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); 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, as well as middle grades and special education. The department offers a Master of Education (M.Ed.) program in curriculum and instruction - accomplished teaching, as well as Master of Education (M.Ed.) and Education Specialist (Ed.S.) degrees 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). 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

- Health and Physical Education B.S.Ed. (http://catalog.georgiasouthern.edu/archive/2015-2016/undergraduate/education/teaching-learning/health-physical-education-bsed)
- Middle Grades Education B.S.Ed. (http://catalog.georgiasouthern.edu/archive/2015-2016/undergraduate/education/teaching-learning/middle-grades-education-bsed)
- Special Education B.S.Ed. (http://catalog.georgiasouthern.edu/archive/2015-2016/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 ITEC 3130 and SPED 3331, both with a minimum grade of "C".

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.

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 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-2 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.

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 preservice teacher with observation and actual teaching experience in a supervised 3rd - 5th 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.

Cross Listing(s): ECED 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 GEOI 1121, or PHYS 1111 and PHYS 1113, or PHYS 2211 and PHYS 1113.

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 GEOI 1121, or PHYS 1111 and PHYS 1113, or PHYS 2211 and PHYS 1113.

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. 3 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 3332, MGED 3432, MGED 3731, SPED 3332, and admission to Teacher Education Program.

Corequisite(s): MGED 3532, MGED 3712, MGED 3722.

MGED 3332 Methods of Teaching Language Arts/Reading in the Middle Grades
3 Credit Hours. 3 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 an integrated language arts/social studies unit in a middle school classroom.

Prerequisite(s): A minimum grade of "C" in all of the following: MGED 3131 and prior or concurrent enrollment in MSED 5333 and SPED 3332; and Admission to Teacher Education Program.

Corequisite(s): MGED 3432 and MGED 3731.

MGED 3432 Methods of Teaching Social Studies in the Middle Grades
3 Credit Hours. 3 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 an integrated social studies/language arts unit in a middle school classroom.

Prerequisite(s): A minimum grade of "C" in all of the following: MGED 3131 and prior or concurrent enrollment in MSED 5333 and SPED 3332; and Admission to Teacher Education Program.

Corequisite(s): MGED 3332 and MGED 3731.

MGED 3532 Methods of Teaching Mathematics in the Middle Grades
3 Credit Hours. 3 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 3332, MGED 3432, MGED 3731, SPED 3332, and admission to Teacher Education Program.

Corequisite(s): MGED 3232, MGED 3712, MGED 3722.

MGED 3712 Middle School Practicum III
3 Credit Hours. 1 Lecture Hour. 0 Lab Hours.
This practicum involves structured observations, as well as planning and teaching individual lessons and activities in mathematics or science in a middle grades classroom. Emphasis is placed on content, classroom management, classroom environment, instructional strategies for diverse populations of students, integration of technology, and assessment of student learning.

Prerequisite(s): A minimum grade of "C" in MGED 3332, MGED 3432, MGED 3731, SPED 3332, and admission to Teacher Education Program.

Corequisite(s): MGED 3232, MGED 3532, MGED 3722.
MGED 3722 Middle School Practicum II
2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
This practicum involves structured observations, as well as planning and teaching an instructional unit in mathematics or science in a middle grades classroom. Emphasis is placed on content, classroom management, classroom environment, instructional strategies for diverse populations of students, integration of technology, and assessment of student learning.
Prerequisite(s): A minimum grade of "C" in MGED 3332, MGED 3432, SPED 3332, and admission to Teacher Education Program.
Corequisite(s): MGED 3232, MGED 3532, MGED 3712.

MGED 3731 Middle School Practicum I
3 Credit Hours. 0 Lecture Hours. 3 Lab Hours.
This practicum involves structured observations, as well as planning and teaching an integrated language art/social studies instructional unit in a middle grades classroom. 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 and prior or concurrent enrollment in MSED 5333 and SPED 3332; and Admission to Teacher Education Program.
Corequisite(s): MGED 3332 and MGED 3432.

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 5799.

SCED 3237 Science Methods
3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.
Designed to assist students in understanding the purpose of science in the secondary school curriculum and becoming familiar with 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 of skills and on developing strategies to facilitate working with the diverse student populations present in public schools.
Prerequisite(s): Admission to Teacher Education Program.

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 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): Admission to Teacher Education Program.

SCED 4137 Methods of Teaching in the Secondary School
3 Credit Hours. 3 Lecture Hours. 2 Lab Hours.
This course is designed to assist students in understanding, planning and teaching practices in the secondary school and in becoming familiar with best practices in secondary instruction. Skills are developed in planning, conducting, and evaluating instruction using classroom and practicum experiences. Major emphasis is placed on planning, presentation, and assessment skills, and on developing strategies to facilitate working with the diverse student populations present in public schools.
Corequisite(s): EDUF 3234, SCED 4138, and SCED 4731.

