

Department of

# Teacher Education



Karla La Orange, Department Chair

David Allen, Sandro Benitez, Christine Brown, Curtis Chandler, Mike Christopherson, Dean Cloward, Jillisa Cranmer, Lary Duque, Deanna Hovey, Dana Johnson, Marion Johnstun, Karla LaOrange, David Magleby, Marcia McManus, Jeff Pulsipher, Matt Sellers, Kevin Stanger, Lorie Tobler, Chris Wilson

Jolynn Reed, Department Secretary (208) 496-4101  
<http://www.byui.edu/teacher-education>

Education Advising Contact:  
Education & Human Development  
Advising Center, Hinckley 309  
<http://www.byui.edu/academic-discovery-center>  
Phone 208-496-9850  
cehd\_advising@byui.edu

Student Teaching Advising Contact:  
Field Services Office; Hinckley 325  
<http://www.byui.edu/teachereducation/fieldservices>

## Introduction

President David O. McKay taught, “No greater responsibility can rest upon any man [or woman], than to be a teacher of God’s children.” (Conference Report, Oct. 1916, 57) We believe in programs that integrate educational theory and best practice. They are rigorous academic programs balanced with a strong theoretical knowledge base and extensive practical experiences in public school classrooms. The Teacher Education department offers degrees in Early Childhood Education/Early Childhood Special Education (ECE/ECSE), Elementary Education, and Special Education (K-12). Secondary Education programs are assigned to content-area departments across campus with core education courses provided by the Teacher Education department. All teacher education programs include a ‘continuance’ process to ensure that minimal standards are met to advance in the program. Minimum standards include basic proficiency skills assessments, minimum course grade requirements and g.p.a., demonstration of professional dispositions, etc. See <http://www.byui.edu/teacher-education> for a description of the continuance process, course prerequisites, and recommended course sequencing in each area.

## Field Experiences

All education majors are required to enroll in multiple field experiences during their years of study. These are practicums within public school settings working with school-age children. Consequently, teacher candidates are required to submit fingerprints and personal information for a background check well in advance of their first day in the public schools. Students with questions about

their background should approach Field Services Office officials before completing their background checks. Students should be aware that most placements for student teaching are made in distant sites and require a flexible schedule based upon public school calendars. Additional expenses will be incurred during this semester. Even those placed in the local area may be required to travel distances up to 90 miles to their placement school each day.

## EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION

The Early Childhood Education/Early Childhood Special Education (ECE/ECSE) blended program prepares students to work with children who are typically developing and those children with special needs from birth through age eight. Students who successfully complete this program will be eligible to apply for the Blended Early Childhood/Early Childhood Special Education Idaho Teaching License, which allows them to teach general or special education classes in preschool through third grade in Idaho and older grades in some states. Students may also choose to work in Early Intervention with toddlers and their families in their homes. Applied coursework and fieldwork involving children in a variety of settings will prepare students for successful career experiences. Students will demonstrate knowledge, understanding, and application of skills during five student teaching experiences with: (1) infants, (2) toddlers, (3) preschoolers, (4) kindergartners, and (5) first through third grade children in public schools, both general education and special education.

### ECSE Major Requirement

- Requirements for Continuation: Each student must pass proficiency exams in the areas of math, language (writing and spelling), technology, and demonstrate professional dispositions as defined by department (measured in SPED 200 and ED 243). Details are available from the college Advising Center.
- Students must maintain a 3.0 cumulative GPA in major courses for continuation in the program.
- Students must earn a C- or better in all major courses.
- Students must successfully complete a performance-based field experience in each required practicum.
- Students must take and pass the following exams in order to qualify for student teaching and certification: \*Praxis II Exams, as outlined by Idaho State Department of Education and departmental tests required for licensure (e.g. state literacy exams or technology exam)
- Beginning with their first 300-level field experience, all students must successfully complete a faculty review process each semester to assure students are progressing satisfactorily in the program.
- In the semester prior to student teaching, students must present a professional work sample portfolio to a Portfolio Review Committee documenting their acquisition of knowledge, dispositions, and competencies essential to becoming effective early childhood professionals. ECE/ECSE majors may not proceed to student teaching without the committee’s recommendation.

## ELEMENTARY EDUCATION

Elementary Education prepares students for teaching through a series of classes and practicum experiences designed to give students the practical knowledge they need to be successful in their careers. Students successfully completing the program will be eligible to apply for a K-8 Idaho Education Teaching License.

### Elementary Education Major Requirements

- Requirements for Continuation: Students are expected to demonstrate competence in four areas before being allowed to progress to junior and senior level courses: technology, math (3 exams), writing, and spelling. For possible exemptions contact the Education and Human Development Advising Center.

- Students entering the program after June 1, 2013 will be required by the State of Idaho to have an additional content-area endorsement as part of the Standard Elementary Certificate. The middle school endorsement options currently are science, math, language arts, and social studies (see suggested graduation plan for Elementary Education (990) majors).
- Students must take and pass the following exams in order to qualify for student teaching and certification: \*Praxis II Exams as outlined by the state and other Idaho State or departmental tests required for licensure (e.g. state literacy technology exams).
- Students enrolled on or after June 1, 2013 must pass Praxis II exam 5001 (or an equivalent exam listed on the Praxis website) and the Praxis II exam applicable to the specific single subject endorsement for the subject chosen by the student
- Students must maintain a 3.0 cumulative GPA in required courses for continuation in the program.
- Students must earn a C- or better in all required courses.

## SECONDARY EDUCATION

Secondary Education serves many other campus departments that offer secondary teaching majors and minors that lead to certification in grades 6-12. Secondary education is not a major. Students interested in pursuing secondary certification will select a teaching major and teaching minor or enroll in one of the available composite programs. Students successfully completing a secondary education program will be eligible to apply for the grade 6-12 Idaho Education Teaching License.

