

EDUCATION

Website: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/index.html> (<https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/>)

Faculty

Professor Cherry Steffen, PhD, Chair
 Professor Michael Rettig, PhD
 Professor Carolyn Carlson, PhD
 Associate Professor Lisa Douglass, PhD
 Assistant Professor Heather Hayes, EdD
 Assistant Professor Grace Leu, PhD
 Craig Carter, MEd Licensure Officer and Director for Field Experiences
 Lecturer Tracie Lutz, MEd
 Lecturer Kirsten Cigler Nelson, MEd
 Lecturer Gary Graves, MEd

Mission

Consistent with the mission of the University and the School of Applied Studies, the Department of Education is committed to preparing educators to work in rural, suburban, and urban settings, and to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings. It is our goal to ensure that all preservice and inservice educators are provided with numerous clinical and field-based experiences, are knowledgeable of curricula and pedagogy, receive accurate advising, and are provided with the educational supports necessary to be successful and reflective practitioners.

Description of Discipline

Education as a discipline is concerned with the professional and pedagogical knowledge required of effective and reflective teachers. In the process of acquiring professional knowledge, candidates become aware of the psychological, historical, philosophical, and social foundations upon which the discipline rests. From a pedagogical perspective, candidates become proficient in the skills and knowledge that allow them to organize learning environments, and plan and implement instruction that ensure all children and youth have opportunities to learn.

Student Learning Outcomes

Washburn University professional education candidates, upon graduation, are expected to:

- Demonstrate content knowledge and pedagogical skills.
- Demonstrate the ability to plan and implement instruction including the use of technology.
- Demonstrate that they are accepting of diversity among people and make decisions and adaptations that reflect a commitment to educational equity among students, including those with exceptionalities and reflect positive professional dispositions.
- Demonstrate that they can use assessment information for planning and decision making.
- Demonstrate that they have had a positive impact on P-12 student learning.

Requirements of Majors

Students must meet degree and licensure requirements in place at the time they obtain formal admission to the teacher education program. Students seeking a teaching license will complete courses in three areas: general education courses, professional education courses, and content area courses appropriate for a specific professional license.

Transfer Students

Students transferring from a two or four year institution should meet with a teacher education advisor in the content area department of their interest, and/or the Department Chairperson and/or Licensure Officer in the Department of Education for an evaluation of transcripts and development of a plan for program completion. Transfer students will be expected to complete requirements for a Washburn baccalaureate degree.

Endorsements

Teachers who are licensed to teach in Kansas may pursue an additional teaching endorsement at Washburn. Interested teachers should contact the Licensure Officer in the Department of Education for a review of licensure requirements and the development of a plan for program completion.

Declaring/Changing Major

Students seeking a baccalaureate degree are required to file a declaration of major by the time they have completed 60 hours. Students pursuing a licensure only program should file a declaration during their first semester. All elementary students must visit with the Department of Education Licensure Officer to declare or change their major or emphasis.

All secondary and P-12 students must contact the appropriate content area department to declare/change their majors.

A student is free to change majors or emphasis at any time. Students may view the Suggested Program of Study for all licensure programs on the Department of Education website: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/index.html> (<https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/>).

Department of Education Scholarships

Students who have declared an education major in any content area or been admitted to the Professional Teacher Education Program are eligible to apply for department scholarships. Scholarship application forms are available on the Department of Education website. Departmental scholarship applications are due February 1st for the following school year. See the Department website for a complete list of scholarships: <https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/index.html> (<https://www.washburn.edu/academics/college-schools/applied-studies/departments/education/>).

Department Awards

Each semester the Department of Education faculty recognizes student achievements through the following awards:

- Julia Etta Parks Outstanding Elementary Student Teaching Award
- Outstanding Early Childhood Education Student Award
- Outstanding Secondary Student Teacher Award

- Donovan W. Cook Outstanding PreK-12 Education Student Teaching Award

Recipients of these awards have their names engraved on permanent plaques in the Department of Education Office and receive individual plaques in recognition of their outstanding teaching performance. Each semester student teachers who have completed the Professional Teacher Education Program with a 3.5 GPA are recognized with the Reflective Educator Award at the Student Teacher Celebration.

