Department of Teaching and Learning

The Department of Teaching and Learning offers undergraduate teacher preparation programs with study concentrations in early childhood education and early childhood/special education (grades P-5); middle grades education (grades 4-8); secondary education (grades 6-12) with study concentrations in biology, chemistry, math, and physics education; special education (P-12); and the P-12 teaching field in health and physical education. The Master of Arts in Teaching (M.A.T.) program offers secondary and P-12 teacher preparation in the fields of biology, broad fields science, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, political science, and Spanish. Concentrations are also offered in early childhood, middle grades, special education and health and physical education. The department offers Master of Education (M.Ed.) programs in curriculum and instruction - accomplished teaching and teaching culturally and linguistically diverse students. Master of Education (M.Ed.) and Education Specialist (Ed.S.) degrees are also offered in early childhood education; special education with concentrations in general or adaptive curriculum; middle grades education with concentrations in language arts, mathematics, reading, science, and social studies; and secondary education with concentrations in biology, broad fields science, business, chemistry, economics, English, geography, history, mathematics, physics, and political science. In addition to degree programs, the department offers an endorsement in English for Speakers of Other Languages (ESOL) and a certificate in teaching culturally and linguistically diverse students. The programs are based upon the concept of developmentally appropriate practices and value diverse, intensive field experiences in a range of grade levels and school settings.

Teaching and Learning Majors

- Early Childhood Education B.S.Ed. (http://catalog.georgiasouthern.edu/undergraduate/education/teaching-learning/early-childhood-education-bsed)
- Health and Physical Education B.S.Ed. (http://catalog.georgiasouthern.edu/undergraduate/education/teaching-learning/health-physical-education-bsed)
- Middle Grades Education B.S.Ed. (http://catalog.georgiasouthern.edu/undergraduate/education/teaching-learning/middle-grades-education-bsed)
- Secondary Education B.S.Ed. (Concentration in Biology Education) (http://catalog.georgiasouthern.edu/undergraduate/education/teaching-learning/secondary-education-biology-bsed) - Effective Fall 2017
- Secondary Education B.S.Ed. (Concentration in Chemistry Education) (http://catalog.georgiasouthern.edu/undergraduate/education/teaching-learning/secondary-education-chemistry-bsed) - Effective Fall 2017
- Secondary Education B.S.Ed. (Concentration in Math Education) (http://catalog.georgiasouthern.edu/undergraduate/education/teaching-learning/secondary-education-mathematics-bsed) - Effective Fall 2017
- Secondary Education B.S.Ed. (Concentration in Physics Education) (http://catalog.georgiasouthern.edu/undergraduate/education/teaching-learning/secondary-education-physics-bsed) - Effective Fall 2017
- Special Education B.S.Ed. (http://catalog.georgiasouthern.edu/undergraduate/education/teaching-learning/special-education-bsed)

ECED 3131  The P-5 Curriculum
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The P-5 Curriculum course introduces the candidate to the curriculum, instruction, and organization of elementary schools serving a preschool through fifth grade population. Emphasis is placed on elementary schools implementing developmentally appropriate practices to meet the diverse needs of the P-5 population. Field experience required.
Prerequisite(s): Prior or concurrent enrollment in SPED 3331 with a minimum grade of "C".
Cross Listing(s): ECED 3131S.

ECED 3131S  The P-5 Curriculum
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The P-5 Curriculum course introduces the candidate to the curriculum, instruction, and organization of elementary schools serving a preschool through fifth grade population. Emphasis is placed on elementary schools implementing developmentally appropriate practices to meet the diverse needs of the P-5 population. Field experience required.
Prerequisite(s): Prior or concurrent enrollment in SPED 3331 with a minimum grade of "C".
Cross Listing(s): ECED 3131.

ECED 3232  P-5 Creative Arts
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Provides opportunities for the students to familiarize themselves with the basic theories and practices of creative arts. Emphasizes the use of creative arts across the curriculum while developing the whole child.
Prerequisite(s): A minimum grade of "C" in ECED 3131.