### Secondary Education Core Requirements

- Students must maintain a 3.0 cumulative GPA in all education courses and major/minor courses (unless otherwise designated by their major department) for continuation in the program and to student teach.
- Students must earn a C- or better in all secondary education core courses.
- Students must successfully complete a performance-based field experience in each required practicum.
- Students must take and pass the following exam in order to qualify for student teaching and certification: \*Praxis II Content Area Exams for major and minor areas of study. Information about which exams to take and content covered can be obtained by going to <http://www.ets.org/praxis> and/or contacting the Advising Center in the college that houses your major.

## SPECIAL EDUCATION

Special Education (SPED) prepares students to support the instruction and development of children with disabilities in both public and private settings from kindergarten to twelfth grade and to seek certification in the state of Idaho as a Special Education Generalist (K-12) with a content specialization.

- Requirements for Continuation: Each student must pass proficiency exams in the areas of math, language (writing and spelling), technology, and demonstrate professional disposition as defined by department (measured in SPED 200). Details are available from the college Advising Center.
- Students must maintain a 3.0 cumulative GPA in major courses for continuation in the program.
- Students must earn a C- or better in all major courses.
- Students must successfully complete a performance-based field experience.
- Students must take and pass the following exams in order to qualify for student teaching and certification: \*Praxis II Exams as outlined by the state and other Idaho State or departmental tests required for licensure (e.g. state literacy technology exam).
- Beginning with their first 300-level field experience, all students must successfully complete a faculty review process each semester to assure students are progressing satisfactorily in the program.

- In the semester prior to student teaching, students must present a professional work sample portfolio to a Portfolio Review Committee documenting their acquisition of knowledge, skills, and competencies essential to becoming effective professionals. SPED majors may not proceed to student teaching without the committee's recommendation.

## SECONDARY EDUCATION MAJORS

For information on these majors, refer to the respective section of this catalog for the department or program indicated.

- **Art Education\* (860):** Art
- **Art Education Composite\* (862):** Art
- **Biology Education (800):** Biology
- **Biology Education Composite (805):** Biology
- **Chemistry Education (810):** Chemistry
- **Earth Science Education (840):** Geology
- **English Education (836):** English
- **English Education Composite (830):** English
- **Family & Consumer Science Ed Composite (942-200):** Home and Family
- **History Education (815):** History
- **Mathematics Education Composite (852):** Mathematics
- **Music Education Composite\* (890):** Music
- **Physics Education (870):** Physics
- **Social Studies Education Composite (880):** History
- **Spanish Education (910):** Languages and Int'l Studies
- **Theatre Education (930):** Theatre

\* May become a K-12 endorsement by taking the Elementary Education methods course.

## SECONDARY EDUCATION MINORS

For information on these minors, refer to the respective section of this catalog for the department or program indicated.

- **American Government Education (128):** Political Science
- **Art Education (170):** Art
- **Biology Education (173):** Biology
- **Chemistry Education (172):** Chemistry
- **Chinese Education (158):** Languages and Int'l Studies
- **Earth Science Education (181):** Geology
- **English Education (134):** English
- **French Education (185):** Languages and Int'l Studies
- **Geography Education (112):** Geography
- **German Education (186):** Languages and Int'l Studies
- **Health Education (171):** Health, Rec, and Human Perf.
- **History Education (114):** History
- **Mathematics Education (120):** Mathematics
- **Natural Science Education (130):** Geology
- **Physical Science Education (182):** Physics
- **Physics Education (178):** Physics
- **Russian Education (187):** Languages and Int'l Studies
- **Spanish Education (188):** Languages and Int'l Studies
- **TESOL Education (195):** Languages and Int'l Studies
- **Theatre Education (177):** Theatre

The Central Aims of the Teacher Education Department are encompassed in the following framework:

<b>A FRAMEWORK FOR TEACHING</b> <i>“Components of Professional Practice”</i>	
<p><b>Domain 1: Planning and Preparation</b></p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul> <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students’ skills, knowledge &amp; lang proficiency</li> <li>• Knowledge of students’ interests, and cultural heritage</li> <li>• Knowledge of students’ special needs</li> </ul> <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students</li> </ul> <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Use for planning</li> </ul>	<p><b>Domain 2: The Classroom Environment</b></p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interactions with other students</li> </ul> <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>• Importance of the content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Management of non-instructional duties</li> <li>• Performance of non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul> <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul>
<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p>4c Communicating with Families</p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul> <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to the school</li> <li>• Participation in school and district projects</li> </ul> <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge &amp; pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul> <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision making</li> <li>• Compliance with school and district regulations</li> </ul>	<p><b>Domain 3: Instruction</b></p> <p>3a Communicating with Students</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p>3b Using Questions and Discussion Techniques</p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul> <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>

**BS in Early Childhood/Special Education (980)**

<b>Core Courses</b> <i>Take these courses:</i> CHILD 230      3 CHILD 300      3 CHILD 310      3 CHILD 340      2 MATH 205        3 ECSE 340        1 ECSE 421        3 ECSE 425        4 ED 206           1 ED 243           4 ED 259           4 ED 312           2 ED 344           3 ED 345           3 <i>Cont. in next column</i>	<i>Cont. from previous column</i> ED 424           4 ED 427           4 ED 442           2 ED 443           2 ED 444           2 ED 492           10 ECD 350A        1 ECD 350B        2 ECD 350L        2 ECD 360A        1 ECD 360B        2 ECD 360L*      2-4 SPED 200        2 SPED 310        3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 80	<b>Program Notes:</b> <ul style="list-style-type: none"> <li>• <i>No Grade Less Than C-</i></li> <li>• <i>ECD 360L must be taken for 4 credits.</i></li> <li>• <i>Students must pass program proficiency exams before ED 345 and higher courses.</i></li> <li>• <i>All state required exams and course work must be complete prior to taking ED 492.</i></li> </ul>
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**Credit Requirements:**

