

	CEEP 681. Practice in Small Group Process, 3 credits		
Special Education (K-12, Emotional & Behavioral Disorders, Developmental Disabilities, Learning Disabilities, and Physical-Health Disabilities)	<p>SPED 200 (or equivalent at another university): 20 Hours total field experience with all ages and school levels. Performance assessment is via a philosophy/reflection paper.</p> <p>SPED 502: 20 Hours total field experience in school or adult service (special education) setting: Performance evaluation emphasis is on reflective journal detailing thoughts about a special education career.</p> <p>SPED 338: 25 Hours Elementary general education practicum. Candidates work with elementary general education teachers in K-5 classrooms. Field experience is formally evaluated at least three times via a checklist dealing with departmental and unit knowledge, skills, and dispositions.</p> <p>SPED 339: 25 hours Secondary general education practicum. Candidates work with secondary general education teachers in 8-12 classrooms. Field experience is formally evaluated at least three times via a checklist dealing with departmental and unit knowledge, skills, and dispositions.</p> <p>SPED 455: 50 hours Special Education practicum. Candidates work with elementary and secondary special education teachers in K-12 classroom. Field experience is formally evaluated at least three times via a checklist dealing with departmental and unit knowledge, skills, and dispositions.</p> <p>SPED 440. 25 hours. Candidates work either in a special education or general education setting wherein English Learners with special needs are served. Assessment is via a portfolio in which candidates integrate knowledge of second language acquisition and school services.</p>	<p>Graduate Candidates take 12 credits of student teaching (Graduate Practicum) in one of two sets of courses reflecting their primary focus, either (a) developmental disabilities, (b) emotional/behavioral disorders, (c) learning disabilities, or (d) physical/health disabilities. The two courses add up to a total of at least 15 weeks of full time student teaching at the advanced level (at least 550 hours of student teaching).</p> <p>The course subdivisions vary slightly with mild-moderate placements specified in DD, E/BD, and P/HD, and grade level distinctions made in LD.</p> <p>Developmental Disabilities SPED 660: <i>Graduate student teaching in Developmental Disabilities: Mild-Moderate</i> SPED 661: <i>Graduate student teaching in Developmental Disabilities: Moderate-Severe</i></p> <p>Emotional & Behavioral Disorders SPED 670: <i>Graduate student teaching in Emotional Behavioral Disabilities: Mild-Moderate</i> SPED 671: <i>Graduate practicum in Emotional Behavioral Disabilities: Moderate-Severe</i></p> <p>Learning Disabilities SPED 680: <i>Student Teaching in Learning Disabilities: Elementary</i> SPED 681: <i>Student Teaching in Learning Disabilities: Secondary</i></p> <p>Physical and health Disabilities SPED 650: <i>Student Teaching in Physical and Health Disabilities: Mild-Moderate</i> SPED 651: <i>Student Teaching in Physical and Health Disabilities: Moderate-Severe</i></p>	715 Hours
Special Education (K-12, Emotional & Behavioral Disorders, Developmental Disabilities,			

Learning Disabilities, and Physical-Health Disabilities, continued			
Educational Administration - Principal (MS plus 30 credits)		EDAD 674: 320 hours minimum: Administrative Field Experience in a Public School in all three settings with a licensed practicing principal: elementary, middle, and high school;	320 Hours minimum
Educational Administration – SPED Director (MS plus 30 credits)		EDAD 676: 320 hours minimum Administrative Field Experience in a Public School with a licensed practicing Director of Special Education: must spend 40 hrs with two different school configurations other than main setting (i.e. educational district, special education cooperative, intermediate district, charter school, single district); total 320 hours	320 hours minimum
Educational Administration - Superintendent (MS plus 30 credits)		EDAD 678: 320 hours minimum Administrative Field Experience in a Public School with a licensed practicing superintendent; total 320 hours	320 hours minimum
School Library Media Specialist	Candidates holding a teaching license complete a five-week (200-clock hour) practicum in school library media centers. The experience is divided between an elementary setting and a secondary setting.	Candidates not holding a teaching license complete a ten-week (400-clock hour) practicum in school library media centers. The experience is divided between an elementary setting and a secondary setting.	400 hours minimum
Early Childhood Special Education	<p>CFS 633: <u>Methods for Young Children with Disabilities</u>. a) Observation of an Early Childhood Special Education program using program competencies to complete a reflective written journal project (3 – 6 hours).</p> <p>b) Deliver student developed lesson plans with young children with disabilities and write a reflective responses (3 – 6 hours). Total hours = 6 – 12 hours.</p> <p>CFS 643: <u>Methods for Infants & Toddlers with Disabilities</u>. Observation of an ECSE professional activity for infants/toddlers with disabilities to write a critical analysis report. Total hours = 4 hours.</p> <p>CFS 608: <u>Developmental Screening and Assessment</u>. a) Observe and participate in preschool screening procedures and write a screening summary report (3 hours). b) Video tape student administration of</p>	<p>Two 8-week, full-time student teaching placements*.</p> <p>Two settings: homebound program for infants/toddlers with disabilities; community-based program for preschool-age children with disabilities.</p> <p>Total hours = 560 hours</p> <p>*Hours may be variable according to Teacher Candidate teaching experience and ECSE program student teaching policy.</p>	610 - 620 hours minimum

	<p>norm referenced assessment, write assessment report, and write critique of test administration performance (4 hours). c) Administer three norm-referenced assessments and write assessment results reports (9 hours). Total hours = 16 hours.</p> <p><u>CFS 632 – Analysis of Families of Children with Disabilities</u>. Field-based practicum: Participate in family-based activities for children with disabilities and their families to observe or interview for on-going reflective responses and final critical analysis paper. Total hours =10 - 12 hours.</p> <p><u>CFS 521: Development of Young Children</u> – Child observation to write critical developmental analysis. Total hours = 4 hours.</p> <p><u>CFS 631: Infant Toddler Development</u> - Student developed field work project to apply knowledge, interact with infants and toddlers, and develop portfolio project including reflective journal entries and written summary report. Total hours = 10 – 12 hours.</p>		
<p>Curriculum & Instruction</p>	<p>While no internship or field experience is part of the master’s in Curriculum & Instruction, the program is only for licensed teachers. Therefore, there are specific assignments within the program’s core courses that do require the students to make connections to their schools/classrooms. In addition, the students choose the focus of their final project for the master’s program based on their professional experiences/context. The final project requires students to analyze that context as well as make some kind of practical connections.</p>		