ECED 3262  P-5 Language and Literacy
6 Credit Hours. 6 Lecture Hours. 0 Lab Hours.
The P-5 Language and Literacy course is designed to explore materials and methods of teaching language and literacy in the P-5 classroom. Students will study language and literacy development as well as the implications of student diversity for language learning. Students will investigate the theoretical background and research base supporting current understandings of the processes of the language arts (speaking, listening, reading, writing, viewing, and visually depicting). Students will also become acquainted with the vast selection of children's literature and strategies for incorporating literature into the curriculum.
Prerequisite(s): Minimum grade of "C" in all of the following: READ 2230 and ECED 3131.

ECED 3732  Methods I Practicum
3 Credit Hours. 1 Lecture Hour. 0 Lab Hours.
The Methods I Practicum course is designed to provide the preservice teacher with opportunities to integrate theory with practical application in the methods of teaching and usage of classroom management skills in diverse K-5 classrooms. The preservice teacher will observe and participate in an elementary classroom as well as plan and implement lessons, instructional units, assessments and individual education plans within that setting. Early Childhood majors will be placed in a general education classroom. Early Childhood/Special Education majors will be placed in a special education setting or general education classroom with students with disabilities.
Prerequisite(s): A minimum grade of "C" in all of the following: ECED 3131 and prior or concurrent enrollment in ECED 3262.

ECED 4090  Special Topics
1,3 Credit Hour. 1,3 Lecture Hour. 0 Lab Hours.
Promotes specialized training appropriate to meet the needs of pre-service teachers. Attention will be given to a range of specific problems as they relate to the elementary, middle, or secondary schools and teaching field.
Prerequisite(s): Approval of advisor, instructor, and department chair.
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ECED 4333 P-5 Teaching Mathematics
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Studies the role of mathematics in the education of elementary school children, with emphasis on: the understanding of curriculum content; current trends in teaching; use of appropriate teaching materials; and planning for and evaluating instruction. Designed to give the prospective teacher an understanding of how children learn mathematics and have at their disposal methods which will facilitate this process for each child in a P-5th grade range.
Prerequisite(s): A minimum grade of "C" in MATH 3032 and ECED 3131.

ECED 4433 P-5 Science
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed to prepare students for teaching science in grades P-5. The content of science is reviewed. Methods of teaching and assessing a diverse population of learners in P-5 science education are examined. Emphasis is placed on the importance of science in social and environmental issues.
Prerequisite(s): A minimum grade of "C" in ECED 3131.

ECED 4533 P-5 Social Studies
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed to prepare students for teaching social studies in grades P-5. The goals and definitions related to the early childhood social studies program will be considered. The content of P-5 social studies will be reviewed. Students will become acquainted with appropriate teaching methods, materials, and organizational techniques for providing children with successful learning experiences in social studies.
Prerequisite(s): A minimum grade of "C" in ECED 3131.

ECED 4632 Student Teaching Seminar
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Students will analyze issues related to school law, diverse student populations, classroom behavior management, school funding, issues and trends in education, technology integration, and ethics. Special emphasis will be placed on instructional setting, strategies, and related services.

ECED 4733 Methods II Practicum
3 Credit Hours. 0 Lecture Hours. 5 Lab Hours.
The Methods II Practicum course is designed to provide the pre-service teacher with observation and actual teaching experience in a supervised K-5 elementary classroom setting. Major emphasis is placed on lesson and unit planning, using a variety of instructional strategies for diverse populations of students, classroom management, multiple assessment strategies, strategies that enhance student learning, the selection and use of instructional technology, and professional reflection. Early Childhood majors will be placed in a general education classroom. Early Childhood/Special Education majors will be placed in a special education setting or general education classroom with students with disabilities.

ECED 5799 Student Teaching in Early Childhood Education
9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Student teaching is a fifteen week period of guided teaching practice in a P-5 classroom setting. Under the direction of a clinical supervisor, the candidate gradually assumes increasing responsibility for classroom instruction and management. During this experience, candidates are expected to engage directly in many of the activities that constitute the wide range of a teacher’s assigned responsibilities. The candidate will also assume the full responsibilities of the clinical supervisor for a minimum of four weeks. Early Childhood majors’ field placements will be in a general education classroom. Early Childhood/Special Education majors’ field placements will be in a special education setting or general education classroom with students with disabilities.
Corequisite(s): ECED 4632.
Cross Listing(s): ECED 5799G.

ESED 2230 Cognition and Language
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

ECED 4090 Special Topics
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
Promotes specialized training appropriate to the needs of pre-service teachers. Attention will be given to a range of specific problems as they relate to the elementary, middle, or secondary schools and teaching field.
Prerequisite(s): Approval of advisor, instructor, and department chair.

