

## EDUCATION

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**Department:** Education

### The Mission

The mission of the teacher education program at Southwest Minnesota State University is to create communities of practice where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

### Communities of Practice Investigating Learning and Teaching

Each student admitted to Teacher Education receives a Program Handbook, which identifies outcomes of the program and describes the research base for the theme, "Communities of Practice Investigating Learning and Teaching." The student handbook for Teacher Education is available online at [www.SMSU.edu](http://www.SMSU.edu) on the Education Department page.

### Academic Commons

Within the Academic Commons for Teacher Education is a curriculum library and other material which directly supports the Teacher Education Program. It is located in the second floor of the Individualized Learning Building.

### Graduate Courses in Education.

Please see subsections entitled, "Education: Graduate" and "Education: Special Education."

### Programs Offered

The Education Department offers Bachelor of Science degrees in Early Childhood Education (Birth-3). Early Childhood is offered on campus and in off-campus 2-plus-2 distance learning programs. The Department also offers Elementary Education with a specialty in pre-primary education or content specialty in grades 5-8 (Communication Arts/Literature, Mathematics, Science, Social Science, World Languages & Cultures/Spanish). A non-licensure minor in Special Education is also available. Secondary candidates earn a Bachelor of Science degree through their content area departments. Education courses are offered in sequence. Core classes are completed in the freshman and sophomore years. Upper level courses are taken in the junior and senior year after admission to the Education Program.

### Teacher Licensure Programs

The Education Department provides teacher licensure programs in a variety of areas. Grades K-12 licensure combinations are available in Visual Arts, Music, Physical Education, and World Languages and Cultures-Spanish. Grades 5-12 secondary licensure is available in Communication Arts/Literature + Speech and Communication Arts/Literature + English, Health, Mathematics, and Social Science. Grades 5-8 licensure is available in General Science. Grades 9-12 licensure is available in Biology and Chemistry. (See later note in this catalog on Education Program changes to meet new licensure requirements.) Licensure in Special Education in the following specialties is available through our graduate program: English as a Second Language (ESL); Developmental Disabilities (DD); Early Childhood Special Education (ECSE); Emotional Behavioral Disorders (EBD); and Learning Disabilities (LD).

### Certificate Programs

The Education Department offers a 12-credit Autism certificate program.

### Program Changes to Meet New Licensure Requirements

The teacher licensure requirements are subject to change without notice to accommodate the requirements of licensure and accrediting agencies. These changes may be applied to students currently enrolled in the program. Students seeking a teaching license must complete a program approved by the Minnesota Board of Teaching; the University will then recommend that an appropriate license be issued.

Students interested in Teacher Education should ask for updated information in the Education Department Office.

### Application to Teacher Education Program

Students working toward licensure in Early Childhood Birth to Grade 3, Elementary or Secondary education must make formal application for admission to the Teacher Education Program. All students must be admitted to SMSU prior to applying to the Teacher Education Program. An applicant must meet the criteria listed below. A final decision on acceptance to the Teacher Education Program will be issued within 4 weeks after the applicant has interviewed with the Teacher Education Screening Committee.

Applicants must:

1. Have completed at least 45 semester credits prior to applying and show evidence that a minimum of 60 semester credits will be satisfactorily completed at the end of the semester in which the application is being made.
2. The minimum GPA requirement can be met by option A or B:
  - a. 2.8 cumulative GPA from all transcripts from all colleges and universities attended. The cumulative GPA requirement for admission to Teacher Education is different from the transfer of credits and grades for admission to Southwest MN State University. Students may plan with an Education advisor to retake at SMSU courses taken at SMSU or other colleges or universities in order to improve the cumulative GPA.

- b. 2.8 GPA for at least two of the most recent four terms of college or university work. These two terms must each have a minimum of 12 semester credits of letter graded courses.
- NOTE: The 2.8 cumulative GPA must be maintained for eligibility to student teach. All “I”, “IP” or “F” grades must be successfully resolved to maintain eligibility for student teaching. A “C” grade or better must be maintained in all education courses to maintain eligibility for student teaching.
3. Have completed the following courses (or the equivalents) with a minimum grade of “C”: ENG 102 Rhetoric: The Essay, ENG 103 Rhetoric: Critical Writing, and SPCH-110 Essentials of Speaking & Listening.
  4. Demonstrated writing proficiency in education courses, documented in ED 101.
    - a. In ED 101 students will submit a writing sample to their instructor for evaluation; students who do not meet Education department standards are responsible for working with the SMSU Writing Center to improve written work.
    - b. In ED 101 students will be expected to review and edit at least 4 different written items other than their own.
  5. Present biographical data.
  6. Demonstrate competency in written communication by submitting an essay for application to the Teacher Education Program which describes his/her commitment to teaching. The essay will be reviewed for correctness in mechanics and spelling as well as for the ability to express ideas clearly.
  7. Receive three positive recommendations:
    - a. Academic Reference Form: to be completed by a faculty member in your content area;
    - b. Education Faculty Recommendation: to be completed by a faculty member teaching an Education class you have taken; and
    - c. Intro to Education Classroom Experience Reference Form. The Classroom Experience Reference may be fulfilled by your Introduction to Education Field Experience Reference Form. If you are transferring in the Introduction to Education class, you will need to request a copy of this form and have it completed by a supervisor for a field experience with students from your prior school.
  8. Complete the Teacher Education Readiness Inventory for the purpose of self-evaluation.
  9. **a. Present evidence of liability coverage.** All SMSU Education students must hold personal liability insurance in an amount comparable to professional standards (minimum of \$1,000,000). Students must have this coverage throughout their program in Teacher Education. This coverage which is available through EMSP must be renewed annually. The coverage for a school year is from September 1 through August 31 of the following year. Forms are available at <http://www.educationminnesota.org/pages/registration.aspx> . Once you have enrolled, you will receive an email confirming your membership – bring a copy of this email to the Education Department for inclusion in your file. You will need to renew your membership yearly.
 