SCED 4138 Secondary Curriculum
3 Credit Hours. 3 Lecture Hours. 2 Lab Hours.
Addresses the linear curriculum design model for use in designing secondary school curriculum. Emphasis is placed on designing an instructional unit focusing on the selection of appropriate learning objectives related to specific knowledge and skills, selection of interactive learning activities and appropriate assessment of student progress. Consideration is given to research based effective teaching behavior. Includes a field-based component which requires planning and teaching an instructional unit in a secondary school classroom in the student’s teaching field.
Corequisite(s): EDUF 3234, SCED 4137, and SCED 4731.

SCED 4731 Secondary School Practicum
3 Credit Hours. 0 Lecture Hours. 3 Lab Hours.
This supervised practicum is a field-based teaching experience in a secondary school classroom. Candidates will complete structured observations and plan and teach an instructional unit in one's teaching field. Emphasis is placed on lesson and unit planning, a variety of instructional strategies for diverse populations of students, classroom management, multiple assessment strategies that enhance student learning, the selection and use of instructional technology, and professional reflection.
Corequisite(s): EDUF 3234, SCED 4138.

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 5799.
SPED 3130 Characteristics of Learners with Special Needs
3 Credit Hours. 3 Lecture Hours. 0 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. 3 Lecture Hours. 0 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.

SPED 3134 Special Education Procedures
3 Credit Hours. 3 Lecture Hours. 0 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 3230 Char/Mental Retardation
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 instructional strategies and applied behavior analysis techniques. This course includes a field component.
Prerequisite(s): A minimum grade of "C" in SPED 3711.

SPED 3331 Introduction to Special Education for Early Childhood Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to examine: (a) the characteristics of students with disabilities, (b) the educational and legal implications for working with students with disabilities and other special learning needs, (c) collaborating with other professionals to meet the needs of all students, (d) strategies for successful inclusion, and (e) instructional and curricular adaptations.
Prerequisite(s): Admission to Teacher Education Program.

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.

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.

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.
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 and includes a field component.

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 4721 SpeEd Practicum III
2 Credit Hours. 0 Lecture Hours. 6 Lab Hours.

SPED 4733 SPED Practicum III
3 Credit Hours. 0 Lecture Hours. 20 Lab Hours.
This practicum course will provide an opportunity for preservice candidates to work within diverse P-5 classrooms to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being “at-risk” learners. The course is part of the Special Education Block experience.
Prerequisite(s): A minimum grade of "C" in SPED 3722 and READ 4131.
Corequisite(s): SPED 3231, SPED 3631, SPED 4734.

SPED 4734 SPED Practicum IV
3 Credit Hours. 0 Lecture Hours. 20 Lab Hours.
This practicum course will provide an opportunity for preservice candidates to work within diverse classrooms, grades 6 through 12, to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being “at-risk” learners. The course is part of the Special Education Block experience.
Prerequisite(s): A minimum grade of "C" in SPED 3722 and READ 4131.
Corequisite(s): SPED 3231, SPED 3631, SPED 4734.

SPED 5030 Infants, Toddlers with Disabilities Methods
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide the teacher candidate with the knowledge, skills, and dispositions necessary to be effective professionals in providing inclusive, culturally competent and family directed early intervention (EI) services for families, infants, and toddlers with disabilities and those at-risk for developmental delays. Course content will focus on curricular approaches in EI, specific intervention strategies, individual family service plan (IFSP) development, and curriculum planning issues. In addition, assistive technology will be included in the scope of intervention strategies and supports. Course requirements include 45 hours of field experience.
Prerequisite(s): A minimum grade of "C" in SPED 3331 and CHFD 3131.
Cross Listing(s): SPED 5030G.

SPED 5031 PreK and Kindergarteners with Disabilities Methods
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide teacher candidates with the practical skills and techniques for working with preschool children with disabilities and their families with respect to cultural and linguistic differences in a variety of settings. Content includes curriculum models, intervention strategies, service delivery models, technology applications and design of family-directed, culturally sensitive individual education plans (IEP). Course requirements include 45 hours of field experience.
Prerequisite(s): A minimum grade of "C" in SPED 3331 and CHFD 3131.
Cross Listing(s): SPED 5031G.

SPED 5799 Student Teaching in Special Education
9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Student teaching is a period of guided teaching practice. Under the direction of a clinical supervisor, candidates gradually assume increasing responsibility for classroom instruction and management. During this experience, candidates are expected to engage directly in many of the activities which constitute the wide range of a teacher's responsibility.
Corequisite(s): SPED 4430.
Cross Listing(s): SPED 5799G.