ESED 4700 Beginning of P-12 School Year Experience
0 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
This course provides teacher candidates an opportunity to experience the beginning of school year at their P-12 school placement site. Teacher candidates will participate in pre-planning activities and the first weeks of the school year. Teacher candidates will assist the classroom teacher with beginning of the year tasks such as setting up the classroom, establishing classroom routines, developing curriculum plans and student learning outcomes, attending professional meetings, etc. This experience begins the first day of pre-planning for the assigned school district placement and extends until the first day of Georgia Southern Fall Semester.

ESED 4799 EdTPA Internship Support Sem
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
edTPA Internship Support Seminar is a hybrid course for candidates who must retake edTPA. Candidates will meet with the edTPA Review Team to review portfolio results and discuss the best plan for the candidate to retake the edTPA. Based on the edTPA Review Team’s recommendations a specific action plan will be developed, and this will determine if the candidate will enroll for 1, 2, or 3 credit hours in order to complete the retake process.
Prerequisite(s): A minimum grade of "S" in ECED 5799 or MGED 5799 or ESED 5799 or SPED 5799 or SCED 5799.

ESED 4890 Directed Individual Study
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
The student, under the direction of the instructor, will identify and study a topic applicable to a teaching field and level of certification.
Prerequisite(s): Approval of advisor, instructor, and department chair.

ESED 5233 Applied Linguistics: ESOL
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An in-depth study of the major theories of first and second language acquisition and their implications for instruction.
Cross Listing(s): ESED 5233G.

ESED 5234 Cultural Issues: ESOL
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The principles of culture and its link to second language learning, as well as, problems of teaching in a multicultural classroom.
Cross Listing(s): ESED 5234G.

ESED 5235 Methods for ESOL
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An introduction to current second language acquisition theory and its application to curriculum development and instructional strategies. Participants in this course will design curriculum and learning activities that facilitate the use of English as a Second Language in listening, speaking, reading, and writing. In addition, participants will learn how to develop strategies for integrating school, neighborhood, and home resources to further the education of ESOL students.
Prerequisite(s): A minimum grade of "C" in ESED 5233 and ESED 5234; and prior or concurrent enrollment with a minimum grade of "C" in ESED 3732 or MGED 3731 or SPED 3711 or KINS 4430 or KINS 4441; and admission to Teacher Education Program or hold a valid teaching certification.
Cross Listing(s): ESED 5235G.
MGED 5799  Student Teaching in P-12 Education  
3 Credit Hours.  0 Lecture Hours.  0 Lab Hours.  
Student Teaching is a period of guided teaching during which the candidate, under the direction of a clinical supervisor, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities.  
Corequisite(s): ESED 5799G.  

ISCI 2001  Life/Earth Science  
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.  
This course is an integrated science course covering major concepts in the areas of like and earth science. The course will emphasize the nature and skills of science as well as the understanding of major science concepts and principles in these fields. The use of an inquiry based approach throughout the course will enhance the application of these concepts to the teaching of elementary and middle grades students.  
Prerequisite(s): A minimum grade of "C" in ASTR 1010 and ASTR 1211, or ASTR 1020 and ASTR 1211, or BIOL 1130 and BIOL 1110, or CHEM 1145, or CHEM 1151, or GEOG 1121, or PHYS 1111, or PHYS 2211.  

ISCI 2002  Physical Science  
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.  
This course is an integrated science course covering major concepts in the areas of physical science. The course will emphasize the nature and skills of science as well as the understanding of major science concepts and principles in this field. The use of an inquiry based approach throughout the course will enhance the application of these concepts to the teaching of elementary and middle grades students.  
Prerequisite(s): A minimum grade of "C" in ASTR 1010 and ASTR 1211, or ASTR 1020 and ASTR 1211, or BIOL 1130 and BIOL 1110, or CHEM 1145, or CHEM 1151, or GEOG 1121, or PHYS 1111, or PHYS 2211.  

MGED 3131  Nature and Curriculum Needs of the Middle Grades Learner  
3 Credit Hours.  2 Lecture Hours.  3 Lab Hours.  
Examines the curriculum, instruction and organization of middle grades schools. Provides a substantial knowledge base in the nature and needs of early adolescents, as well as, in middle school curriculum and instruction. The course also includes a field component.  
Prerequisite(s): Admission to Teacher Education.  