**b. Present evidence of enrollment in the EMSP list serve.** All students need to subscribe to the EMSP list serve, as this is how we will send program information out to all students. To subscribe to the list serve, send an email to [LYRIS@SSULIST.SMSU.EDU](mailto:LYRIS@SSULIST.SMSU.EDU); type “subscribe emsp” in the body of the email, and leave the subject area blank. You should receive a confirmation email shortly after subscribing – bring a copy of this email to the Education department for inclusion in your file. This only needs to be done once.
  10. It is recommended you become a member of a professional organization.
  11. Submit results of the PRAXIS I Pre-Professional Skills Test (PPST).
  12. Students who meet criteria #1-#10 will be asked to come to a thirty minute interview process with the Teacher Education Screening Committee. Additional Licensure Information.

### Additional Information

#### B.A. or B.S. Degreed Students without Licensure:

- Any degreed student who does not hold a teaching license must meet the admissions criteria given above and be accepted into the program before taking most 300 or 400 level methods courses in Education toward the licensure program.

#### AA Degreed Students:

- Students can be accepted for an interview even if they haven’t taken ED 102 Technology or ED 220 Language Arts
- Can be conditionally accepted, and moved to full acceptance upon successful completion of required courses
- Students must be enrolled in these courses for the next semester
- Students must be enrolled in the junior year experience classes (ED 302 Dev. Reading and ED 361 Math Methods)

#### Students who hold a degree from an institution or have been employed in an educational setting with children for the equivalent of one year and within the past 5 years may petition for a customized lab experience for the following courses:

- ED 101 Introduction to Education
- EDSP 290 Introduction to Special Education

NOTE: Employment in an educational setting will not count for credit in methods classes.

**Licensed Teachers:** Licensed teachers who plan to add a new licensure will be asked to submit the biographical data form, transcripts of all college or university studies, copy of current teaching license, and evidence of liability insurance. A customized plan will be developed upon review of the information provided.

**Testing:** The Minnesota Board of Teaching requires that effective September 1, 2001, all applicants for initial teaching licensure in Minnesota shall provide evidence of having successfully completed the Pre-Professional Skills Test, a test of basic skills in reading, writing, and mathematics. Students interested in Teacher Education may take this examination any time after enrolling at Southwest MN State University. Notification of testing dates and sites will be posted in the Education Department and in Career Services. Applicants for Teacher Education must submit the examination results as part of the application materials. The process is as follows:

1. must take the PRAXIS I Pre-Professional Skills Test (PPST) prior to application to Teacher Education,
2. must pass both the PRAXIS I Pre-Professional Skills Test and the Praxis II Pedagogy and Content Examination(s) appropriate to applicant’s major(s) prior to application for initial teaching licensure.

**Transfer Students:** Transfer students and students with previous degrees may find it necessary to take additional liberal arts courses to meet Minnesota licensure requirements. Students requesting transfer of early childhood, elementary or secondary credits from other colleges and universities may request a review of all transcripts at any time.

**Interview:** An interview will be held with each applicant who meets the minimum criteria listed (#1-#10). The purpose of the interview is to ask the student questions on the materials submitted, to discuss the applicant's plans in regard to the teaching profession and to assess the student's overall potential as a teacher. Each student should bring one question to introduce into the discussion.

**Screening Process:** The Teacher Education Screening Committee will use a point system in reviewing the materials in the applicant's file and the interview.

**Deadlines:** The deadlines for application are available on the Education Department website.

**GPA in Program/Major:** Secondary applicants must also fulfill a GPA requirement and course requirements set by the program/major. A delay in student teaching may occur if these requirements are not met.

**Forms:** Application forms are available in the Education Department Office or on the website.

### Application to Student Teaching: All licensures

1. Formal Acceptance to Teacher Education Program/Senior standing.
2. Application materials completed and submitted.
3. A cumulative GPA of 2.8 and record cleared of all "IP," "I," "W," and "F" grades in degree related courses.
4. All degree related courses completed or department approval required for exceptions.
5. Degree check completed or scheduled at Registrar's office.
5. Positive recommendation from Pre-Student Teaching Experience.
6. Elementary education majors must have a positive recommendation from their academic advisor. Secondary education majors must have positive recommendation from their academic and education advisors.

### Application for Graduation:

All Teacher Education students are required to complete a portfolio for demonstration of program outcomes and for reflection on development as a teaching candidate. The portfolio will be presented during a peer review, an exit interview with faculty, and the student teacher evaluation conference. More information on the portfolio requirement is found in the Program Handbook: Communities of Teachers and Learners. The handbook is available at the Education Department office in IL 229 or online at [www.SMSU.edu/ed/student\\_resources.html](http://www.SMSU.edu/ed/student_resources.html)

## EDUCATION PROGRAM REQUIREMENTS:

### Bachelor of Science: Elementary Education, K-6 + Specialty\* (81 credits minimum)

#### I. Elementary Education major core course requirements: (59 credits)

*The following courses are taken as a block by incoming freshmen students:*

Freshmen register for all courses in "01" sections or all courses in "02" sections. (Transfer students may take them separately if necessary.)

ED 101	Introduction to Education and Lab .....	3
ED 102	Technology: Classroom Applications .....	2
ED 312	Human Relations for Teachers.....	3

*The following course is recommended during the sophomore year:*

ED 251	Introduction to Child Growth & Development.....	3
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*The following courses may be taken concurrently or after ED 251:*

ED 220	Language Arts, Methods, & Assessment: Birth - Grade 8.....	3
SPED 290	Introduction to Special Needs and Lab.....	3
ED 346	Children's Literature .....	2
MATH 127**	Concepts of Mathematics (LAC).....	3
MATH 128	Mathematics for Elementary Teachers .....	3
ART 270	Art Education/Elementary .....	3
MUS 390	Music Fundamentals for Elementary Teachers.....	1
MUS 392	Elementary School Music Methods and Materials.....	2
PE 381	Elementary School Physical Education.....	2

*The following courses may be taken only after the student has been admitted to the Teacher Education Program:*

(Refer to the current Teacher Education application packet for information about the application process and criteria.)

*The junior mentoring year includes: ED 302, ED 361, ED 363, ED 304, ED 345 and ED 439.*

ED 302	Developmental Reading Methods and Assessment and Lab .....	3
ED 304	Professional Development and Classroom Applications .....	1
ED 345	Social Studies Methods and Assessment/Classroom Management .....	3
ED 361	Mathematics Methods and Assessment Lab .....	3
ED 363	Science Methods Assessment and Lab .....	3
HLTH 491	Health Methods and Assessment .....	2
ED 439	Action Research/Philosophy of Education .....	2

*Twelve (12) credits of student teaching are required for a semester-length experience:*

(Student teaching may include two placements, depending on licensure.)

