20 hours total) classroom comprised of students with mental retardation. Interview a teacher of students with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation. |
| SPE 352N (3cr) | 1, 3 | Characteristics of Mental Retardation and Strategies to Teach Individuals with MR | 15 | Significant Connections for Families of a MR Child | Interview a teacher of students with mental retardation. Specifically, focus your interview questions on the impact an individual with mental retardation has on family structure. You may also want to center your questions around collaborative skills necessary for teachers to possess when interacting with families who have a child with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation. |

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| SPE 354N (3cr) | 3 | Characteristics of Learning Disabilities and Strategies to Teach Individuals with LD | 15 | LD: The Puzzling Paradox | Observe and interview a (15 hours total) classroom comprised of students with learning disabilities. Create, implement, and reflect on a lesson plan targeted towards one student in class. |
| SPE 356N (3cr) | 3 | Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals with EBD | 15 | eMOTION | Observe and interview a (15 hours total) in a self-contained setting that serves individuals with emotional disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.). |
| SPE 357 (4cr) | 3 | Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals with EBD | 20 | eMOTION | Interview and observe a (20 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.). |
| SPE 358 (4cr) | 3 | Characteristics of Students with Physical and Health Impairments and Strategies to Teach Individuals with PHI | 20 | Accommodating Physical and Other Health Impairments | Observe and interview three different (20 hours total) classrooms comprised of students with physical and health impairments within two different grade levels and one placement must be in a Title 1 school. Select three accommodations/modifications to implement with a student who has a physical or health impairment (you may use three different students if desired). Implement them under the auspices of the mentor teacher. |

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| SPE 359 (4cr) | 3 | Characteristics of Learning Disabilities and Strategies to Teach Individuals with LD | 20 | LD: The Puzzling Paradox | Interview and observe a (20 hours total) classroom comprised of students with learning disabilities. This setting can be resource room or a regular educational setting in which the student is mainstreamed. Identify a student and implement a lesson plan to assist this student. |
| SPE 371N (3cr) | 3 | Characteristics of Students with Physical and Health Impairments and Strategies to Teach Individuals with PHI | 15 | Accommodating Physical and Other Health Impairments | Observe and interview three (15 hours total) classroom comprised of students with physical and health impairments within two different grade levels and one placement must be in a Title 1 school. Let the classroom teacher know you are working to identify and evaluate instructional, behavioral, and social skills accommodations/modifications for students with physical and/or health impairments. Select 3 accommodations/modifications to implement with a student who has a physical or health impairment (you may use 3 different students if desired). Implement them under the auspices of the mentor teacher. |

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| SPE 435N (3cr) | 3 | Diagnosis and Assessment in Special Education | 15 | Test the Rest | <p>Spend 15 hours in a classrooms for students with disabilities (cross-categorical) in the practicum experience for this course. Before beginning the assignment, you must first identify students with one or more of the following disabilities: learning disability, emotional disability, physical impairment, health impairment, and/or mental retardation. Identify two students for this assignment:</p> <p>(1) One student in early childhood special education. (2) One post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place.</p> <p>* Note: Obtain parental permission, in writing, that it is permissible for you to observe the student being tested. You must also obtain permission from the parent to observe the writing of the psycho-educational report that will be written from the testing results.</p> |
| SPE 510 (4cr) | 7 | Strategies to Teach Individuals With Learning Disabilities | 15 | LD: The Puzzling Paradox | <p>Interview and observe a (15 hours total) classroom comprised of students with learning disabilities. This setting can be resource room or a regular educational setting in which the student is mainstreamed. Identify a student and Implement a lesson plan to assist this student.</p> |

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| SPE 512 (4cr) | 7 | Assessment in Special Education for Certified Special Educators | 15 | Test the Rest | Spend 15 hours in a classrooms for students with disabilities (cross-categorical) in the practicum experience for this course. Before beginning the assignment, you must first identify students with one or more of the following disabilities: learning disability, emotional disability, physical impairment, health impairment, and/or mental retardation. Identify two students for this assignment: (1) One student in early childhood special education. (2) One post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place. * Note: Obtain parental permission, in writing, that it is permissible for you to observe the student being tested. You must also obtain permission from the parent to observe the writing of the psycho-educational report that will be written from the testing results. |
| SPE 513 (4cr) | 7 | Strategies to Teach Individuals With Emotional/Behavioral Disabilities | 15 | eMotion | Interview and observe a (15 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.). |
| SPE 514 (4cr) | 7 | Strategies to Teach Individuals With Mental Retardation | 15 | Significant Connections for Families of a MR Child | Interview a teacher of students with mental retardation. Specifically, focus your interview questions on the impact an individual with mental retardation has on family structure. You may also want to center your questions around collaborative skills necessary for teachers to possess when interacting with families who have a child with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation. |