MGED 3232  Methods of Teaching Science in the Middle Grades  
3 Credit Hours.  2 Lecture Hours.  2 Lab Hours.  
Provides an overview of the basic program of science instruction in the middle grades. Research in science education, teaching techniques and methods applicable for this age level, and organization of lessons are studied. Emphasis will be placed on science concepts and principles, an application of concepts to real life situations, science and technology and the development and implementation of hands-on activities. Includes a field based component which requires planning and teaching a science unit in a middle school classroom.  
Prerequisite(s): A minimum grade of "C" in MGED 3131, MSED 5333, SPED 3332 and admission to Teacher Education Program.  
Corequisite(s): MGED 3731, MGED 3732.  

MGED 3332  Methods of Teaching Language Arts/Reading in the Middle Grades  
3 Credit Hours.  2 Lecture Hours.  2 Lab Hours.  
Designed to study current trends for integrating language arts across the curriculum in the middle school setting. Emphasis is placed on the natural connections between writing, reading and oral expression. Instructional strategies that link writing, reading, literature and language across the curriculum will be explored. Appropriate language arts curriculum, including content and pedagogy, for early adolescents will be addressed. Students will plan and teach a language arts unit in a middle school classroom.  
Prerequisite(s): A minimum grade of "C" in all of the following: MGED 3131, MSED 5333 and SPED 3332; and Admission to Teacher Education Program.  
Corequisite(s): MGED 3731, MGED 3732.  

MGED 3432  Methods of Teaching Social Studies in the Middle Grades  
3 Credit Hours.  2 Lecture Hours.  2 Lab Hours.  
A study of the role of social studies in the education of early adolescents, with emphasis on understanding the historical and philosophical foundations of social studies, curriculum organization, planning and evaluation of instruction, social studies techniques and materials appropriate for early adolescent learners and current trends in social studies. Students will plan and teach a social studies unit in a middle school classroom.  
Prerequisite(s): A minimum grade of "C" in all of the following: MGED 3131, MSED 5333 and SPED 3332; and Admission to Teacher Education Program.  
Corequisite(s): MGED 3731, MGED 3732.  

MGED 3532  Methods of Teaching Mathematics in the Middle Grades  
3 Credit Hours.  2 Lecture Hours.  2 Lab Hours.  
A study of teaching methods and materials, curriculum content, assessment strategies, and trends in middle grade mathematics. A field based component which requires planning and teaching a mathematics unit in a middle grade classroom is required.  
Prerequisite(s): A minimum grade of "C" in MGED 3131, MSED 5333, SPED 3332, and admission to Teacher Education Program.  
Corequisite(s): MGED 3731, MGED 3732.  

MGED 3731  Middle School Practicum I  
3 Credit Hours.  0 Lecture Hours.  0 Lab Hours.  
This practicum involves structured observations, as well as planning and teaching an instructional unit in a middle grades classroom from one selected content area: language arts, social studies, math, and science. Emphasis is placed on classroom management, instructional strategies for diverse populations of students, the integration of technology, classroom environment, and assessment of student learning.  
Prerequisite(s): A minimum grade of "C" in all of the following: MGED 3131, MSED 5333 and SPED 3332; and Admission to Teacher Education Program.  
Corequisite(s): MGED 3232, MGED 3332, MGED 3432, MGED 3532.  

MGED 3732  Middle School Practicum II  
3 Credit Hours.  0 Lecture Hours.  0 Lab Hours.  
This practicum involves structured observations, as well as planning and teaching instructional strategies for diverse populations of students, the integration of technology, and assessment of student learning.  
Prerequisite(s): A minimum grade of "C" in all of the following: MGED 3131, MSED 5333 and SPED 3332; and Admission to Teacher Education Program.  
Corequisite(s): MGED 3232, MGED 3332, MGED 3432, MGED 3532.
MGED 4632 Seminar in Middle Grades Education  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course is designed as a culminating activity for middle grades students to apply educational theory and research to their classroom practice. Emphasis is placed on analysis of student learning and teaching effectiveness through development of a portfolio that documents and reflects on planning, assessment and instruction in the middle grades classroom.  
**Prerequisite(s):** A minimum grade of "C" in MGED 3232, MGED 3532, MGED 3712, and MGED 3722.  
Corequisite(s): MGED 5799.