Admission to Teacher Education

All students pursuing a Professional Teacher Education Program and a Kansas teaching license must be formally admitted to the Professional Teacher Education Program. See the Department of Education or the teacher education advisor in the content area of interest for an application. Applications are reviewed three times a year. Deadlines for submission of **all** application materials are February 1, June 1, or October 1. Upon review of application materials, the Undergraduate Admissions Committee will either recommend or deny admission to a Professional Teacher Education Program. Students may be admitted with a pending status until all admission requirements are met. Applicants will be notified in writing regarding their admissions status. Candidates not admitted must resubmit an application for subsequent admission reviews.

Admission to Student Teaching

Applications will be accepted only from students who have been formally admitted to the Professional Teacher Education Program. To be eligible for student teaching, students must:

1. Have filed a Student Teaching Application a year prior to the student teaching semester
2. Have completed all professional education requirements with a grade of C or better
3. Have an overall professional education grade point average of 2.75 or better
4. Have a specialty grade point average of 2.75 or better
5. Overall grade point average of 2.5
6. Submitted a degree audit
7. Must be approved by the Department of Education.

Requirements

Degree Seeking Students

- Completion of 24 credit hours of university coursework including ED 155 Teaching, Learning, Leadership and ED 285 Educational Psychology with earned grade of A, B, or C.
- 2.75 overall grade point average OR 3.25 or better grade point average in the last 24 credit hours
- A or B in EN 101 Introductory College Writing
- A or B in MA required for one's major
- No ACT or CORE test required

OR

- Completion of 24 hours of university coursework at the time of application including:
 - ED 155 Teaching, Learning, Leadership
 - ED 285 Educational Psychology
- Successful passage of one of the following tests:

- the CORE Academic Skills Test (writing/162, reading/156, math/150) **OR**
- an overall score of 22 or better on the ACT **OR**
- an overall score of 1665 or better on the SAT
- An overall grade point average of 2.75 or better for all completed courses
- Submission of an Education Department Professional Reference form.

Licensure Only Students

- Completion of ED 155 Teaching, Learning, Leadership , and ED 285 Educational Psychology with a grade of C or better.
- Overall grade point average of 2.75 or higher. A C or better in all content specialty courses completed by students seeking admission to all programs.
- Submission of an Education Department Professional Reference form.

Programs

- Content-Specific Licensure Program (<https://catalog.washburn.edu/undergraduate/school-applied-studies/education/content-specific-licensure-programs/>)
- Middle Grades Math, BEd (<https://catalog.washburn.edu/undergraduate/school-applied-studies/education/middle-grades-math-bed/>)
- Middle Grades STEM, BEd (<https://catalog.washburn.edu/undergraduate/school-applied-studies/education/middle-grades-stem-bed/>)
- Elementary Education, BEd (<https://catalog.washburn.edu/undergraduate/school-applied-studies/education/elementary-education-bed/>)
 - with a concentration in one of the following:
 - Middle School English/Language Arts (Grades 5-8)
 - Middle School History (Grades 5-8)
 - Middle School Mathematics (Grades 5-8)
 - Special Education High Incidence (Grades PreK-6)
 - English for Speakers of Other Languages (ESOL) (Grades PreK-12)

Please see the Graduate (<https://catalog.washburn.edu/graduate/school-applied-studies/>) catalog for additional information regarding the department's graduate program:

- Master of Education (MEd) (<https://catalog.washburn.edu/graduate/school-applied-studies/education-graduate-programs/master-education-med/>)

Course Offerings

Education

ED 155 Teaching, Learning, Leadership (3)

This course is designed to acquaint students with the education profession and to help them develop a realistic understanding of teaching, learning, and leadership. Students will examine motives for teaching, explore the qualities of effective teachers and leadership, and discuss the various diversities teachers encounter as well as the implications for teachers and learning. Students will begin to identify strategies and options for successful classroom practice. Ethical, legal, and controversial issues affecting education today will be addressed along with how to become a teacher leader in the profession. Prerequisite: None.

ED 165 Ed. 1, Examining Teaching as a Profession: Diversity 1, Literacy 1, Technology 1 (3)

First in a series of four courses that comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. Topics in the first phase are centered around diversity, literacy, and technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters.

ED 217 Introduction to STEM and STEM Education (3)

This course, introduces the history and current state of STEM (Science, Technology, Engineering and Mathematics) and STEM education while giving students the opportunity to explore the various components of STEM and STEM careers. A strong emphasis is placed upon critical STEM areas (specifically underrepresented populations in STEM and how STEM impacts people and the environment) and STEM in the Community. Students will explore various STEM careers. Prerequisite: None.

