

# Teacher Education Course Descriptions

(Course numbers listed in parentheses after McPherson College numbers are ACCK course numbers.)

## **CI 101 (SPED 320) Beginning American Sign Language**

*2 hours*

The purpose of this course is to learn the basics of sign language. It will provide the student with an opportunity to express and receive signed communication. (Fall and Spring)

## **CI 105 Social Studies Review for Teachers**

*1 hour*

This course is designed as a review for the C-BASE exam. Candidates who have failed the social studies portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

## **CI106 Mathematics Review for Teachers**

*1 hour*

This course is designed as a review for the C-BASE exam. Candidates who have failed the mathematics portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

## **G-CI 150 Introduction to Education**

*3 hours*

This course provides an overview of the historical role of schools in our society, the current governance and finance structures, and the challenges schools face in this new century. It also addresses planning for a career in professional education, and becoming a successful teacher.(Fall and Spring)

## **CI 202 (SPED 322) Intermediate American Sign Language**

*2 hours*

The purpose of this course is to increase conversational sign language and to introduce interpreting skills. It will provide the student with an opportunity to increase his/her ability to express and receive signed communication, expand his/ her vocabulary, and improve his/her fluency in signing.(Spring)

## **CI 220 Principles and Strategies of Teaching**

*3 hours*

A general methods class required of all education students. This course must be taken before or concurrent with other EE or CI courses. If taking concurrent, must have permission from the instructor. The class provides an introduction to teaching, including defining the teaching act, developing classroom communities, classroom management, assessment and evaluation, models of teaching, integration of technology, and professional responsibilities.(Fall and Spring) A minimum grade of C in CI 220 is required as a prerequisite for ALL 300 & 400 level CI, EE or SE courses except G-CI 333.

## **CI 232 Educational Technology**

*2 hours*

Educational Technology is designed to ensure that teacher education candidates understand the function of technology in schools and society, exhibit skills using instructional tools and technology to gather, analyze, and present information, improve instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (Fall and Spring)

## **G-CI 251 Introduction to Education Practicum**

*1 hour*

This practicum is conducted in the Wichita Public Schools or another urban district. It must be completed before enrolling for EE375 or CI 351. Students are required to spend 30 contact hours in a classroom. This class is offered every semester; however, a block of time must be established to ensure a worthwhile and quality experience. Students will maintain a reflective journal with emphasis on recording observations of teaching and learning, management techniques, the diversity of the student population, and the use of technology. (Prerequisite: G-CI 150 and consent of the Director of Field Experiences)

## **CI 315 Reading in the Content Field**

*2 hours*

This course provides students seeking licensure at the PK-12 and 6-12 level the strategies necessary for reading to learn. The strategies learned are appropriate for all content areas and all learners. Future educators will learn how to plan instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. Prerequisite: CI 220. (Fall)

**G-CI 333 Intercultural Education Seminar**

*2 hours*

A study of our diverse society and how it pertains to education and the educational setting. Students electing to participate in the related field study that adequately depicts intercultural relations in an educational setting must also enroll in CI 495 Field Experience in Education. (Fall and Spring)

**CI 351 Secondary Education Practicum & Seminar**

*1-4 hours*

A field experience and seminar for those seeking licensure at the secondary or PK-12 level. This course is offered for variable hour credit depending on the student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the chair of the Department of Curriculum & Instruction for appropriate registration. This practicum must occur between CI 251 and CI 475. It is recommended that students seeking license at the 6-12 level take this class in conjunction with the appropriate content methods class. Prerequisites: CI 220. Completed application and interview to Teacher Education Program required. (Fall/ Spring)

**CI 401/AR 401 Methods for Teaching Art in the Secondary School**

*2 hours*

This is a comprehensive study of secondary art curricula and instructional methods relevant to today's art educator in the public schools. Discussions will address a multitude of current trends, issues, and "hot" topics on the national scene, including the National Art Standards as part of the Goals 2000 program and Quality Performance Accreditation (QPA) in Kansas public schools. Considerable time and effort will be spent on writing and developing art curricula around the four content areas of art production, art history, art criticism, and aesthetics. Preparing and delivering a micro-teaching experience at McPherson High School is also a component of this course. Prerequisite: CI 220. (Spring)