MGED 5799 Student Teaching in Middle Grades Education  
9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.  
A period of guided teaching during which the candidate, under the direction of a clinical supervisor, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities.  
**Prerequisite(s):** Completion of the teaching field and professional education courses and admission to the Student Teaching Program.  
**Cross Listing(s):** MGED 5799G.

MSED 5333 Literature and Writing for the Middle and Secondary Schools  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
An intensive study of instructional strategies appropriate for integrating literature and writing instruction. Special attention will be given to identifying and accommodating reading and writing needs of diverse adolescent learners, as well as evaluating the effectiveness of instruction. Students will learn to develop cross-curricular instruction, diagnose reading problems, provide individualization feedback, as well as employ appropriate intervention and assessment methods.  
**Cross Listing(s):** MSED 5333G.  
Corequisite(s): MGED 3131.

SCED 3121 Curriculum for Secondary Education  
2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.  
This course is designed to assist teacher candidates in understanding curriculum design, instructional planning and teaching practices in the secondary school and in reflecting on best practices in secondary instruction. Emphasis is placed on planning, presentation, and assessment skills, as well as developing strategies for working with the diverse student populations present in schools. Candidates will design an instructional unit focusing on the selection of appropriate learning objectives related to specific knowledge, skills, and dispositions in one’s teaching field; selection of interactive learning activities and resources—including multiple technologies; and the use of appropriate assessments of student learning. This course includes a field component and class sessions may be held at a regional middle school or high school.  
**Corequisite(s):** READ 3330, SCED 3721, and SPED 3333.

SCED 3237 Secondary Science Methods  
3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.  
This course is designed to assist students in understanding the purpose of science in the secondary school curriculum and becoming familiar with the trends in science instruction. Skills are developed in using classroom laboratory and field trip experiences in planning and evaluating science instruction. Major emphasis is placed on planning and presentation skills and on developing strategies to facilitate working with the diverse student populations present in the public schools.  
**Prerequisite(s):** A minimum grade of "C" in READ 3330, SCED 3121, SCED 3721, and SPED 3333.  
Corequisite(s): SCED 4732.

SCED 3337 Methods of Teaching Language Arts in the Secondary School  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
A study of methods and materials appropriate in teaching composition, literature, and oral expression in the secondary school English program. Emphasis will be placed on the writing process, teaching grammar through writing, and literature for grades 7-12. Includes a field-based component which requires teaching language arts in a secondary school classroom.  
**Prerequisite(s):** Admission to Teacher Education Program.

SCED 3437 Social Science Methods  
3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.  
A study of the social sciences in the secondary schools with emphasis on curriculum issues, planning social science instruction, methods and materials appropriate for older adolescents and topical issues in teaching social sciences. Includes a field-based component which requires teaching social science in a secondary school classroom.  
**Prerequisite(s):** Admission to Teacher Education Program.

SCED 3537 Methods of Teaching Mathematics in Secondary School  
3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.  
A study of teaching methods and materials, curriculum content, and trends in secondary school mathematics.  
**Prerequisite(s):** A minimum grade of "C" in READ 3330, SCED 3121, SCED 3721, and SPED 3333.  
**Corequisite(s):** SCED 4732.

SCED 3721 Secondary School Practicum I  
2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.  
A supervised introductory teaching experience in grades 6-12. Candidates will observe, assist, plan, and teach in the specific teaching field and grade level for which they are being certified. Emphasis is placed on observation and participation in various aspects of classroom life and the unique needs of adolescent learners. In addition, candidates will plan with the classroom teacher and teach introductory lessons that specifically address academic language supports in their assigned content area.  
**Corequisite(s):** READ 3330, SCED 3121, and SPED 3333.

SCED 4137 Differentiated Instruction  
3 Credit Hours. 3 Lecture Hours. 2 Lab Hours.  
The goal for this course is for teacher candidates to learn specific teaching strategies and approaches to curriculum and assessment that meet the needs of diverse learners in an inclusion classroom. Candidates will learn how to design learning opportunities and assessments that are aligned with the strengths and needs of students with diverse ability levels as well as culturally and linguistically diverse students. Candidates will also learn how to use assessment data to inform instruction. This course includes a field component and the class may be held at a middle school or high school.  
**Prerequisite(s):** A minimum grade of "C" in SCED 4732, and SCED 3237 or SCED 3337 or SCED 3437 or SCED 3537.  
**Corequisite(s):** TEC 4233 and SCED 4739.