ED463/464*	Student Teaching and Seminar .....	12
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Total Core Courses: 59\*

\* Refer to Education Program for course number needed for your area.

\*\*NOTE: LAC required: MATH 127 Concepts of Mathematics is a prerequisite for MATH 128 Mathematics for Elementary Teachers.

**II Elementary Education Specialties**

**A. Elementary Education Pre-Primary Specialty: Age 3-Grade 6 (22 credits)**

ED 275	Foundations: Parent-Child Relationships .....	2
ED 315	Play and Creative Activities: Facilitating Child-Centered Learning .....	3
ED 318	Kindergarten Methods & Materials .....	3
ED 332	EC Lab I: Play and Creative* .....	1
	<i>*(This course is to be taken with ED 315 Play &amp; Creative and will include Infants &amp; Toddlers)</i>	
ED 336	EC Lab II: Curriculum, Methods and Assessment Lab** .....	1
	<i>** (This course is to be taken with ED 330 Curriculum, Methods and Assessment: Early Childhood)</i>	
ED 330	Curriculum, Methods and Assessment: Early Childhood.....	3
ED 455	Leadership Issues in Early Childhood .....	3
SPED 470	Home-School-Community Partnerships in Consultation/Collaboration .....	3
HLTH 290	Wellness, Safety and Nutrition: Birth to Grade 3 .....	3

Total Credits: 22

**B. Communication Arts/Literature Specialty: Grades 5-8 (24 credits)**

NOTE: LAC required: MATH 127 Concepts of Mathematics is a prerequisite for MATH 128 Mathematics for Elementary Teachers.

The following required Liberal Arts Curriculum courses are the foundation for competencies developed further in the specialty with a minimum grade of “C”:

ENG 102	Rhetoric: The Essay	
ENG 103	Rhetoric: Critical Writing	
ENG 107	Introduction to Creative Writing	
SPCH 110	Essentials of Speaking and Listening	

One of the following in the Humanities and Fine Arts Area:

LIT 261 Novel, LIT 262 Short Story, LIT 263 Poetry, LIT 264 World Drama .....	3
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**Specialty Requirements: (Sophomore-Level Courses)**

SPCH 200	Small Group Communication .....	3
SPCH 215	Oral Interpretation .....	3

**Specialty Requirements: (Junior-Level Courses)**

ED 404	Middle-Level Communication Arts/Literature Methods .....	3
ENG 361	Advanced Composition .....	3
ENG 365	Modern Grammar .....	3
LIT 410	Literacy and Literature for Adolescents .....	3
SPCH 330	Mass Media and Society .....	3

Total Credits: 24

**C. Mathematics Specialty: Grades 5-8 (24 credits)**

NOTE: LAC required: MATH 127 Concepts of Mathematics is a prerequisite for MATH 128 Mathematics for Elementary Teachers.

ED 406	Secondary Math Methods .....	2
MATH 150	Calculus I (LAC) .....	5
MATH 151	Calculus II.....	5
MATH 200	Introduction to Statistics .....	3
MATH 210	Discrete Mathematics .....	3
<i>Six additional credits in MATH from the following list: .....</i>		<i>6</i>
MATH 115	Finite Mathematics .....	3
MATH 300	Modern Geometry .....	3
MATH 305	History of Mathematics .....	3
MATH 310	Number Theory .....	3
MATH 360	Linear Algebra.....	3
MATH 320	Foundations of Mathematics .....	3

Total Credits: 24

**D. Science Specialty: Grades 5-8 (30 credits)**

NOTE: LAC required: MATH 127 Concepts of Mathematics is a prerequisite for MATH 128 Mathematics for Elementary Teachers.

ED 407	Secondary Science Methods .....	2
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All courses involve 3 credits lecture and 1 credit laboratory study.

**Earth Science (8 credits)**

ENVS 101	Physical Geology and Lab .....	4
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## ACADEMIC PROGRAMS

ENVS 102	Historical Geology and Lab.....	4
<b>Physical Science (8 credits)</b>		
CHEM 121	Basic Chemistry and Lab.....	4
PHYS 100	Our Physical Universe and Lab .....	4
<b>Life Science (12 credits)</b>		
BIOL 200	Cell Biology and Lab.....	4
BIOL 301	Zoology and Lab .....	4
	OR.....	4
BIOL 302	Botany and Lab .....	4
ENVS 180	Environmental Science and Lab .....	4
Total Credits:		30

**E. Social Science Specialty: Grades 5-8 (39 credits)**

*NOTE: LAC required: MATH 127 Concepts of Mathematics is a prerequisite for MATH 128 Mathematics for Elementary Teachers.*

ED 408	Secondary Methods/Social Science .....	3
<b>Anthropology and Indigenous Nations &amp; Dakota Studies</b>		
ANTH 116	Cultural Anthropology .....	3
INDS	Any INDS course.....	3
<b>Economics</b>		
ECON 201	Principles of Microeconomics .....	3
<b>History</b>		
HIST 210	World History in the 20th Century .....	3
HIST 222	Modern America: History of the U.S. from 1865-Present.....	3
<b>Political Science</b>		
POL 117	Introduction to Government and Politics.....	3
<b>Psychology</b>		
PSYC 101	General Psychology .....	3
PSYC 341	Child and Adolescent Psychology .....	3
<b>Rural and Regional</b>		
RURL 101	Introduction to Geography.....	3
RURL 271	Environmental History.....	3
<b>Sociology</b>		
SOCI 101	Introduction to Sociology .....	3
SOCI 318	Forces for Social Change .....	3
	OR.....	3
SOCI 331	Minorities in American Society.....	3
Total Credits:		39

**F. World Languages and Culture-Spanish Specialty: Grades K-8 (22 credits)**

*NOTE: A methods course for teaching Spanish Grades K-8 is required. Please meet with advisors in Education and Spanish if interested in this specialty.*