**CI 404 (ED 450) Methods for Teaching Modern Language**

*3 hours*

This course is designed to prepare the prospective second language teacher for successful teaching at the PK-12 level. It provides theories of second language acquisition and second language teaching methods. Includes planning strategies, measurement/evaluations, test item construction, effective discipline, inclusionary practices, and technology media. Students become familiar with professional organizations and their publication/resources. In microteaching, including group and self-evaluation, students demonstrate current second language methodology. Prerequisite: CI 220. (As needed)

**CI 406 (ED 406) Methods for Teaching Natural Science in the Secondary School**

*3 hours*

This six-week course is designed to provide the prospective teacher with knowledge and skill for teaching the natural sciences at the secondary level (grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Microteaching, classroom observation and group and self-evaluation are included. Prerequisite: CI 220. (Spring)

**CI 407 (ED 467) Methods for Teaching Mathematics in the Secondary School**

*3 hours*

This course is designed to provide the prospective secondary level (grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selecting materials, techniques of assessment, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: CI 220. (Spring)

**CI 408 (ED 440) Methods for Teaching Social and Behavioral Science in the Secondary School**

*3 hours*

This course is designed to prepare students for successful teaching at the secondary level (grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations and the inclusive classroom. Prerequisite: CI 220. (Spring)

**CI 410/PE 410 Methods for Teaching Physical Education in the Secondary Schools**

*2 hours*

A study of various teaching techniques and analysis of fundamental skills of physical education activities in the secondary school setting. The course offers an opportunity to explore various teaching techniques in individual, dual, and team activities in the field of physical education for the secondary schools. Prerequisites: PE 110, PE 160, PE 161, G-CI 150, G-CI 251, CI 220. (Interterm, odd years)

**CI 416 (ED 416) Methods for Teaching Speech and Theatre in the Secondary School**

*3 hours*

This course requires students to apply speech and drama content to the techniques needed for effective secondary level (grades 6-12) classroom

teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: CI 220. (Spring)

#### **CI 417 (ED 415) Methods for Teaching English and Language Arts in the Secondary School**

*3 hours*

This course is designed to assist student teachers in becoming confident, effective professional educators in secondary level English (grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: CI 220. (Spring)

#### **CI 426/PE 426 Methods for Teaching Health in the Elementary & Secondary School**

*2 hours*

This course is designed to acquaint the student with a variety of methods and modalities for teaching school health. The health problems of the individual school child and her/his environment will also be studied. Students will be videotaped when teaching a lesson. Prerequisites: G-PE 150 or G-PE 170, G-CI 150, G-CI 251, and CI 220. (Interterm)

#### **CI 428 Methods for Teaching English as a Second Language in the Elementary & Secondary School**

*3 hours*

This course is designed to prepare students to teach English to non-native speakers at either the K-6 level or the 6-12 level. Students will be exposed to teaching techniques, lesson and unit planning, and language assessment. Cultural issues will also be explored. Prerequisite: CI 220. (Fall of even years)

#### **CI 451 Methods for Teaching General Music in the Elementary School**

*3 hours*

For music education majors. The methods and materials for music teaching at elementary level. (Fall)

#### **CI 453 Methods for Teaching Vocal Music in the Secondary School**

*3 hours*

For music education majors. The methods and materials for music teaching at secondary level. (Spring)

#### **CI 454 Methods for Teaching Instrumental Music in the Secondary School**

*3 hours*

For music education majors. The methods and materials for music teaching at secondary level. (Interterm)

#### **CI 455 The Teaching-Learning Process**

*3 hours (Language Intensive)*

A comprehensive course that deals primarily with the learner, the learning process, and the learning situation. Examines the role of the teacher in relationship to each of these. This class should be taken the semester before student teaching. Prerequisite: CI 220. (Fall and Spring)

#### **CI 475 Student Teaching in the Secondary School**

*6 or 12 hours*

Student Teaching in the Secondary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

#### **CI 476 Professional Seminar in Education**

*2 hours*

This is a capstone seminar for teaching candidates allowing an interactive opportunity to reflect upon and share their insight, expertise, and commitment to professional education. Must be taken in conjunction with CI 475 and/or EE 465. (Fall/Spring)

#### **CI 495/295 Field Experiences in Education**

*1-4 hours*

An elective laboratory oriented field experience that the student elects to take, or is assigned to, in an educational setting that is designed to enrich

their understanding of the profession of education. This experience may or may not be tied to requirements in another course within the department or college. Involvement may be in an educational related role or with an approved experience anywhere in the world. Arrangements must be made in advance. (Fall/Interterm/Spring)