SCED 4632 Student Teaching Seminar in Secondary Education  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This seminar course provides a forum for discussion and examination of critical issues related to students’ teaching responsibilities and transition to first-year teaching in Grades 6 – 12 classrooms.  
**Prerequisite(s):** Completion of the teaching field and professional education courses and admission to the Student Teaching Program.  
**Corequisite(s):** SCED 5799.
SCED 4732 Secondary School Practicum II
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
A supervised teaching experience in grades 6-12. Candidates will observe, assist, plan, and teach in the specific teaching field and grade level for which they are being certified. In collaboration with the classroom teacher, candidates will plan and teach lessons that specifically address academic language, content, and pedagogy in their assigned content area.
Prerequisite(s): A minimum grade of "C" in READ 3330, SCED 3121, SCED 3721, and SPED 3333. Prior or concurrent enrollment in SCED 3237, or SCED 3337, or SCED 3437, or SCED 3537 with a minimum grade of "C".

SCED 4739 Student Teaching Residency I
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
This supervised practicum is a field-based teaching experience in a secondary school classroom. The goals for this course are for teacher candidates to (1) apply teaching strategies to support diverse learners in inclusion classrooms, and (2) meaningfully and effectively utilize instructional technology to support student learning.
Prerequisite(s): A minimum grade of "C" in SCED 4732 and SCED 3237 or SCED 3337 or SCED 3437 or SCED 3537.
Corequisite(s): SCED 4137 and ITEC 5233.

SCED 5799 Student Teaching in Secondary Education
9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
A period of guided teaching during which the candidate, under the direction of a clinical supervisor, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities.
Cross Listing(s): SCED 5799G.

SPED 3130 Characteristics of Learners with Special Needs
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.
This course provides a review of the etiology, diagnosis, characteristics, and philosophical and educational implications of the full range of students with special needs who demonstrate a need for additional educational services in order to achieve full potential. Considerable emphasis will be placed on the delivery of educational services and social issues related to Mild Disabilities. Together with the listed co-requisites, this course is designed to meet the requirements of House Bill 671.
Prerequisite(s): Admission to Teacher Education Program.
Corequisite(s): SPED 3131, SPED 3134, SPED 3711.

SPED 3131 Assessment in Special Education
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.
This course is designed to provide a overview of a variety of assessment techniques, including observations, teacher-made test, criterion referenced assessments, and standardized evaluation tools for use in identifying and developing programs for individuals with special learning needs. Special emphasis will be placed on interpreting assessment results for instructional planning.
Prerequisite(s): Admission to Teacher Education Program.
Corequisite(s): SPED 3134.

SPED 3133 Methodologies of Inclusive P-5 Settings
3 Credit Hours. 3 Lecture Hours. 2 Lab Hours.
This course is designed to examine: (a) research-based methods for curriculum and instruction in an inclusive classroom, (b) differentiated instruction, (c) instructional curricular adaptations, and (d) collaboration for individuals with age-level learning abilities as well as those individuals with mild disabilities, preschool through grade 5. This course includes a field component.
Corequisite(s): SPED 3131, SPED 3134, SPED 3331.

SPED 3134 Special Education Procedures
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.
Designed to provide knowledge about litigation and legislation affecting Special Education and the procedures associated with pre-referral, assessment, placement, and instruction of children with special needs. The development of eligibility reports, Individual Education Plans, and Transition Plans are included in course content.
Prerequisite(s): Admission to Teacher Education Program.
Corequisite(s): SPED 3131.

SPED 3231 Classroom Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to initiate the preservice teacher in the basic procedures for instructional and behavior management of students with disabilities. Emphasis is placed on the understanding and development of skills in the following areas: data-based behavioral management, including several theoretical paradigms; research-based effective instructional management; and applied behavior analysis techniques. This course includes a field component.
Prerequisite(s): A minimum grade of "C" in SPED 4733.
Corequisite(s): SPED 4734.