ED 275 Ed. 2 Exploring Teaching as a Profession (Classroom Management 1, Diversity 2, Technology 2) Ed. 2 (3)

Second in a series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. Topics in this phase are centered around further building on diversity and technology, and introducing classroom management. The foundational courses are sequential in nature and build upon the previous course. Corequisite: ED 165

ED 285 Educational Psychology (3)

The purpose of this course is for students to develop a working knowledge of theories, concepts and models derived from the discipline of psychology as they apply to teaching, learning, and other aspects of educational practice. In addition to theories of learning, motivation, intelligence, students study child and adolescent development. Students also address social, cultural, and family influences on human behavior and human development as well as the experiences of diverse student populations in school settings. ED 285 must be taken prior to admission to the Professional Teacher Education Program. Prerequisite: None.

ED 290 The Whole Child (3)

The Whole Child is an educational child psychology-oriented course which looks at the whole child from birth to age 12. The course explores the developmental levels of the elementary child along with the academic, physical, and social-emotional areas of the child in relation to educating the whole child.

ED 295 Ed. 3 Experiencing Teaching as a Profession (Classroom Management 2, Diversity 3, Literacy 2) (3)

Third in series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. Topics in the third phase are centered on reinforcing and enhancing previously covered topics in classroom management, diversity, and literacy. The foundational courses are sequential in nature and build upon the previous course. Prerequisite: ED 275. Corequisite: ED 395.

ED 301 Classroom Management, Safety, Planning, Pedagogy (3)

This course is a stand-alone course for individuals who need some background in classroom management, safety and planning. The course will provide or strengthen a solid foundation for individuals who are currently or soon to be professional teachers/instructors. Specifically the course will address the needs of individuals who require some additional support in these areas or are teaching under provisional licenses and have not yet completed a licensure program.

ED 302 Teaching Exceptional Learners (3)

A survey of the characteristics and educational needs of all types of exceptional learners, with particular emphasis given to those students included into the regular classroom. Instructional strategies and appropriate resources for various exceptionalities are explored in detail. Prerequisite: Admission to teacher education.

ED 310 Teaching Math in Elementary School (3)

One course in the unified block in the teaching of mathematics and science. Investigates general content and teaching strategies for each strand of the elementary mathematics program. Problem solving and mental computation will be integrated and the development and use of manipulatives will be stressed. Current curriculum trends and the role of will be explored. Prerequisites: Admission to teacher education and a grade of "C" or better in both MA 112 or MA 116 and MA 228; Concurrent enrollment in ED 315 and ED 317.

ED 314 Chemistry Methods for STEM Edu (3)

This course is designed for pre-service education students and covers a range of chemistry topics related to curriculum and instruction at the middle or secondary grades level. It includes planning instruction, instructional methods and strategies, managing the classroom, assessing student performance, and working with others in the school environment, especially pertaining to the teaching of chemistry. Students are also required to participate in a 6 week observation/practicum and experience actually teaching several lessons in the student's major area. Corequisite: CH 317

ED 315 Teaching Science in Elementary School (3)

One course in the unified block in the teaching of mathematics and science. Methods and materials for teaching knowledge, processes, and applications in physical, earth and life sciences will be developed. Emphasis will be placed on activity-oriented programs. Prerequisites: Admission to teacher education, PS 126, BI 100, and BI 101; Concurrent enrollment in ED 310 and ED 317.

ED 317 Math/Science Practicum (2)

A supervised field experience in the teaching of mathematics and science in the elementary grades. Prerequisites: Concurrent enrollment in ED 310 and ED 315, and admission to teacher education.

ED 318 Earth/Space Science for STEM E (3)

This course is designed for pre-service education students and covers a range of Earth and space science topics related to curriculum and instruction at the middle and secondary level. It is designed to be taught in conjunction with Earth/Space Science for STEM Educators (PS 318). It includes planning instruction, instructional methods and strategies, managing the classroom, assessing student performance, and working with others in the school environment, especially pertaining to the teaching of chemistry. Students are also required to participate in a 6 week observation/practicum and experience actually teaching several lessons in an Earth/Space science classroom. CO-REQUISITE: Earth/Space Science for STEM Educators (PS 318)

ED 319 STEM Practicum I (1)