SPAN 201	Intermediate Spanish I.....	4
SPAN 202	Intermediate Spanish II.....	4
SPAN 311	Spanish Composition and Conversation I.....	3
SPAN 312	Spanish Composition and Conversation II .....	3
ED 409	K-12 Methods: World Language/Culture-Spanish .....	2
Choose one of the following culture classes:		6
SPAN 341	Spanish Culture and Civilization.....	3
SPAN 342	Latin American Culture and Civilization .....	3
Choose one of the following literature classes:		
SPAN 321	Introduction to the Study of 20th Century Literary Movements .....	3
SPAN 421	Survey of Peninsular Literature I .....	3
SPAN 422	Survey of Peninsular Literature II .....	3
Total Credits:		22

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**Bachelor of Science: Early Childhood Education (76 credits)****I. Required Courses in Education:**

The following courses are taken as a block by incoming freshman students. Freshmen register for all courses in "01" sections or all courses in "02" sections. Transfer students may take them separately if necessary.

ED 101	Introduction to Education and Lab .....	3
ED 102	Technology: Classroom Applications .....	2
ED 212	Human Relations for Teachers.....	3

*The following courses are taken as a block by sophomore students:*

Students register for all courses in "01" sections or all courses in "02" sections.

(Transfer students may take them separately if necessary.)

ED 251	Introduction to Child Growth and Development .....	3
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*The following courses may be taken concurrently with or after ED 251:*

ED 220	Language Arts, Methods and Assessment: Birth-Grade 8 .....	3
ED 275	Foundations: Parent-Child Relationships .....	2
ED 315	Play and Creative Activities.....	3
ED 332	EC Lab I: Play and Creative * .....	1
SPED 290	Introduction to Special Needs and Lab.....	3
ED 346	Children's Literature .....	2
SPED 470	Home-School-Community: Partnerships in Consultation/Collaboration .....	3
HLTH 290	Wellness, Safety and Nutrition from Birth to Grade 3 .....	3
SOCI 211	Marriage and Family .....	3

\* Take with ED 315 (10 hours I/T and 20 hours Pre-K = 30 hours total)

*The following courses are taken after the student has been admitted to the Teacher Education Program:*

(See the Teacher Education application packet for admission process and criteria.)

ED 302	Developmental Reading Methods and Assessment and Lab .....	3
ED 304	Professional Development and Classroom Applications .....	1
ED 318	Kindergarten Methods and Materials .....	3
ED 330	Curriculum, Methods and Assessments: Early Childhood .....	3
ED 331	Infants and Toddlers .....	3
ED 336	ECE Lab 2: Curriculum, Methods and Assessment .....	1
ED 345	Social Studies Methods and Classroom Management and Lab.....	3
ED 361	Mathematics Methods and Assessment and Lab .....	3
ED 363	Science Methods and Assessment and Lab .....	3
ED 439	Action Research/Philosophy of Education .....	2
ED 442	Creating Community in Early Childhood Environments .....	3
ED 455	Leadership Issues in Early Childhood .....	3
ED 456	Leadership Issues Internship .....	2

*Twelve (12) credits of student teaching are required for a semester-length experience:*

ED 462	Early Childhood Education Student Teaching: Birth-Grade 3 .....	12
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Total Credits: 76

**Secondary Education Majors: K-12 or 5-12 Licensure (39-42 credits)**

Secondary Majors:

9-12 Biology

9-12 Chemistry

5-12 Communication Arts: Literature or Speech

5-12 Health

5-12 Mathematics

5-8 General Science Licensure

Contact the Education Department for licensure requirements.

K-12 Majors:

K-12 Music: Instrumental or Vocal

K-12 Physical Education

K-12 Visual Arts

K-12 World Languages & Cultures: Spanish

5-12 Majors: Social Science Licensure with Content Major:

(history, psychology, political science, or sociology)

**I. Professional Secondary Education Sequence: (39-42 credits)**

ED 101	Introduction to Education and Lab (Fall and Spring) .....	3
ED 102	Technology: Classroom Applications (Fall and Spring).....	2
ED 312	Human Relations for Teachers.....	3
HLTH 225	Alcohol, Narcotics and Tobacco (Fall and Spring).....	2
SPED 290	Introduction to Special Needs and Lab.....	3
PSYC 341	Child and Adolescent Psychology .....	3
	(Spring guaranteed and?Summer Session I if enough students enroll)	
ED 301	The Teaching and Learning Process and Lab (Fall and Spring).....	3

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**ACADEMIC PROGRAMS**

ED 304	Professional Development & Classroom Applications1	
ED 430	Reading in the Content Areas .....	2
ED 466/469	Student Teaching (Fall and Spring) .....	12

Note: Student Teaching is generally a full semester in length. Double majors with a combination of 5-12, 9-12, and K-12 levels are usually able to complete student teaching in one semester.

**II. Methods Courses in the Subject Matter Areas: (3-6 credits)**

The appropriate discipline methods course(s) is (are) intended to be taken prior to Student Teaching.

Taking this course concurrently with ED 422 Pre-Student Teaching is recommended.

Discipline Methods Course(s).....		3-6
ART 270	Art Education/Elementary (Fall and Spring) .....	3
ART 370	Art Education/Secondary (Spring) .....	3
ED 405	Secondary Methods: Language Arts (Fall).....	3
ED 406	Secondary Methods: Mathematics (Spring).....	3
ED 407	Secondary Methods: Science (Spring) .....	3
ED 408	Secondary Methods: Social Science (Fall).....	3
ED 409/509	K-12 Methods: World Languages and Cultures-Spanish (Spring).....	4
HLTH 492	Organization and Methods: Health Education (Spring).....	3
MUS 392	Elementary School Music Methods and Materials .....	2
MUS 393	Secondary School Music Methods and Materials (Every 2 years) .....	2
PE 401	K-12 Special Methods: Physical Education (Fall) .....	3

Total Credits: 37-40

**III. Requirements of major and/or minor fields of study:**

See descriptions listed under program areas of the online catalog. See the Education Department for requirements for Social Science, General Science, and World Languages and Culture-Spanish licensure requirements.

*NOTE:* Teaching reading in the content areas is a new licensure requirement of the State of Minnesota. See Education Department for further details.