Foundations	40
Major	80
Total	120

**Tracks Available:**

Fall-Winter	Yes
Winter-Spring	Yes
Spring-Fall	Yes

**BS in Special Education K-12 (985-196)**  
**Elementary Emphasis**

<b>Core Courses</b> <i>Take these courses:</i> CHILD 210      3 ECSE 425        4 ED 243           4 ED 304           3 ED 312           2 ED 344           2 ED 345           3 ED 347           2 ED 424           4 ED 492           10 <i>cont. in next column</i>	<i>cont. from previous column</i> MATH 205        3 MATH 206        2 SPED 200        2 SPED 300        2 SPED 310        3 SPED 380        3 SPED 381        3 SPED 393        3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 59	<b>Elementary Courses</b> <i>Take these courses:</i> ED 206           1 ED 441           2 ED 442           2 ED 443           2 ED 444           2 HRHP 343        2 SPED 391        3 SPED 392        3 SPED 400        4 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 21	<b>Program Notes:</b> <ul style="list-style-type: none"> <li>• <i>No Grade Less Than C-</i></li> <li>• <i>Students must pass program proficiency exams before ED 345 and higher courses.</i></li> <li>• <i>All state required exams and course work must be complete prior to taking ED 492.</i></li> </ul>
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**Credit Requirements:**

Foundations	40
Major	80
Total	120

**Tracks Available:**

Fall-Winter	Yes
Winter-Spring	Yes
Spring-Fall	Yes

**BS in Special Education K-12 (985-197)**  
**Severe Emphasis**

<b>Core Courses</b> <i>Take these courses:</i> CHILD 210      3 ECSE 425        4 ED 243           4 ED 304           3 ED 312           2 ED 344           2 ED 345           3 ED 347           2 ED 424           4 ED 492           10 <i>cont. in next column</i>	<i>cont. from previous column</i> MATH 205        3 MATH 206        2 SPED 200        2 SPED 300        2 SPED 310        3 SPED 380        3 SPED 381        3 SPED 393        3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 59	<b>Severe Courses</b> <i>Take these courses:</i> ECSE 421        3 ED 206           1 SPED 441        3 SPED 400        4 SPED 460        4 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15 <i>Take 6 credits:</i> ED 441           2 ED 442           2 ED 443           2 ED 444           2 SPED 391        3 SPED 392        3 TESOL 200      3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 6	<b>Program Notes:</b> <ul style="list-style-type: none"> <li>• <i>No Grade Less Than C-</i></li> <li>• <i>Students must pass program proficiency exams before ED 345 and higher courses.</i></li> <li>• <i>All state required exams and course work must be complete prior to taking ED 492.</i></li> </ul>
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**Credit Requirements:**

Foundations	40
Major	80
Total	120

**Tracks Available:**

Fall-Winter	Yes
Winter-Spring	Yes
Spring-Fall	Yes



<b>BS in Special Education K-12 (985-198)</b>			
<b>SPED Language Art Emphasis</b>			
<b>Core Courses</b> <i>Take these courses:</i> CHILD 210      3 ECSE 425        4 ED 243            4 ED 304            3 ED 312            2 ED 344            3 ED 345            3 ED 347            2 ED 424            4 ED 492            10 <i>cont. in next column</i>	<i>cont. from previous column</i> MATH 205        3 MATH 206        2 SPED 200        2 SPED 300        2 SPED 310        3 SPED 380        3 SPED 381        3 SPED 393        3 <hr style="width: 50%; margin-left: 0;"/> 59	<b>Language Art Courses</b> <i>Take these courses:</i> ED 441            2 ENG 151          3 ENG 356          3 ENG 429          3 ENG 430          3 SPED 391        3 SPED 460        4 <hr style="width: 50%; margin-left: 0;"/> 21	<b>Program Notes:</b> • <i>No Grade Less Than C-</i> • <i>Students must pass program proficiency exams before ED 345 and higher courses.</i> • <i>All state required exams and course work must be complete prior to taking ED 492.</i>
<b>Credit Requirements:</b>		<b>Tracks Available:</b>	
Foundations      40 Major                80 <hr style="width: 50%; margin-left: 0;"/> Total                120		Fall-Winter        Yes Winter-Spring    Yes Spring-Fall        Yes	

<b>BS in Special Education K-12 (985-199)</b>			
<b>SPED Math Emphasis</b>			
<b>Core Courses</b> <i>Take these courses:</i> CHILD 210      3 ECSE 425        4 ED 243            4 ED 304            3 ED 312            2 ED 344            3 ED 345            3 ED 347            2 ED 424            4 ED 492            10 <i>cont. in next column</i>	<i>cont. from previous column</i> MATH 205        3 MATH 206        2 SPED 200        2 SPED 300        2 SPED 310        3 SPED 380        3 SPED 381        3 SPED 393        3 <hr style="width: 50%; margin-left: 0;"/> 59	<b>Math Courses</b> <i>Take these courses:</i> ED 206            1 ED 442            2 FDMAT 110       3 MATH 119        4 MATH 190        1 MATH 490        2 SPED 392        3 SPED 460        4 <hr style="width: 50%; margin-left: 0;"/> 20	<b>Program Notes:</b> • <i>No Grade Less Than C-</i> • <i>Students must pass program proficiency exams before ED 345 and higher courses.</i> • <i>All state required exams and course work must be complete prior to taking ED 492.</i>
<b>Credit Requirements:</b>		<b>Tracks Available:</b>	
Foundations      40 Major                79 Elective            1 <hr style="width: 50%; margin-left: 0;"/> Total                120		Fall-Winter        Yes Winter-Spring    Yes Spring-Fall        Yes	

<b>BS in Elementary Education (990-182)</b>			
<b>Language Arts Emphasis</b>			
<b>Core courses</b> <i>Take these courses:</i> ED 202            2 ED 243            4 ED 259            4 ED 304E          3 ED 312            2 ED 341 or ED 342 2 ED 344            3 ED 345            3 ED 346E          2 ED 347            2 ED 441            3 ED 442            2 <i>Cont. in next column</i>	<i>Cont. from previous column</i> ED 444            2 ED 448            3 ED 449            6 ED 492            10 GEOG 110        3 HIST 115         2 HRHP 343        2 MATH 205        3 MATH 206        2 SPED 310        3 <hr style="width: 50%; margin-left: 0;"/> 68	<b>Language Arts Courses</b> <i>Take these courses:</i> ENG 151          3 ENG 356          3 ENG 429          3 ENG 430          3 <hr style="width: 50%; margin-left: 0;"/> 12	<b>Program Notes:</b> • <i>No Grade Less Than C-</i> • <i>Students must pass program proficiency exams before ED 345 and higher courses.</i> • <i>All state required exams and course work must be complete prior to taking ED 492.</i>
<b>Credit Requirements:</b>		<b>Tracks Available:</b>	
Foundations      40 Major                80 <hr style="width: 50%; margin-left: 0;"/> Total                120		Fall-Winter        Yes Winter-Spring    Yes Spring-Fall        Yes	