Catalog Description: Supervised field experience in the teaching of STEM in the middle grades. ED 319 will be taught in conjunction with BI 319 (or an approved substitute). The course will focus on the Biology course content as it relates to teaching the content at the middle grades level. Prerequisite: Admission to Professional Teacher Education Program. Concurrent enrollment in BI 319

ED 320 Science of Reading I (2)

The theory and practice of teaching reading including word attack, comprehension, and study skills. Special emphasis is given to the use of basal and other instructional materials in regular and special reading classes. Prerequisite: Admission to teacher education, ED 310 and ED 315. Corequisites: ED 325, ED 327, ED 330, ED 354

ED 321 STEM Practicum II (1)

Supervised field experience in the teaching of STEM in the middle grades. ED 321 will be taught in conjunction with EG 320 (or an approved substitute) and will focus on the course content as it relates to teaching the content at the middle grades level. Prerequisite: Admission to Professional Teacher Education Program. Concurrent enrollment in EG 320 or approved PY or EG course.

ED 322 Social Studies Content for Elementary Educators (3)

Social Studies Content for Elementary Teachers provides a broad foundation of social studies topics covered in the elementary school classroom. The focus of the course will emphasize the big four disciplines addressed in social studies—History (including American History and World History), Government and Civics, Geography and Economics.

ED 325 Teaching Language Arts & Children's Literature (2)

The theory and practice of teaching oral and written communication skills. Special emphasis is given to the interrelationship between literature for young people and the language arts skills of listening, speaking, reading and writing. Prerequisite: Admission to teacher education; Concurrent enrollment in ED 320 and ED 327.

ED 327 Science of Reading II (3)

A supervised field experience in the teaching of literacy skills in the K-6 classroom. Prerequisite: Admission to teacher education; Concurrent enrollment in ED 320 and ED 325.

ED 330 Teaching Social Studies through Integrating Curriculum (3)

This course includes content, methods, and learning theory for effective social studies instruction. Methods for integrating social studies instruction with other content areas, including the arts will be addressed. Special attention is given to methods which promote critical thinking abilities necessary for participation in a diverse democratic society. Prerequisite: Admission to teacher education, ED 310 and ED 315. Corequisite: ED 320 and ED 337.

ED 335 Creative Experiences in Early Childhood Through Middle School (3)

Explores various elements of aesthetics, including art, music, drama, dance, and movement and the relationship of such activities to the teaching-learning environment. Emphasis will emphasize use of creative activities to enrich other content areas. Prerequisite: Admission to the Professional Teacher Education Program. Corequisites: ED 310 and ED 315.

ED 337 Social Studies Practicum (1)

One course in a unified block in the teaching of social studies and aesthetics. This course requires students to develop and teach social studies lessons in the elementary school classroom. Prerequisite: Admission to teacher education. Corequisites: ED 330 and ED 320.

ED 340 Teaching in Adolescent Middle Level Environment (2)

Understanding the unique nature of middle level education will be the focus of this course. Based upon readings, field experience, and class discussion, students will study the nature of adolescent development, curriculum and instruction, programs and collaborative interactions that support an effective middle school program. Prerequisite: Admission to teacher education; Concurrent enrollment in one of the following practicum sections, ED 346, ED 348 or ED 349.

ED 346 Middle Level History Practicum (1)

A supervised field experience in the teaching of history in the middle level classroom. Prerequisite: Admission to teacher education; Concurrent enrollment in ED 340.

ED 348 Middle Level English/Language Arts Practicum (1)

A supervised field experience in the teaching of English/Language Arts in the middle level classroom. Prerequisite: Admission to teacher education; Concurrent enrollment in ED 340.

ED 349 Middle Level Mathematics Practicum (1)

A supervised field experience in the teaching of mathematics in the middle level classroom. Prerequisite: Admission to teacher education; Concurrent enrollment in ED 340.

ED 350 General Secondary Methods (3)

Extensive laboratory and simulated classroom experiences with field-based observation. All secondary majors are required to have at least one methods course, and this course fills the basic requirement when a "special area" methods course is unavailable. All students who enroll in this methods course participate in a field-based teaching experience at various secondary schools. Prerequisite: Admission to teacher education.

ED 353 Assessment & Evaluation in Early Childhood Education (3)

Students in this course will learn how to assess and evaluate young children's development and learning. Typical assessment procedures appropriate for children from birth through third grade will be studied. Techniques will be developed to record children's behavior individually and in group settings. Prerequisite: Admission to teacher education.