**Minor: Special Education (18 Credits)**

This is a non-licensure minor that may lead to teaching licensure in Special Education.

**I. Prerequisites: (3 credits)**

SPED 290	Introduction to Special Needs and Lab.....	3
SPED 400	Field Experience in Special Education*.....	0-4
	* (May be needed for transfer students without a lab experience.)	

**II. Special Education Core: (9-12 credits).....9-12**

*Choose 9-12 credits from the following courses:*

SPED 403	Behavioral Theories and Practices in Special Education .....	3
SPED 423	Integration of Methods, Materials, and Technologies for Diverse Populations .....	3
SPED 440	Assessment .....	2
SPED 470	Home-School-Community: Partnerships in Consultation/Collaboration ..	3
SPED 480	Legal/Professional Issues in Special Education .....	3

**II. Elective Courses: (3-6 credits).....3-6**

*Choose 3-6 credits from the following courses:*

ED 331	Infants and Toddlers .....	3
HOSP 120	Sanitation and Safety .....	2
PE 210	Introduction to Adapted Physical Education .....	3
PE 481	Adapted Physical Education Application .....	3
PHIL 103	Ethics .....	3

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**K-12 Reading Licensure: (15 credits)**

ED 446/546	Advanced Developmental Reading Methods and Research .....	3
ED 447/547	Teaching of Literacy .....	3
ED 450/550	Reading Assessment and Evaluation .....	3

Effective 07/01/09

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ED 451/551	Differentiation in Reading Instruction.....	3
ED 492/592	Organization and Administration of Reading Programs.....	3
Total Credits:		15

### English as a Second Language (ESL) Licensure: (24 credits)

English as a second language, added to a current teaching license, will prepare teachers to meet the state requirements for ESL instruction. The emphasis will increase knowledge and skills in research-based practices for working with English-language learners. This program will lead to a K-12 ESL license in Minnesota.

ED 431/531	Foundations of Bilingual Education .....	3
ED 432/532	Understanding ESL Language Acquisition.....	3
ED 433/533	Assessment for Linguistically Diverse Students .....	3
ED 434/534	Developing Second Language Literacy .....	3
ED 435/535	Integrating Content and ESL Language Instruction .....	3
ED 436/536	ESL Family, School, and Community Partnerships.....	3
ED 437/537	ESL Practicum .....	6
Total Credits:		24

### EDUCATION COURSES (ED)

#### ED 101 Introduction to Education and Lab (3 credits)

An introduction to early childhood, elementary, and secondary education for students interested in teaching. Students will explore their potential for teaching in light of admission criteria and licensure requirements.

Includes a study of historical and social foundations of education; topics such as inquiry into the teaching and learning process, schools in a multicultural and diverse society, the profession of teaching; principles of cooperative group learning; and cultural differences, communication, and stereotyping. Fifteen hours of field experience is included.

#### ED 102 Technology: Classroom Applications (2 credits)

The focus of this course is education's uses of technology. Students will explore computer applications as tools for their own learning, as well as the ethics of electronic communications, and will begin developing a Teacher Education portfolio using LiveText software.

#### ED 220 Language Arts, Methods, and Assessment (3 credits)

The course enables the early childhood and elementary teacher to improve communication adequacy as language develops in the child from birth to adolescence, explores the process of language development and appropriate strategies to stimulate and encourage the continuation of language growth, and includes focus on understanding interrelationships among culture, language and thought, with emphasis on diversity and the needs of English language learners (ELL.) Students will complete an eight-hour field experience. Prerequisites: ED 101 and 102.

#### ED 251 Introduction to Child Growth and Development (3 credits)

An introductory study in child growth and development from conception through age 14, with emphasis on teaching applications, student diversity and pertinent topics associated with alcohol, tobacco, illicit drug use including possible effects on prenatal development through adolescence.

#### ED 275 Foundations: Parent-Child Relationships (2 credits)

Exploration of parent-child relationships within diverse family and cultural settings. Examination of parenting styles, attitudes, and behaviors and their effects on children's development.

#### ED 286 Special Topics in Education (1-4 credits)

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course. Prerequisite: consent of instructor.

#### ED 292 Honors Credit in Education (1-3 credits)

An independent study course designed primarily for Honors Program students. This course allows more in-depth or comprehensive study or research by certain students concurrently enrolled in at least one other Education course. Prerequisite: consent of department.

#### ED 296 Workshop in Education (1-4 credits)

Special workshops created and designed according to the needs of the participants. Offered in different formats and time spans.

#### ED 301 The Teaching and Learning Process and Lab (3 credits)

This required course for all secondary (5-12/K-12) licensure students addresses instructional strategies and assessment, diversity and exceptionality, classroom management, and home-school-community relationships. Students plan and teach in clinical settings at nearby secondary schools. Prerequisites: Admission to the Teacher Education Program.

#### ED 302 Developmental Reading Methods and Assessment (3 credits)

This course addresses the total spectrum of a diverse P-6 developmental literacy program; study of phonemic, graphemic, and semantic systems, as well as strategies for teaching skills to diverse learners; and 15 hours of classroom visits with structured assignments for teaching reading skills to diverse children in P-6 is required. Prerequisite: Admission to Teaching Education Program and ED 220.

#### ED 304 Professional Development and Classroom Applications (1 credit)

This elective course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project of the course, as well as discussions and activities related to preparing for teacher professional preparation. Students taking this course will complete their pre-student teaching experience (Elementary and Secondary Education majors) for ten (10) full days or will take this course concurrently with ED 456 Leadership Issues Internship (Early Childhood majors.) Prerequisite: Admission to Teaching Education Program.

#### ED 312 Human Relations for Teachers and Lab (3 credits)

Covers concepts and ideas which enable students to recognize and identify oppression, discrimination, and racism, along with learning techniques for building a community of teachers and learners in a pluralistic society with its great variety of cultures, value systems, and life styles. Includes study

of American Indian language, history, government, and culture. A fifteen (15) hour lab component will engage students directly in a diverse setting.