## BS in Elementary Education (990-183)

### Math Emphasis

<b>Core courses</b> <i>Take these courses:</i> ED 202           2 ED 243           4 ED 259           4 ED 304E          3 ED 312           2 ED 341 or ED 342   2 ED 344           3 ED 345           3 ED 346E          2 ED 347           2 ED 441           3 ED 442           2 ED 444           2 ED 448           3 <i>Cont. in next column</i>	<i>Cont. from previous column</i> ED 449           6 ED 492           10 GEOG 110         3 HIST 115         2 HRHP 343         2 MATH 205         3 MATH 206         2 SPED 310         3 <hr style="width: 50%; margin-left: 0;"/> 68	<b>Math Courses</b> <i>Take these courses:</i> FDMAT 110        3 MATH 119*        4 MATH 190         1 MATH 221 A/B/C   3 MATH 490**       2 <hr style="width: 50%; margin-left: 0;"/> 9	<b>Program Notes:</b> •No Grade Less Than C- •Students must pass program proficiency exams before ED 345 and higher courses. •All state required exams and course work must be complete prior to taking ED 492. •FDMAT 110 is a prerequisite for MATH 119. •*MATH 119 will double count for the Foundations Quantitative Reasoning requirement and for the major but must be passed with a C- or higher. •MATH 190 has FDMAT 112 or MATH 112 as its prerequisite. Elementary Education students must take MATH 119 instead. They will need to get authorization from the teacher to register for MATH 190. •**Math 490: Students need authorization to register for this class.
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#### Credit Requirements:

Foundations	40
Major	77
Elective	3
Total	<u>120</u>

#### Tracks Available:

Fall-Winter	Yes
Winter-Spring	Yes
Spring-Fall	Yes

## BS in Elementary Education (990-184)

### Science Emphasis

<b>Core courses</b> <i>Take these courses:</i> ED 202           2 ED 243           4 ED 259           4 ED 304E          3 ED 312           2 ED 341 or ED 342   2 ED 344           3 ED 345           3 ED 346E          2 ED 347           2 ED 441           3 ED 442           2 <i>Cont. in next column</i>	<i>Cont. from previous column</i> ED 444           2 ED 448           3 ED 449           6 ED 492           10 GEOG 110         3 HIST 115         2 HRHP 343         2 MATH 205         3 MATH 206         2 SPED 310         3 <hr style="width: 50%; margin-left: 0;"/> 68	<b>Science Courses</b> <i>Take these courses:</i> BIO 204           4 BIO 305           2 ED 443           2 GEOL 260 & 260L   4 <hr style="width: 50%; margin-left: 0;"/> 12	<b>Program Notes:</b> •No Grade Less Than C- •Students must pass program proficiency exams before ED 345 and higher courses. •All state required exams and course work must be complete prior to taking ED 492.
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#### Credit Requirements:

Foundations	40
Major	80
Total	<u>120</u>

#### Tracks Available:

Fall-Winter	Yes
Winter-Spring	Yes
Spring-Fall	Yes

## BS in Elementary Education (990-185)

### Social Studies Emphasis

<b>Core courses</b> <i>Take these courses:</i> ED 202           2 ED 243           4 ED 259           4 ED 304E          3 ED 312           2 ED 341 or ED 342   2 ED 344           3 ED 345           3 ED 346E          2 ED 347           2 ED 441           3 <i>Cont. in next column</i>	<i>Cont. from previous column</i> ED 442           2 ED 444           2 ED 448           3 ED 449           6 ED 492           10 GEOG 110         3 HIST 115         2 HRHP 343         2 MATH 205         3 MATH 206         2 SPED 310         3 <hr style="width: 50%; margin-left: 0;"/> 68	<b>Social Studies Courses</b> <i>Take these courses:</i> HIST 220          3 HIST 222          3 HIST 260          3 HIST 262          3 <hr style="width: 50%; margin-left: 0;"/> 12	<b>Program Notes:</b> •No Grade Less Than C- •Students must pass program proficiency exams before ED 345 and higher courses. •All state required exams and course work must be complete prior to taking ED 492.
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#### Credit Requirements:

Foundations	40
Major	80
Total	<u>120</u>

#### Tracks Available:

Fall-Winter	Yes
Winter-Spring	Yes
Spring-Fall	Yes



**Course Descriptions**

**Credits\***

**ECSE 340 Intervention with Infants**

**(1:1:0:0)**

Prerequisite: CHILD 300 and SPED 200  
 Concurrent Requisites: ECSE 421

Students will receive knowledge and practical, hands-on experience working with infants with special needs and their families in their home setting. In the home, students will collaborate with families as they mentor them with ideas and strategies that support their infant's developmental needs. Students will also create developmentally appropriate activities for infants with a parent coaching approach. Students will develop activities, perform assessments, monitor progress, and document growth based on these experiences. This class requires students to have the access and means to support to travel to families' homes. Students must apply to be accepted into this class the semester before they want to register.  
 (Fall, Winter, Spring)

**ECSE 421 Family and Community Relationships**

**(3:3:0:0)**

Prerequisite: SPED 200

This course will give students a perspective on providing family-focused services with an emphasis on families who have a child with special needs (birth through adulthood). Important issues to be discussed will be on empowering parents, strengthening family and professional partnerships, and inter-agency collaboration. Students will also develop a family service plan and have practical experience researching, accessing and linking families, and community resources.  
 (Fall, Winter, Spring)