### **G-EE 210 Children's Literature**

*3 hours (Language Intensive)*

In this course students use the language arts of reading, writing, listening, and speaking to explore the historical development of children's literature in English from its origins through the contemporary period, with an emphasis on contemporary works. While exploring how children's literature artfully structures people's experiences, values, and cultures, students will learn the elements of children's literature, different genres, and current issues pertaining to children's literature. Students will also develop presentation skills for sharing literature with children. For elementary education majors, the knowledge and appreciation of children's literature developed in the course will serve as foundational knowledge for the Reading/Language Arts methods courses. Prerequisite: Sophomore status or consent of instructor. (Spring)

### **EE 230 Mathematics Content for Elementary Teachers**

*3 hours*

This course will prepare prospective elementary school teachers to understand and apply the basic principles underlying mathematics. It will acquaint them with the topics in mathematics needed for successful mathematics instruction in K-6 classrooms. Topics covered include set theory, computational algorithms, the real and rational numbers, algebraic reasoning, 2D and 3D geometry, statistics and probability, and basic ideas of number theory. This course serves as a prerequisite for EE307. Prerequisite: College-level math course or instructor consent. (Fall)

### **EE 301/AR 358 Methods for Teaching Art in the Elementary School**

*2 hours*

This course is a comprehensive study of elementary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: current techniques and materials, issues in art, basic design concepts, the developmental states of children in an art program, and curriculum implementation. (Fall)

### **EE 303 Reading and Language Arts I**

*4 hours (Language Intensive)*

This course delivers the knowledge base for understanding and using concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on literacy assessment and evaluation and methods for teaching K-3 grade levels. (Fall)

### **EE 304 Methods for Teaching Music in the Elementary School**

*2 hours*

This course is for elementary education majors. The emphasis is placed on methods for teaching elementary school children and the integration of music into the elementary school curriculum. Prerequisite: CI 220.(Fall)

### **EE 305/PE 305 Methods for Teaching Physical Education in the Elementary School**

*2 hours*

This course is designed to introduce prospective elementary school physical education and classroom teachers to the fundamentals, principles, and practices of physical education at the elementary school level. Movement exploration and methods will be stressed in the variety of play activities introduced. Additionally, this course has been designed to integrate theory and concept learning with practical laboratory experiences. Prerequisites: CI 150, CI 220 and G-CI 251. (Spring)

### **EE 306 Methods for Teaching Science in the Elementary School**

*2 hours*

This course provides the knowledge base for future elementary teachers to understand and use fundamental concepts in science (including physical, life, and earth and space) as well as concepts in science and technology, science in personal social perspective, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. Prerequisite: CI 220. (Fall)

### **EE 307 Methods for Teaching Mathematics in the Elementary School**

*2 hours*

This course provides the knowledge base for future elementary teachers to know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data. Prerequisite: CI 220 and EE 230 or Instructor's consent. (Spring)

### **EE 309 Methods for Teaching Social Studies in the Elementary School**

*2 hours*

A class designed for equipping elementary pre-service teachers with skills, strategies, and major concepts germane to the six social studies literacies: history, geography, socio-politics, citizenship, economics, and culture. Prerequisite: CI 220. (Spring)

### **EE 375 Elementary Education Practicum & Seminar**

*1-4 hours*

A field experience and seminar for those seeking licensure in elementary education at the K-6 level and those seeking licensure in art, physical education, and Spanish at the PK-12 level. This course is offered for variable hour credit depending on student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the Chair of Teacher Education Program for appropriate registration. This practicum must occur between CI 251 and EE 465. Prerequisites: CI 220. Completed application to Teacher Education Program required. (Fall/ Spring)

### **EE 444 Reading/Language Arts II**

*2 hours*

This course provides a structure for providing future elementary teachers an opportunity to use concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on assessment and evaluation and teaching strategies for grades 4-6. Prerequisites: EE 303 and CI 220 (Spring)

### **EE 465 Student Teaching in the Elementary School**

*6 or 12 hours*

Student Teaching in the Elementary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

### **SE 210 Introduction to Infants, Children, and Youth with Special Needs**

*3 hours*

This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of natural environments and least restrictive environments; and the purpose and function of the IFSP and IEP. The class, which is required for all students seeking licensure in education, is designed to introduce all pre-service teachers to mild and moderate disabilities. The course also serves as a foundation for additional special education coursework. This course is a prerequisite for other special education courses. (Fall and Spring)