**ED 315 Play and Creative Activities: Facilitating Child-Centered Learning (3 credits)**

Emphasis will be on constructivist approaches to hands-on creative activities, expressive arts, and discovery learning for young children that is inclusive. Facilitating children's development through planning, implementing, and evaluating learning experiences in the visual arts, music, movement, dance, and dramatic play will be the heart of this integrated curriculum course. Prerequisites: completion of ED 101 and 102. Concurrent enrollment in ED 332 Early Childhood Lab I is required.

**ED 318 Kindergarten Methods (3 credits)**

A study of effective kindergarten teaching methods and materials for a modern program; involves classroom experience and production of materials. Prerequisite: Admission to Teaching Education Program or prior teaching degree.

**ED 330 Curriculum, Methods and Assessment: Early Childhood (3 credits)**

One of two early childhood courses that focus on curriculum; this offering builds on the knowledge, skills, and dispositions of other required methods courses. Various developmentally appropriate and best practice curricula in the field of early childhood education, in which instructional strategies, theories of curriculum development, and integrated curriculum from traditional/ thematic types to newer experimental and/or research-based models, are explored. Approaches to anti-bias curriculum and inclusion of all children will be studied. Prerequisites: completion of ED 315, ED 332, and concurrent enrollment in ED 336.

**ED 331 Infants & Toddlers (3 credits)**

Develops identification, assessment, and programming of infants and young children. Experience with a variety of assessment tools, intervention strategies, and integrated educational settings will be given.

**ED 332 Early Childhood Lab I: Play and Creative (1 credit)**

For this junior-level field experience students will be placed in either a kindergarten or pre-kindergarten/ preschool classroom setting for a minimum of 30 hours. Students will be in the same setting for ED 336 Lab the following semester. Opportunities to interact with young children to facilitate their growth and development through play and creative/expressive activities are the heart of this experience. Prerequisites: completion of ED 101, 102 and completion of or concurrent enrollment in ED 251. To be taken concurrently with ED 315 or with consent of instructor.

**ED 336 Early Childhood Lab II: Curriculum, Methods, and Assessment (1 credit)**

For this junior level field experience students will be placed in either a kindergarten or pre-kindergarten/preschool classroom setting for a minimum of 30 hours. Students will have been in the same setting for the ED 332 lab the previous semester. Prerequisites: ED 101, 102, 315, 332 and completion of or concurrent enrollment in ED 251, SPED 290. To be taken concurrently with ED 330 or with consent of instructor.

**ED 345 Social Studies Methods and Assessment/Classroom Management/Lab (3 credits)**

This course includes the study of teaching strategies and assessments for social studies concepts at the pre-primary, kindergarten and elementary levels for K-6 diverse learners. This course also includes a study of classroom management strategies and team planning and teaching with

multi-age grouping for K-6 diverse learners. Elementary education majors team-plan and team-teach content and skill objectives during a special two-day 'lab experience' in a nearby elementary school for K-6 diverse learners. Prerequisites: Admission to Teacher Education Program.

**ED 346 Children's Literature (2 credits)**

This course includes teaching strategies and assessment of children's literature for pre-primary, kindergarten, and elementary levels with an emphasis on diversity. Prerequisites: Taken prior to or concurrently with ED 302 Developing Reading Methods, and Admission to the Teacher Education Program.

**ED 361 Mathematics Methods and Assessment (3 credits)**

This course focuses on the central concepts and tools of inquiry for effective standards-based teaching and learning of mathematics from pre-kindergarten through grade 8. The course will address concept development, skill attainment, problem-solving, lesson planning, assessment procedures, and techniques for accommodating different learning styles. Fifteen hours of classroom visits for guided practice and teaching a unit using appropriate methods for diverse learners are included. Prerequisite: ED 302, Admission to Teacher Education Program.

**ED 363 Science Methods and Assessment and Lab (3 credits)**

This course focuses on the central concepts and tools of inquiry for effective standards-based teaching and learning of science from pre-kindergarten through grade 8. The course will address concept development, skill attainment, problem-solving, lesson planning, assessment procedures, and techniques for accommodating different learning styles. Fifteen hours of classroom visits for guided practice and teaching a unit using appropriate methods for diverse learners are included. Prerequisite: ED 302, Admission to Teacher Education Program.

**ED 404 Middle Level Communication Arts/Literature Methods (3 credits)**

An introduction to the special literacy needs of middle level students with specific focus on reading, writing, speaking, and listening methods for middle school teachers. The course will provide pre-service teachers with the background to work with diverse middle-level students and to develop a working knowledge of Communication Arts/Literature with the appropriate research base and strategies. Classroom and evaluation procedures and technology appropriate for middle level students will be studied. Five classroom visits are included in the course. Prerequisite: Admission to Teacher Education Program.

**ED 405 Secondary Methods: Language Arts (3 credits)**

Study of rationale, curriculum, and special methods relevant to teaching language arts to diverse students, grades 5-12. Five classroom visits are included in the course. Prerequisite: ED 301, Admission to Teacher Education Program.

**ED 406 Secondary Methods: Mathematics (2-3 credits)**

Study of rationale, curriculum, and special methods relevant to teaching mathematics to diverse students, grades 5-12. Five classroom visits are included in the course. Prerequisite: ED 301 Admission to Teacher Education Program.

**ED 407 Secondary Methods: Science (2-3 credits)**

Study of rationale, curriculum, and special methods relevant to teaching science to diverse students, grades 5-12. Five classroom visits are included in the course. Prerequisite: ED 301, Admission to Teacher Education Program.

**ED 408 Secondary Methods: Social Science (3 credits)**

Study of rationale, curriculum, and special methods relevant to teaching the social sciences to diverse students grades 5-12. Five classroom visits are included in the course. Prerequisite: ED 301, Admission to Teacher Education Program.

**ED 409/509 K-12 Methods: World Languages and Cultures—Spanish (2-4 credits)**

Learners will investigate language as a system, first and second language acquisition theory, developmental and cultural considerations, child/adolescent literature, curriculum/lesson development, standards-based assessment practices, and teaching/learning strategies (including technological) for diverse students. Spanish vocabulary related to the course content will be included. The learners will develop thematic/integrated teaching materials and practice using them to teach Spanish (listening, speaking, reading and writing skills and cultural understandings) in school settings. Prerequisites: ED 301 and at least one Spanish class at the 300 level, Admission to Teacher Education Program.