**ECSE 425 Strategies for ECSE**

**(4:4:0:0)**

Total Course Fees: \$15.00

Prerequisite: ED 424

This course helps students understand and apply approaches and theory of intervention strategies, classroom management, child guidance, and direct teaching procedures with young children with and without special needs. Students will learn to use theories of direct instruction and collaboration and team interventions. The focus will be on a case study format of assessing present levels, implementing IFSP/IEP process, implementing strategies to meet goals, and monitoring child responsiveness and overall progress.  
 (Fall, Winter, Spring)

**ED 109 Introduction to Education**

**(2:1:2:0)**

With the knowledge that everyone is a teacher, this course is designed to answer the question: What kind of teacher will I be? Through an overview of university programs (ECSE, EEd, SecEd), structure of schools, learning and teaching, the teaching profession, great minds in education, and potential field experiences, students will be prepared to make a wise decision.  
 (Fall, Winter, Spring)

**ED 200 Education (Historical and Philosophical Perspective)**

**(2:2:0:0)**

Total Course Fees: \$50.00

Elementary ED and Early Childhood/Special ED Majors: This course provides future teachers with a knowledge of the historical events, philosophies, and theories that have helped build American education; fosters in them an understanding of their own personal teaching philosophy; and encourages them to develop the wisdom to follow the Savior as they strive to become Master Teachers. Secondary Ed Majors: This course is a cornerstone of secondary teacher preparation at BYU-I intended to be a threshold experience for students. Its purpose is to develop, in each of us, firm educational roots through understanding historical events, theories and philosophy of education, broadened perspectives, and enlightened discernment. Students will be encouraged to increase wisdom to follow the Savior as we strive to become Master Teachers.  
 (Fall, Winter, Spring)

**ED 202 History and Philosophy of Education**

**(2:2:0:0)**

Total Course Fees: \$50.00

This course provides future teachers with a knowledge of the historical events, philosophies, and the theories that have helped build American education; fosters in them an understanding of their own personal teaching philosophy; and encourages them to develop the wisdom to follow the Savior as they strive to become Master Teachers.  
 (Fall, Winter, Spring)

**ED 206 Teaching and Learning Technologies**

**(1:1:0:0)**

This course consists of an overview of electronic presentations, spreadsheets, concept maps, graphics, and desktop publishing.  
 (Fall, Winter, Spring)

**ED 210 Introduction to Online Teaching**

**(3:3:0:0)**

Grading Method: Pass/Fail

This course serves as an introduction to the online teaching endorsement. Students will be oriented to the requirements and competencies necessary for receiving the online teaching endorsement from the state of Idaho. The development of online education and the philosophies and practices of the field of online learning will be explored. Students will take a competency and concept assessment that will serve as a diagnostic tool to develop their future learning path. The class meets twice a week synchronously through our adobe connect classroom.  
 (Fall, Winter, Spring)

**ED 241 Elementary Early Field Experience**

**(3:2:3:0)**

Total Course Fees: \$22.50

Prerequisite: ED 200 or ED 202 or SPED 200

This course is designed as an introductory practicum experience that allows students to assist in the regular elementary school classroom working with students and teachers. Students will have the opportunity to teach one-on-one, in small groups, and in whole class settings. Once a week, students will meet in an on-campus seminar for discussion of the practical experience and to receive teacher-guided instruction. Students will master basic lesson planning, classroom management, and be introduced to teaching strategies and professionalism. An encouraging environment for the practice and development of teaching skills will also be provided during the seminar. The practicum and seminar serve as a decision-making part of the education program, allowing students to decide if teaching should be their career choice.  
 (Fall, Winter, Spring)

**ED 242 Motivation and Management**

**(2:2:0:0)**

Prerequisite: ED 200 or ED 202 or SPED 200

This course is intended for all education majors, those with education clusters, and those wanting to improve the management of children in an ecclesiastical or home setting. It is designed to provide models of discipline practices where agency and respect are fostered and to help bridge the gap between theory and practice through exploration of management and motivation theories, practices, and teaching strategies. Strategies learned, help in the creation and building of cooperative and inclusive classroom environments where all students are invited to actively participate.  
 (Fall, Winter, Spring)

**ED 243 Early Practicum: Instruction and Motivation**

**(4:3:0:0)**

Prerequisite: ED 202 or SPED 200

Course Requirement: EEd and ECSE Majors Only

This course is designed as an introductory practicum experience that allows students to immediately apply principles of instruction and classroom management in the regular elementary school classroom working with students and teachers. Students will have the opportunity to teach one-on-one, in small groups, and in whole class settings. Students will meet in an on-campus seminar for discussion of the practical experience and to receive teacher-guided instruction. Students will learn basic lesson planning, classroom management, and be introduced to teaching strategies and professionalism.  
 (Fall, Winter, Spring)

**ED 259 Integrated Science**

**(4:3:3:0)**

Prerequisite: FDSCI 101 and (ED 202 or SPED 200)

Course Requirement: EEd and ECSE Majors Only

The main objective of this course is to gain a solid foundation on content in Biology, Physical Science, Earth and Space Science so students can be confident in teaching these concepts in elementary school classes. Students will learn basic concepts and principles of science and hands-on applications to aid in teaching elementary school level science activities.  
 (Fall, Winter, Spring)



## Teacher Education

Brigham Young University–Idaho 2016-2017

### ED 304 Development, Cognition, and Understanding (3:3:0:0)

Prerequisite: ED 200 or SPED 200

Course Requirement: 45 Credits

Secondary Education Majors: This course is an exploration of teaching and learning through educational theories of development, cognition, and understanding and the impact of this information on teaching methods and classroom practice. This course includes specific focus on the effective and cognitive domains and the impact of brain research in memory and understanding.  
(Fall, Winter, Spring)

### ED 304E Development, Cognition, and Understanding (3:3:0:0)

Prerequisite: ED 243

Course Requirement: 990/985 Ed Majors Only

This course is an exploration of teaching and learning through educational theories of development, cognition, and understanding, and the impact of this information on teaching methods and classroom practice. This course includes specific focus on the physical, cognitive, emotional, and social development of the child from young childhood to adolescence.  
(Fall, Winter, Spring)

### ED 312 Culture and Diversity (2:2:0:0)

Prerequisite: ED 200 or ED 202 or SPED 200

Students will analyze historic and present day relationships between the American educational system and cultural dynamics. They will identify prejudices and discriminatory practices, their causes and influence on education today.  
(Fall, Winter, Spring)