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| SPE 525N (3cr) | 6 | Educating Learners with Diverse Needs | 15 | Teaching for Exceptionalities | Spend 15 hours in a classrooms for students with disabilities (resource or self-contained) in the practicum experience for this course. Create, implement, and reflect on a lesson plan targeted towards one student in class. |
| SPE 526 (4cr) | 4, 5, 6 | Educating Learners with Diverse Needs | 15 | Teaching for Exceptionalities | Spend 15 hours in a classrooms for students with disabilities (resource or self-contained) in the practicum experience for this course. Create, implement, and reflect on a lesson plan targeted towards one student in class. |
| SPE 535N (3cr) | 6 | Diagnosis and Assessment in Special Education | 15 | Test the Rest | Observe and interview a (15 hours total) classroom for students with disabilities. Identify two students for this assignment: (1) One student in early childhood special education. (2) One post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place. |
| SPE 536 (4cr) | 6 | Diagnosis and Assessment in Special Education | 20 | Test the Rest | Observe and interview a (20 hours total) classroom for students with disabilities. Identify two students for this assignment: (1) One student in early childhood special education. (2) One post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place. |
| SPE 539 (4cr) | 7 | Educational Implications for Students With Physical and Health Impairments | 15 | Accommodating Physical and Other Health Impairments | Observe and interview three (15 hours total) classroom comprised of students with physical and/or health impairments within two different grade levels and one placement must be in a Title 1 school. Select three accommodations/modifications to implement with a student. |

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| SPE 552N (3cr) | 6 | Characteristics of Mental Retardation and Strategies to Teach Individuals with MR | 15 | Significant Connections for Families of a MR Child | Interview a teacher of students with mental retardation. Specifically, focus your interview questions on the impact an individual with mental retardation has on family structure. You may also want to center your questions around collaborative skills necessary for teachers to possess when interacting with families who have a child with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation. |
| SPE 553 (4cr) | 6 | Characteristics of Mental Retardation and Strategies to Teach Individuals with MR | 20 | Significant Connections for Families of a MR Child | Interview a teacher of students with mental retardation. Specifically, focus your interview questions on the impact an individual with mental retardation has on family structure. You may also want to center your questions around collaborative skills necessary for teachers to possess when interacting with families who have a child with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation. |
| SPE 554N (3cr) | 6 | Characteristics of Learning Disabilities and Strategies to Teach Individuals with LD | 15 | LD: the Puzzling Paradox | Interview and observe a (15 hours total) classroom comprised of students with learning disabilities. This setting can be resource room or a regular educational setting in which the student is mainstreamed. Identify a student and Implement a lesson plan to assist this student. |
| SPE 556N (3cr) | 6 | Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals with EBD | 15 | eMotion | Interview and observe a (15 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.). |

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| SPE 557 (4cr) | 6 | Characteristics of Learning Disabilities and Strategies to Teach Individuals with LD | 20 | LD: the Puzzling Paradox | Interview and observe a (20 hours total) classroom comprised of students with learning disabilities. This setting can be resource room or a regular educational setting in which the student is mainstreamed. Identify a student and Implement a lesson plan to assist this student. |
| SPE 558 (4cr) | 6 | Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals with EBD | 20 | eMotion | Interview and observe a (20 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.). |
| SPE 571N (3cr) | 6 | Educational Implications for Students with Physical and Health Impairments | 15 | Accommodating Physical and Other Health Impairments | Observe and interview three (15 hours total) classroom comprised of students with physical and/or health impairments within two different grade levels and one placement must be in a Title 1 school. Select three accommodations/ modifications to implement with a student. |
| SPE 573 (4cr) | 6 | Educational Implications for Students with Physical and Health Impairments | 15 | Accommodating Physical and Other Health Impairments | Observe and interview three (15 hours total) classroom comprised of students with physical and/or health impairments within two different grade levels and one placement must be in a Title 1 school. Select three accommodations/ modifications to implement with a student. |

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| Program of Study Key |
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| 1 BS: ElemEd |
| 2 BS: SecEd |
| 3 BS: ElemEd/SpecEd |
| 4 MEd: ElemEd |
| 5 MEd: SecEd |
| 6 MEd: SpecEd |

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| 7 MEd: SpecEd/Cert |
| 8 BS: EarlyChildEd |
| 9 MEd: EarlyChildEd |