SPED 3331 Introduction to Special Education for Early Childhood Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to focus on best practices for educating P-12 students with diverse learning needs in the general education classroom. Candidates will investigate significant legal and historical considerations related to inclusion, pedagogical and curricular issues, collaboration, best instructional practices, and current trends. This course includes a field component.
Prerequisite(s): Admission to Teacher Education Program and a minimum grade of "C" and prior or concurrent enrollment in ECED 3131.

SPED 3332 Introduction to Special Education in the Middle Grades
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to examine the etiology, diagnosis, characteristics, effective teaching strategies, and philosophical, educational, and legal implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential.
Prerequisite(s): Admission to Teacher Education Program and a minimum grade of "C" and prior or concurrent enrollment in MGED 3731.

SPED 3333 Introduction to Special Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to examine the etiology, diagnosis, characteristics, effective teaching strategies, and philosophical, educational, and legal implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential.
Prerequisite(s): Admission to Teacher Education Program.

SPED 3631 Inclusive Practices
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to focus on best practices for educating P-12 students with diverse learning needs in the general education classroom. Candidates will investigate significant legal and historical considerations related to inclusion, pedagogical and curricular issues, collaboration, best instructional practices, and current trends. This course includes a field component.
Prerequisite(s): Admission to Teacher Education Program.
Corequisite(s): SPED 3131, SPED 3134, SPED 3331.

SPED 3711 Special Education Practicum I
1 Credit Hour. 0 Lecture Hours. 3 Lab Hours.
This practicum course is designed to provide an opportunity for students to work within the classroom to practice skills taught in corequisite courses addressing characteristics, assessment, and curricular choices for individuals with special needs.
Prerequisite(s): Admission to Teacher Education Program.
Corequisite(s): SPED 3130, SPED 3131, SPED 3134.
SPED 3722  Special Education Practicum II
2 Credit Hours.  0 Lecture Hours.  5 Lab Hours.
This practicum course is designed to provide an opportunity for preservice teacher candidates to work within P-12 classrooms to conduct formal observations of the classroom and specific students within that context. In addition, the preservice teacher candidates are required to design a unit of instruction appropriate to the students within the two assigned classrooms to be graded in the appropriate SPED Methods course. A significant amount of tutoring in small groups is included. 
Prerequisite(s): A minimum grade of "C" in SPED 3711. 
Corequisite(s): SPED 4230, SPED 4231.

SPED 4090  Special Education Special Topics
3-12 Credit Hours.  3-12 Lecture Hours.  0 Lab Hours.
Designed to provide additional specialized field-based experience or remedial coursework as needed to meet the needs of preservice teachers. Attention will be focused on providing opportunities for strengthening skills necessary to special education teachers. 
Prerequisite(s): Approval of advisor, instructor, and department chair.

SPED 4230  Instructional and Behavior Management Methods, P-5
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with mild disabilities, preschool through grade 5. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction in both general and special education classrooms. The course is part of the Special Education Block experience and includes a field component. 
Prerequisite(s): A minimum grade of "C" in SPED 3711. 
Corequisite(s): SPED 4733.

SPED 4231  Instructional and Behavior Management Methods, 6-12
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with mild disabilities, grades 6 through 12. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction in both regular and special education classrooms. Instruction in methods for transitioning is one of the primary foci of this course. The course is part of the Special Education Block experience. 
Prerequisite(s): A minimum grade of "C" in SPED 4230 and SPED 4733. 
Corequisite(s): SPED 3231, SPED 4734.

SPED 4430  Family, Community and Professional Collaboration
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
This seminar is designed to provide preservice teachers with knowledge of effective communication skills and to present models of consultation and collaboration for use in family, community, and professional relationships. The models are applied to working with families, teachers and other community professionals involved in the provision of services to students with disabilities. 
Corequisite(s): SPED 5799.

SPED 4632  Special Education Student Teaching Seminar
3 Credit Hours.  3 Lecture Hours.  0 Lab Hours.
In the Special Education Student Teaching Seminar course, students will analyze issues related to diverse school populations, classroom/behavior management, technology integration, and school law. Special emphasis will be placed on instructional settings, strategies, and services for diverse populations and school law in the public schools. 
Prerequisite(s): A minimum grade of "C" in all of the following: SPED 3231, SPED 4231, SPED 4734. 
Corequisite(s): SPED 5799.