### ED 341 Elementary Art Methods (2:2:0:0)

Total Course Fees: \$15.00

Prerequisite: ED 202

Course Requirement: EEd or ECSE Majors Only

This course provides K-12 pre-service teachers instructional experience in the visual arts. Emphasis is placed on the elements and principles of design, integration of the visual arts throughout the curriculum and instructional strategies aligned with the National Art Standards.  
(Fall, Winter, Spring)

### ED 342 Elementary Music Methods (2:2:0:0)

Prerequisite: ED 202

Course Requirement: EEd or ECSE Majors Only

This course for K-12 pre-service teachers establishes a classroom environment for musical development. Emphasis will be on the nine National Standards for school music programs including appropriate songs, activities, resources, and instructional strategies.  
(Fall, Winter, Spring)

### ED 344 Idaho Comprehensive Literacy #1 (3:3:0:0)

Prerequisite: ED 202 or SPED 200

Course Requirement: EEd or ECSE Majors Only

This course teaches linguistic and language structure basics related to early reading skills. Teacher candidates learn strategies, to differentiate instruction, and access early skills of phonological awareness, concepts of print, the alphabetic principle, phonics, syllables, and morphology.  
(Fall, Winter, Spring)

### ED 345 Idaho Comprehensive Literacy #2 (3:3:0:0)

Prerequisites: (ED 241 or ED 243) and ED 344. Additional prerequisites vary by student.

Please contact the Teacher Education department for details.

Concurrent Requisite: ED 346E

Course Requirement: EEd or ECSE Majors Only

In this course, teacher candidates learn strategies to teach and assess reading skills of fluency, expanded vocabulary, comprehension, and writing. Assessment is a strong component of this course.  
(Fall, Winter, Spring)

### ED 346 Literacy Practicum (1:0:2:0)

Prerequisites: ED 200 and ED 241. Additional prerequisites vary by student. Please contact the Teacher Education department for details.

Course Requirement: ECSE Majors Only

This is a supervised practicum experience during which teacher candidates apply the knowledge of reading instruction and assessment learned in ED 344 and ED 345.  
(Fall, Winter, Spring)

### ED 346E Elementary Literacy Practicum (2:5:10:0)

Co-requisite: ED 345

Designed to assist elementary education majors meet state teacher certification requirements through a combination of practicum hours working directly with children in classrooms in literacy instruction and working with course instructors.  
(Fall, Winter, Spring)

### ED 347 Middle School Practicum (2:0:6:0)

Prerequisites: ED 243 and ED 304E and ED 344

Co-requisite: ED 345

This competency-based field experience is designed to apply understanding of learning and teaching in an authentic setting. Students will be working with elementary and middle school age children in public school classrooms or field placements. Through observation, mentoring, planning, and implementation, students will receive teacher-guided instruction to continue building expertise in lesson planning, classroom management, teaching strategies, and professionalism.  
(Fall, Winter, Spring)

### ED 361 Secondary Education Principles of Teaching (3:0:9:0)

Grading Method: Pass/Fail

Repeatable Course: May earn maximum of 3 credits

Prerequisites: ED 304

Course Requirement: SecEd and Ed Majors Only

This course provides pre-service secondary education students opportunities working in public school classrooms. A minimum 40-hour practicum includes observation and instruction experiences. Curriculum design, lesson planning, classroom management, instructional strategies, and assessment will be taught and implemented. Integration of multiple secondary education content areas is encouraged.  
(Fall, Winter, Spring)

### ED 409R Independent Readings and Projects (1-4:1:0:0)

Repeatable Course: May earn maximum of 12 credits

Course Requirement: Instructor Approval Required

This course is designed as an independent study program, with content and objectives determined by the student and a faculty member.  
(Fall, Winter, Spring)

### ED 420R Online Endorsement Supervision (1-3:0:3:0)

Grading Method: Pass/Fail

Repeatable Course: May earn maximum of 18 credits

Prerequisite: ED 210

This course serves a supervisory purpose as individuals seeking the online teaching endorsement complete their individual learning plans which were developed in ED 210, the introductory course. The student chooses between 1-3 credits and meets accordingly with faculty 1-3 times a week for consultation in mastering endorsement competencies and preparing for the culminating experience of the course which is to student teach in a online course.  
(Fall, Winter, Spring)

### ED 424 ECSE Assessment and Evaluation (4:3:2:0)

Total Course Fees: \$30.00

Prerequisites: and ED 345 and SPED 310 and FDMAT 108. Additional prerequisites vary by student. Please contact the Teacher Education department for details.

In this course students are introduced to and required to apply test and measurement theory, including the selection, administration, and interpretation of assessment tools. The course includes assessment strategies spanning the continuum from informal to formal. Child progress monitoring and program evaluation are also included. Students use assessment data in mock MDT and IEP meetings to make decisions about children. Concepts are applied via video case studies and direct assessment of children.  
(Fall, Winter, Spring)

### ED 427 ECSE Senior Practicum (4:2:6:0)

Prerequisites: (ED 241 or ED 243) and ED 442 and ED 443 and ED 444 and SPED 310.

Additional prerequisites vary by student. Please contact the Teacher Education department for details.

Co-requisites: (ED 442 and ED 443) or ED 444

Course Requirement: Instructor Approval Required

Students will receive practical, hands-on experience in classroom management, curriculum design, and collaboration while working in a public or private kindergarten classroom. Hours include time in public schools with a weekly seminar.  
(Fall, Winter)

## Teacher Education

Brigham Young University–Idaho 2016-2017

### ED 441 Language Arts Methods

(3:2:0:0)

Prerequisites: ED 345 and FDENG 301. Additional prerequisites vary by student. Please contact the Teacher Education department for details.

This course is designed to introduce teacher candidates to a vast array of instructional strategies appropriate for teaching grammar, punctuation, spelling, vocabulary, handwriting, and forms of communication to students in grades K-8. Students will pre-assess their skills in grammar, punctuation, spelling, and vocabulary, and develop a personal study plan for the semester. Students will learn how to design lessons in the four methods of instruction, teach lessons in the six areas, develop resources for teaching language arts, and develop skills in integration of content areas.