### **SPED 220 Field Experience in Services for Students with Special Needs**

*1 hour*

An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with mild/moderate disabilities. (Fall, Interterm, Spring, and Summer)

### **SPED 310 Foundations for Special Education Services**

*4 hours*

This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and affects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D. (Fall & Spring)

### **SPED 315: General Methods for Special Education Services**

*4 hours*

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D Prerequisite: SPED 310 (Fall & Spring)

### **SPED 321 Grades K-6 Methods for Special Needs**

*4 hours*

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 331: Grades K-6 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

### **SPED 331 Grades K-6 Field Experience**

*1 hour*

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 321. Students will participate in IEP development, lesson planning, and instruction. SPED 321: Grades K-6 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

#### **SPED 341 Grades PreK-3 Methods**

*4 hours*

Grades PreK-3 Methods, addresses strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 351, Grades PreK-3 Field Experience, must be taken concurrently. SPED 341 will involve 15 to 20 contact hours including 10 hours reading/pre-literacy and writing/pre-writing interventions with 1 child.

#### **SPED 345 Behavior Management**

*2 hours*

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline systems, classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B). (Fall & Spring)

#### **SPED 351 Grades PreK-3 Field Experience**

*1 hour*

SPED 351 is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 341. Students will participate in IEP development, lesson planning, and instruction.

#### **SPED 361 Grades 6-12 Methods for Special Needs**

*4 hours*

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness, and post-school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. SPED 371: Grades 6-12 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

#### **SPED 371 Grades 6-12 Field Experience**

*1 hour*

This course is a supervised field experience with children in grades 5-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 361. Students will participate in IEP development, lesson planning, and instruction. SPED 361: Grades 6-12 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

#### **SPED 381 Grades 4-12 Methods**

*4 hours*

The SPED 381 course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with adaptive special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated.

#### **SPED 391 Grades 4-12 Field Experience**

*1 hour*

The SPED 391 field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 381 Methods course.

#### **SPED 431 Grades K-6 Clinical Experience (Student Teaching)**

*5-6 hours*

This course is a supervised teaching experience with a special educator who provides services for elementary level students with adaptive learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

#### **SPED 433 Grades K-6 Internship**

*4-6 hours*

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

#### **SPED 451 Grades PreK-12 Clinical Experience**

*5 hours*

This course is a supervised teaching experience with a special educator who provides services for any of the grades PreK-12 level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

#### **SPED 453 Grades PreK-12 Internship**

*5 hours*

This course is a supervised teaching experience working with an on-site mentor and/or evaluator. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for the student hired on a waiver teaching in his/her own classroom. The intern will apply knowledge from all coursework and learning experiences to appropriately adapt and modify learning; manage students and classroom environment being culturally-sensitive to student and family differences; align and implement learning with IEP goals; assess learning; develop and implement academic and behavior intervention plans based on assessments and best practices; develop a case study/IEP, plan, implement, and evaluate lessons; plan and implement appropriate transitions, education and services for the specified grade level (PreK-12)/ages of students; and practice systematic self-evaluation. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

#### **SPED 471 Grades 6-12 Clinical Experience (Student Teaching)**

*5-6 hours*

This course is a supervised teaching experience with a special educator who provides services for secondary level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

#### **SPED 473 Grades 6-12 Internship**

*4-6 hours*

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

#### **SPED 499 Capstone Issues**

*1 hour*

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, ACCK faculty, and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SPED 210, 310, 315, 345, 321 & 331 or 361 & 371. Concurrent or previous semester: SPED 431 or SPED 471 (or comparable Internship). (Fall, Spring & Summer)

#### **SPED 349 Communication Development and Communication Disorders**

*3 hours*

This class offers a survey of normal and atypical language development, assessment, bilingual education, contributions of the educator to overcoming language problems, and the relationships between oral language and reading and writing. There are no prerequisites for this course. (Interterm and Summer)

#### **SPED 380/678 Topics in Special Education:**

*1 hour*

This course will focus on bringing the students up to date on current methods, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. With consent of advisor.

#### **Individualized Courses Available**

**299/499** Independent Study (1-4 hours)

**388** Career Connections (1-12 hours)

**445** Readings and Research (1-4 hours)