ED 354 Curriculum and Assessment (3)

The curriculum and assessment course provides students with an opportunity to examine how to design implement and assess curriculum to address the needs of all learners. Prerequisites: Admission to Teacher Education and ED 275.

ED 362 Methods of Teaching English in Secondary School (3)

The study of and practice in the methods of teaching literature, language, and writing, in the secondary schools. Major concerns include teaching theory; the relationship between oral and written language; language development; language used in various social, regional, and cultural settings; curriculum development and evaluation; and the assessment of students' progress in reading and writing. Students participate in a field-based experience at various secondary schools. Prerequisites: Admission to teacher education and permission of the instructor.

ED 363 Methods of Teaching Math in Secondary School (3)

Principles and methods of teaching the process and content of secondary school mathematics. Includes emphasis and training in general mathematics, algebra, geometry, as well as advanced mathematics. All students who enroll in this course participate in field based teaching experiences at various secondary schools. Prerequisites: Admission to teacher education and permission of the instructor.

ED 366 Methods of Teaching Social Studies in Secondary School (3)

Principles and methods of teaching the process and content of the social studies. Includes emphasis and training in locating information, developing instructional units, and using instructional aids. All students enrolled in this course participate in field-based teaching experiences at various secondary schools. Prerequisites: Admission to teacher education and permission of instructor.

ED 368 Methods of Teaching Foreign Language (3)

Principles and methods of teaching foreign languages. Extensive laboratory and simulated classroom experiences with field experiences with field based observation. Discussion of problem situations observed in the classroom. Emphasis given to proficiency oriented teaching of various target languages, developing instructional units, use of multimedia resources, and principles of foreign language testing. Prerequisites: Admission to teacher education and permission of instructor.

ED 369 Student Teaching in Preschool Education (3)

A supervised field experience in a pre-school setting and a seminar exploring child development issues. This course includes planning, teaching, and assessing developmentally appropriate activities for preschoolers in field placements. Prerequisite: ED 160, ED 343, ED 345, and admission to the Professional Teacher Education Program. Concurrent enrollment in ED 367.

ED 395 Ed. 4 Extending Teaching as a Profession (Classroom Management 3, Literacy 3, Technology 3) (3)

ED 395 Ed 4. Extending Teaching as a Profession (3) Fourth in series of four courses comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. Topics in the fourth phase are centered on reinforcing and enhancing previously covered topics in classroom management, literacy and technology. The foundational courses are sequential in nature and build upon the previous course. Prerequisite: ED 275. Corequisite: ED 295.

ED 410 Secondary Student Teaching (6-12)

Directed and supervised teaching of content in 6-12 classrooms. Students are assigned to Topeka and neighboring schools for a period of twelve weeks. Not available for graduate credit. May be taken on a Pass/fail basis only. Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.

ED 415 5th-8th Grade Student Teaching (4-12)

Directed and supervised teaching of content in 5-8 classrooms. Students are assigned to Topeka and neighboring schools for a period of six to twelve weeks. Not available for graduate credit. May be taken on a pass/fail basis only. Prerequisites: Completion of appropriate professional education courses, middle school teaching content courses, and admission to student teaching.

ED 420 K - 6 Student Teaching (8-12)

Directed and supervised student teaching for a minimum 8 weeks in a K-6 classroom. Not available for graduate credit. May be taken on a pass/fail basis only. Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.

ED 430 Student Teaching Birth to Grade 3 (4)

Directed and supervised student teaching in a kindergarten through grade three educational setting. Not available for graduate credit. May be taken on a pass/fail basis only. Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.

ED 440 Student Teaching Grades P-12 (4-12)

Directed and supervised student teaching in grades Pre-Kindergarten through grade 12 educational setting. Not available for graduate credit. May be taken on a pass/fail basis only. Prerequisites: Completion of appropriate professional education courses, and teaching specialization courses, and admission to student teaching.

ED 450 Methods & Cross-Cultural Communication (3)

Emphasis on practical methods of teaching English as a Second Language and strategies for working with speakers of other languages. Includes a review of resource materials, lesson planning, and in-class teaching practice as well as an analysis of problems posed by conflicting cultural and language habits. Prerequisites: Admission to Teacher Education.