**ED 430 Reading in the Content Areas (2 credits)**

This course provides a study of methods for developing reading comprehension, strategies, and study skills for the acquisition of new content in a given discipline. Prerequisite: Admission to Teacher Education Program.

**ED 431/531 Course Description: Foundations of Bilingual Education (3 credits)**

The Inclusive Pedagogy Framework is established as a way of learning about linguistically and culturally diverse students. Students learn about themselves as professionals. This Inclusive Pedagogy Framework helps students examine all issues that may impact the school experiences of language minority students in the United States. Prerequisite: One year of foreign language.

**ED 432/532 Course Description: Understanding ESL Language Acquisition (3 credits)**

Students will explore the Inclusive Pedagogy Framework as a way of learning about second language learners and about their own growth and development as professionals. To be able to successfully teach content and language learning, teachers must have a solid understanding of language acquisition. This course looks at foundational literature in three areas: 1) native language acquisition, 2) second language acquisition, and 3) second language acquisition in the academic setting, where students are required to learn content and language simultaneously. The focus for this course will be on the principles of communication, pattern, and variability in second language acquisition. The prerequisite for this course is ED 531.

**ED 433/533 Course Description: Assessment for Linguistically Diverse Students (3 credits)**

Students will learn to expand their own assessment literacy as well as second language learners. The Inclusive Pedagogy Framework will help guide thinking about assessing second language learners and as a way to learn more about students' own growth and development as professionals. The assessments students learn about in the course will be useful, meaningful, and equitable. Commonly used tests and techniques will be used so that students will become familiar and will be able to identify and place bilingual/ESL students in public school settings. Prerequisites is ED 532.

**ED 434/534 Course Description: Developing Second Language Literacy (3 credits)**

Students will understand the role of literacy development in content area learning so that teachers can support second language learners' literacy

and content learning. The areas of communication, pattern, and variability are studied based on students' background knowledge. The Five Standards for Effective Pedagogy are used as the pedagogical orientation for teaching. The five ESL Guidelines for Curriculum Development that support literacy and content learning highlight teaching practices that support literacy development and students are encouraged to become familiar with these guidelines. Prerequisite is ED 433/533.

**ED 435/535 Course Description: Integrating Content and Language Instruction for ESL Learners (3 credits)**

Students will learn methods to help them understand how to integrate content and language instruction in curriculum development for second language learners. In a supportive community of learners, activities will be shared to help teachers become more flexible, aware, critical, and specific about how they will meet the needs of ESL students in their classrooms. Students will gain an understanding of the SLOP (Sheltered Instruction Observation Protocol) Model of instruction for lesson planning and implementation. Prerequisite is ED 434/534

**ED 436/536 Course Description: Family, School, and Community Partnerships (3 credits)**

Students will discuss the standards, principles, policies, and processes of working together with families, schools, and communities in sharing the development of children Prerequisite is ED 435/535.

**ED 437/547 Course Description: ESL Practicum (3 credits)**

A directed field experience intended as the capstone course in this ESL program. Placement will vary in range of needed grades K-12. Prerequisite: ED 436/536

**ED 439 Action Research/Philosophy of Education (2 credits)**

Students will prepare their philosophy of education for their working portfolio, and present it in an exit interview. Students will use the inquiry process to investigate a curriculum, school, or community topic. Under the guidance of the University instructor and school personnel, students will cooperatively develop and implement a plan of action, and present the results. Students also prepare a philosophy of education statement for their working portfolio and present it in an exit interview. Prerequisite: Admission to Teacher Education Program.

**ED 442 Creating Community in Early Childhood Environments (3 credits)**

Topics included in this course will be related to creating and maintaining a classroom climate—physical (indoor and outdoor), social, emotional, and intellectual—conducive to child development and learning. Theory and appropriate practice from the following areas will be included: discipline and guidance, self-learning space, and contemporary issues. Approaches for 'bringing the community in' to the classroom/program and for reaching out into the community will be explored. Students will have the opportunity to evaluate an environment using a valid and reliable instrument.

**ED 446/546 Advanced Developmental Reading Methods and Research (3 credits)**

This course develops knowledge and strategies in planning and teaching reading, phonics, and writing in grades K-8. Curriculum methods and organization of the reading program are explored in the context of best current practice and professional reading standards.

Effective 07/01/09

*Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.*

**ED 447/547 Teaching of Literacy (3 credits)**

This course will help the teacher construct a framework for supporting content area literacy instruction. The course will focus on assisting teachers in developing reading and writing methods, strategies, and procedures for the 5-12 students.

**ED 450/550 Reading Assessment and Evaluation (3 credits)**

This course focuses on assessment of the reading development of individual students and groups of students and the selection of strategies, materials, and instruction for students with a wide range of reading background and skills. Prerequisite: ED 446/546.

**ED 451/551 Practicum in Reading Instruction (3 credits)**

This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students. Prerequisite: ED 446/546, and concurrent enrollment in or previous completion of ED 450/550.

**ED 455 Leadership Issues in Early Childhood (3 credits)**

This course focuses on the exploration, discussion, and critical analysis of contemporary issues regarding children, families, and early childhood programming. Areas will include advocacy; understanding legislation, rules, and regulations; child abuse; parenting roles; and professionalism.

**ED 456 Leadership Issues Internship (2 credits)**

Students will complete a supervised field experience in an agency that serves young children and their families. Placement of 60 hours will be scheduled. Students will have opportunities to understand the infrastructure of the Early Childhood field and to demonstrate professional and ethical behaviors.

**ED 459 Pre-Internship (2-4 credits)**

This field experience is designed to integrate theory and practice for pre-service teachers. The intern is placed with a master teacher for varying lengths of time to demonstrate program outcomes. The pre-internship takes place the semester before the student teaching or internship experience. Two credits represents two days per week in the school; three credits represents three days per week; four credits represents four or five days per week in the school. Prerequisites: senior standing; application/admission to the Education Program.

**ED 462 Early Childhood Education (ECE) Birth–Grade 3 Student Teaching (12 credits)**

A supervised semester-long field experience evaluated by a classroom supervisor and a University supervisor, in Birth–Grade 3 classrooms, required for ECE licensure fields. Students demonstrate Teacher Education program outcomes and present a portfolio at final conference.