(Fall, Winter, Spring)

### ED 442 Elementary Math Methods

(2:2:0:0)

Prerequisites: ED 243 and MATH 205. Additional prerequisites vary by student. Please contact the Teacher Education department for details.

Course Requirement: Junior and Senior Standing Only

This course provides K-8 pre-service teachers with instructional strategies in mathematics aligned with the National Council for Teachers of Mathematics (NCTM).

(Fall, Winter, Spring)

### ED 443 Science Methods

(2:2:0:0)

Prerequisites: (ED 241 or ED 243) and ED 259. Additional prerequisites vary by student. Please contact the Teacher Education department for details.

Course Requirements: Junior and Senior Standing Only

This course provides K-8 pre-service teachers with inquiry-based instructional strategies aligned with National Education Standards. The Big Ideas of science and science integration will be emphasized.

(Fall, Winter, Spring)

### ED 444 Elementary Social Studies Methods

(2:2:0:0)

Prerequisites: (ED 241 or ED 243) and (FDAMF 101 or FDCIV 101) and HIST 115. Additional prerequisites vary by student. Please contact the Teacher Education department for details.

Course Requirement: Junior and Senior Standing Only

This course provides K-8 pre-service teachers with instructional strategies aligned with the National Council of the Social Studies and the National Standards. The ten themes and major concepts of social studies will be emphasized.

(Fall, Winter, Spring)

### ED 448 Assessment and Evaluation in Education

(3:3:0:0)

Prerequisites: ED 347. Additional prerequisites vary by student. Please contact the Teacher Education department for details.

Concurrent Requisite: ED 449

Course Requirement: EEd (990) Majors Only

This course assists the K-8 pre-service teacher in developing and applying skills in the use of assessment, the construction of assessment devices, and analysis of test results with the ability to communicate student achievement in various settings.

(Fall, Winter, Spring)

### ED 449 Elementary Senior Practicum

(6:2:12:0)

Prerequisites: ED 347. Additional prerequisites vary by student. Please contact the Teacher Education department for details.

Concurrent Requisite: ED 448

Course Requirement: EEd (990) Majors and 75 Credits Required

This course combines educational theory and practical experience in a K-8 classroom. The Idaho Standards for Teacher Certification are emphasized in order to prepare students for student teaching. Hours include two full days per week in a public school classroom with an additional weekly seminar.

(Fall, Winter, Spring)

### ED 461 Reading in the Content Area

(3:2:3:0)

Prerequisites: ED 200 and ED 304 and ED 361

Course Requirement: SecEd/Ed Majors Only

This senior level course is designed to immediately precede the student teaching semester. It is recommended that students take this course in conjunction with their content and general secondary methods courses. Students are taught assessment first planning and develop the ability to facilitate learning through fostering general and content specific literacy skills. Prospective teachers will continue development of general teaching abilities with a focus on selection and creation of learner appropriate curriculum materials. Practical application of the skills of this and all previous courses are facilitated by 25-30 hours per semester of lab experience in local secondary schools.

(Fall, Winter, Spring)

### ED 492 Student Teaching

(10:0:4:0)

Grading Method: Pass/Fail

Total Course Fees: \$90.00

Course Requirement: Instructor Approval Required

Student Teaching is the culminating experience, the capstone of the academic and professional training of a pre-service teacher. A twelve week practicum is completed in the public school classroom. A weekly seminar will serve as the forum in which student teachers can address challenges and concerns while sharing experiences, expertise, and successes. There are a vast number of education students that BYU-Idaho is trying to service. Because of this, be aware of the following: 1. There is a STRONG probability that your student-teaching placement will be a distant site. (Las Vegas, South Salt Lake and Davis County, Mesa, Boise) 2. Distant-site placements are limited to certain locations that have been organized for BYU-Idaho students. These sites have been researched and contacts made in order to help BYU-Idaho students gain a student-teaching experience. 3. There will be a disruption in your regular routine in order to participate in your student-teaching experience. You may need to move to a new area and re-establish your home. This may require you purchasing new items that you deem necessary. Also be aware that there may be additional expenses in transportation, housing, food, and utilities involved in your distant-site placement. 4. If you are in a campus-based placement, there will most likely be significant commuting for many of you. 5. There will be some unanticipated program expenses that develop through the program such as Praxis PLT, fingerprinting, and/or background checks. These are expenses that are not BYU-Idaho based, but mandated by school districts or the state.

(Fall, Winter, Spring)

### ED 494 Student Teaching Seminar

(2:0:0:0)

Grading Method: Pass/Fail

Course Requirement: Instructor Approval Required

This course is only available to students who are currently student teaching. It is a seminar-based class where student teachers have the opportunity to gather in person and through I-Learn discussion boards to more deeply explore issues related to the teaching profession and to read about, ponder and discuss ways to become better teachers. Six online modules and a few local seminars will be held at each of the student teaching sites (currently South Salt Lake, Davis County, Las Vegas, Mesa, and Southeast Idaho) over the course of the semester.

(Fall, Winter, Spring)

### SPED 200 Hist and Phil of Special Education and Early Childhood

(2:2:0:0)

Total Course Fees: \$50.00

ECSE/SPED Majors: This course provides future teachers with the knowledge of the historical events, philosophies, and theories that have helped build American education; fosters in them an understanding of their own personal teaching philosophy; and encourages them to develop the wisdom to follow the Savior as they strive to become Master Teachers.

(Fall, Winter, Spring)

### SPED 300 Assistive Technology

(2:2:0:0)

This course is an introduction to assistive technology devices and services when working with students with disabilities in a public education environment. The legal basis for assistive technology will be the foundational structure for exploring the use of assistive technology for assessment; the use of assistive technology for access; the use of assistive technology to support academic learning; and the use of assistive technology as an augmentative communication tool.