ED 461 ESOL Assessment Administration Teacher Education (2)

This course focuses on language assessment theory and practice in ESOL settings. The content of the course will include purposes for assessment, types of assessment including alternative assessment and construction of assessment instruments. Central issues in the assessment of language will be presented and analyzed. Prerequisite: Admission to the program.

ED 463 ESOL Teaching and Learning (3)

This course is designed to provide students with a critical understanding of instructional delivery which caters for the linguistic and literacy needs of minority/heritage communities. The focus of this course is located within postmodernist principles of cultural capital, discursive practices and difference. Students will be required to engage with the political debates and resultant educational ramifications concerning bilingual education, dual language programs, ESOL education, as well as other issues such as power and inequalities in language education. This sociocultural-critical theoretical framework will provide students with the basis to then negotiate issues of second language learning, critical pedagogy, language varieties, multicultural communities as well as critical literacy and reading development. Prerequisite: Admission to the program.

ED 464 ESOL Practicum-Assessment & Administration Teacher Education (3, 4)

A supervised clinical experience with three ESOL learners of different levels (one elementary level learner, one middle level learner, and one secondary level learner). Students administer tests, analyze data, determine the learners' strengths and weaknesses, develop instructional plans for each learner, select and implement appropriate strategies and materials, and assess progress towards instructional goals using skills developed as critical and reflective professionals. Appropriate conduct is maintained with parents and classroom teachers with oral or written reports as deemed appropriate. Prerequisites: ED 450, ED 463, ED 461, and ED 462.

ED 466 Linguistics for ESOL Teachers (3)

This course provides an introduction to language as a system, with a particular focus on teaching English as a second language to students in public schools, in grades P-12. Among the topics addressed are: first and second language acquisition processes; English phonology, morphology, syntax, and discourse; implications for teaching English language learners the four language skills – listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies). Prerequisites: Admission to Teacher Education.

ED 474 Special Topics in Education (0-3)

Courses in special topics that will vary from semester to semester and will be announced in advance. ED 474 may be taken for more than one semester. Prerequisite: Permission of the Department Chairperson.

ED 497 Independent Study in Education (1-3)

Intensive guided study in a special topic in education. Independent Study in Education is available only to candidates for teaching licenses. Prerequisites: Admission to an approved program of study and written approval of the Chairperson of the Department of Education.

Special Education**SE 420 Planning for Children and Youth with Mid-Moderate Disabilities (3)**

Introduction to programming, planning and scheduling procedures to structure the learning environment for pre-school and elementary students with learning and behavioral problems. Emphasis placed on establishment of procedures for laws and regulations, regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. Prerequisite: Admission to the Professional Teacher Education Program and ED 302.

SE 422 Educational Planning for Youth with Disabilities (3)

Introduction to programming, planning and scheduling procedures to structure the learning environment for middle and secondary school students with learning and behavioral problems. Emphasis placed on establishment of procedures for regular class integration, student and teacher time management, class scheduling, grading practices, and student/program evaluation. Prerequisite: Admission to the Professional Teacher Education Program and ED 302.

SE 430 Methods & Materials for Teaching Youth with Disabilities (Pre K-Grade 5) (3)

Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular education classroom. IEP development. Prerequisites: Admission to teacher education and ED 302.

SE 432 Methods & Materials for Teaching Youth with Disabilities (Grade 6-12) (3)

Emphasis on selection and implementation of instructional methods including affective and learning behaviors, selection and adaptation of materials to support student learning, behavior, and social adjustment in regular education classroom. Prerequisite: Admission to the Professional Teacher Education Program and ED 302.

SE 440 Individual & Group Management - Children & Youth with Disabilities (3)

Principles and applications of individual and group management techniques for children and youth with mild/moderate disabilities. Topics addressed include various theoretical approaches, practical techniques, and assessment procedures. Prerequisites: Admission to teacher education and ED 302.

SE 456 Special Education Practicum (4)

Directed and supervised intensive teaching experiences with children with mild/moderate disabilities in educational settings which include elementary age children. Prerequisite: Admission to the Professional Teacher Education Program, ED 302, and Admission to Student Teaching.

SE 460 Exceptions-Early Childhood (3)

Focuses on children with disabilities ages birth through grade three. Emphasis is placed on understanding assessment, uses of technology, working with families, development of IEP's/IFSP, legal and historical foundations, program models, and collaboration with school personnel. Prerequisite: ED 302.