**ED 463 Pre-K–Grade 6 Student Teaching (12 credits)**

A supervised semester-long field experience in pre-Kindergarten through Grade 6 classrooms for Elementary Education licensure fields, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at final conference.

**ED 464 K–8 Student Teaching (12 credits)**

A supervised semester-long field experience in Kindergarten through Grade 8 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at final conference.

**ED 465 Student Teaching (12 credits)**

Enrollment is restricted to student teaching in Common Market or UTEP, or to double majors. Students demonstrate Teacher Education program outcomes and present a portfolio at final conference. Prerequisite: Permission of the Teacher Education Program.

**ED 466 K-12 Student Teaching (12 credits)**

A supervised semester-long field experience, required for K-12 licensure fields, in Kindergarten through Grade 12 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at final conference.

**ED 467 Advanced Student Teaching (6 credits)**

For students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. A partial semester of supervised practice teaching in an elementary or secondary school.

**ED 468 Advanced Practicum (6 credits)**

For licensed teachers who are adding a second or third, etc., licensure field. A partial semester of supervised teaching in an elementary or secondary school.

**ED 469 Secondary (5-12) Student Teaching (12 credits)**

A supervised semester-long field experience in Grade 5 through Grade 12 classrooms, required for 5-12 licensure fields, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at final conference.

**ED 486/586 Special Topics in Education (1-4 credits)**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course. Prerequisite: consent of instructor.

**ED 488 Assistantship (1-3 credits)**

Tutoring of other students in the Learning Center, assisting Education Department instructors in the development of competencies or completing projects related to the student's interest. Prerequisite: consent of instructor.

**ED 490 Peer Coaching (1-2 credits)**

Peer coaches will participate with Education Department faculty in team planning and teaching of peers. This may include pre-conferencing, observing, writing feedback and post-conferencing during field experiences for education students.

**ED 492/592 Organization and Administration of Reading Programs (3 credits)**

This course will focus on current research, trends, issues, federal, and state initiatives, legislation and resources related to the development, supervision and administration of reading programs for Pre-K through adult learners. This course will also include censorship issues, textbook and trade book adoption practices, assessment procedures, and integration of instructional technology, staff development and effective change strategies. Prerequisites: ED 451/551.

**ED 494 Independent Study (1-4 credits)**

This course allows students to do an in-depth, independent study exploration for a better understanding of a particular area of education. Prerequisite: consent of instructor.

**ED 499 Internship - Field Experience - Field Study (1-12 credits)**

Field experience designed by the requesting student and the faculty member who has agreed to help structure and supervise the experience. Prerequisites: application, junior standing.

**SPECIAL EDUCATION COURSES (SPED)****SPED 286/486/586 Special Topics in Special Education (1-4 credits)**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course. Prerequisite: consent of instructor.

**SPED 290 Introduction to Special Needs and Lab (3 credits)**

This course provides information on the various exceptionalities and facilities understanding of the basic special needs education services provided to children with disabilities, and includes gifted and talented. Topics include federal and state mandates, early intervention, planning with parents, team approaches, teaching methodologies, and curriculum modifications and adaptations. A portfolio, reflective journal, and field experience will assist students in valuing diversity and inclusion.

**SPED 400/500 Lab (0-4 credits)**

This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. The number of contact hours will be based on the credits taken. This is intended for transfer students who need an introductory field experience or for students taking the special education core and need a one credit companion field experience. This lab may be taken only once for no credit as an undergraduate or twice for credit (undergraduate or graduate) in different settings. Prerequisite: consent of instructor.

**SPED 403/503 Behavioral Theories and Practices in Special Education (3 credits)**

A dynamic course in the assessment and management of the behaviors of children and youth in educational settings. Prerequisites: EDSP 290.

**SPED 423/523 Content Methods, Materials, & Technologies for Special Education (3 credits)**

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered. Prerequisites: EDSP 290.

**SPED 440/540 Assessment (2 credits)**

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education. This course is intended to be taken with or prior to an assessment lab in a chosen specialty, including a choice of EDSP 4/541, 4/542, 4/543, 4/544, or PE 445.

**SPED 441/541 Assessment Lab: Developmental Disabilities (DD) (1 credit)**

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of students with developmental disabilities, K-12. Pre- or co-requisite: EDSP 440/540.

**SPED 442/542 Assessment Lab: Early Childhood Special Education (ECSE) (1 credit)**

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of young children, birth to 6 years old. Pre- or co-requisite: EDSP 440/540.

**SPED 443/543 Assessment Lab: Emotional Behavioral Disorders (EBD) (1 credit)**

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of students with emotional behavioral disorders, K-12. Pre- or co-requisite: EDSP 440/540.

**SPED 444/544 Assessment Lab: Learning Disabilities (LD) (1 credit)**

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of students with learning disabilities, K-12. Pre- or co-requisite: EDSP 440/540.

**SPED 470/570 Home-School-Community: Partnerships in Consultation/Collaboration (3 credits)**

An exploration of the principles, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, educational settings, the community, and society as a whole. Family systems theory, children with special needs, and cross-cultural sensitivity are included. Prerequisite: EDSP 290.

**SPED 480/580 Legal/Professional Issues in Special Education (3 credits)**

This course provides an in-depth study of the philosophical foundations, legal bases, and a historical background of special education. An overview of disabling conditions and their implications; the availability of resources; and advocacy. Prerequisite: EDSP 290.

**SPED 494 Independent Study (1-4 credits)**

This course allows students to do an in-depth, independent exploration of a topic for a better understanding in the field of special education. Prerequisite: consent of instructor.

**SPED 499 Internship (1-6 credits)**

This course involves on-the-job experience. It requires discussions of experience and problems with internship advisor, as well as significant oral and written reports summarizing the learning involved in the field of special education. Prerequisite: consent of instructor.

**HEALTH COURSES (HLTH)****HLTH 491 Elementary Health Methods and Assessment (2 credits)**

The course presents an integrated approach with intellectual, physical, psychological, social, and spiritual dimensions relating to learning experiences that increase the abilities of diverse students to make positive lifestyle choices affecting their personal, family, and community well-being. Prerequisite: Admission to Teacher Education Program.