(Fall, Winter, Spring)

### SPED 310 Exceptional Students: P-Grade 6

(3:3:0:0)

Prerequisites: ED 202 or SPED 200 or CHILD 150

Course Requirement: Prof. Preschool, Child Development or Education Majors Only

This course will emphasize the types and developmental patterns of specific exceptionalities (including giftedness and poverty), addressing risk factors, etiology, characteristics, and classification of common disabilities. Focus will also be on legal issues, parent/student rights, responsibilities of teachers, both general education and special education, quality teaching for ALL students, including intervention strategies, accommodations, and the use of community resources to meet children's individual needs. Child maltreatment, including legal requirements, is introduced.

(Fall, Winter, Spring)

**SPED 360 Exceptional Students: Grade 6-12 (2:2:0:0)**

Prerequisites: ED 200 and ED 304

Course Requirement: Secondary Ed and Ed Majors Only

This course is an introduction to Special Education for Secondary Education Majors. Course content includes history, laws, assessment, and descriptions of common exceptionalities encountered in secondary school classrooms. Special emphasis is given to resources, classroom management, and appropriate teaching practices.  
 (Fall, Winter, Spring)

**SPED 380 Legal Issues (3:3:0:0)**

Prerequisite: SPED 310

An in-depth examination of special education law, including the policies and procedures implemented in public education. IDEA, Section 504 and ADA will be compared and applied to the school setting. The six basic principles of IDEA and their implementation in special education service will be studied along with the legal requirements of disciplinary procedures for students with disabilities. Students will learn their role in ensuring that legal rights and responsibilities of students with disabilities, their parents, and teachers are protected.  
 (Fall, Winter, Spring)

**SPED 381 Evidence-Based Practices (3:3:0:0)**

Prerequisite: SPED 310

An introduction to evidence-based practices as related to the field of special education. Types of educational research will be examined along with legal policies and criteria for identifying evidence-based practices. Students will be exposed to current evidence-based practices such as Response to Intervention and Positive Behavioral Interventions and Supports and their implementation in the educational environment.  
 (Fall, Winter, Spring)

**SPED 391 Teaching Reading and Lang Arts to Students with Disabilities (3:2:0:0)**

Prerequisites: SPED 310 and ED 424 and ED 345

Concurrent Requisite: ED 441

Prospective special education teachers will explore methods, strategies, and accommodations for teaching reading and language arts within the context of special education. Cognitive, social, and learning characteristics of students with reading difficulties will be defined. Students will have the opportunity to administer informal and formal reading assessments, interpret assessment data, and plan curriculum based on assessment outcomes. This course will be offered in a hybrid format.  
 (Fall, Winter, Spring)

**SPED 392 Teaching Math to Students with Disabilities (3:2:0:0)**

Prerequisites: SPED 310 and ED 424

Concurrent Requisite: ED 442

Prospective special education teachers will explore methods, strategies, and accommodations for teaching math within the context of special education. Cognitive, social, and learning characteristics of students with math difficulties will be identified. Students will have the opportunity to administer informal and formal math assessments, interpret assessment data, and plan curriculum based on assessment outcomes. This course will be offered in a hybrid format.  
 (Fall, Winter, Spring)

**SPED 393 Social Behavior Strategies for Students with Disabilities (3:2:0:0)**

Prerequisites: SPED 310 and ED 424

Prospective special education teachers will explore methods, strategies, and accommodations for teaching students with emotional and behavioral disorders. Cognitive, social and learning characteristics of students with emotional and behavioral disorders will be identified. Students will have the opportunity to administer informal and formal social and behavioral assessments, interpret assessment data, and plan curriculum based on assessment outcomes. Positive Behavioral Interventions and Supports as well as Behavioral Intervention Plans will also be developed using assessment outcomes. This course will be offered in a hybrid format.  
 (Fall, Winter, Spring)

**SPED 400 Practicum- Elementary Education (4:2:6:0)**

Prerequisites: SPED 391 and SPED 392 and SPED 393

Corequisite: SPED 391

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in an elementary school setting grades K-8. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes.  
 (Fall, Winter)

**SPED 422 Emotional and Behavioral Disorders (2:2:0:0)**

Prerequisites: SPED 310 or SPED 360

Introduction to behavior management: an elective course providing students with an in-depth look at emotional and behavioral disorders, their impact on development and learning, and appropriate home, classroom, and community interventions.  
 (Fall, Winter, Spring)

**SPED 423 Autism Spectrum Disorders (2:2:0:0)**

Prerequisites: SPED 310 or SPED 360

Designed as an elective course for students desiring a more in-depth knowledge and understanding of autism spectrum disorders. Topics include the history, diagnostic criteria, current research and theories, family impact, and researched-based strategies/interventions for working with individuals with autism.  
 (Fall, Winter, Spring)

**SPED 441 Students with Severe Disabilities (3:3:0:0)**

Prerequisites: SPED 380 and SPED 381 and ED 424

Course Requirement:

Prospective special education teachers will be introduced to the medical, cognitive, motor and communication needs of students with severe disabilities. The requirements and procedures for alternative assessment will be taught and implemented. Emphasis will be placed on designing curriculum including technology for students with severe disabilities. Legal and ethical considerations for providing educational services for students with severe disabilities will be explored.  
 (Fall, Winter, Spring)

**SPED 460 Practicum- Secondary Education (4:2:6:0)**

Prerequisites: SPED 391 and SPED 392 and SPED 393

Corequisite: SPED 391

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in a secondary school setting grades 6-12. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise, and successes.  
 (Fall, Winter)

**SPED 492 Student Teaching- Special Education (10:0:30:0)**

Grading Method: Pass/Fail

Prerequisites: SPED 400 and SPED 460

Course Requirements: Instructor Approval Required

Student teaching is the culminating experience and capstone of the academic and professional training of a pre-service teacher. This practical experience lasts a minimum of thirteen weeks and is completed in a public school classroom. A weekly seminar will serve as the forum in which student teachers can address challenges and concerns while sharing experiences, expertise, and successes. The seminar is accompanied by preparatory experiences, including reading and writing assignments, reflection, and collaboration with others. Students are required to build a portfolio that they present and defend before a panel of faculty near the end of student teaching. Students who apply are recommended by faculty, and are selected and given the opportunity to be placed in partner schools and internships.  
 (Fall, Winter)