The Sterling Teacher Education Program (STEP)
The Sterling Teacher Education Program (STEP) offers a professional studies curriculum for students seeking education licensure to teach K-6, 6-12, and PreK-12 within major subject areas. Endorsements in Adaptive Special Education for K-6 and 6-12 levels are also offered through STEP (see page 107).

Admission to STEP
All Sterling College students seeking teacher licensure must be admitted to the teacher education program. Requirements for admittance to the program include:

**General Education Coursework with grade of C or above:**
- College Level Composition I
- College Level Literature Course
- College Level Math Course
- OR ACT scores: English 19; Reading 20; Math 18

**Professional Coursework completed with grade of C or above:**
- ED201 Field Experience in Education
- ED195 Introduction to Education
- ED206 Classroom Management
- SE210 Introduction to...Special Needs

**With:**
1. 24 hours of college credit with an overall GPA of 2.5 or higher
2. STEP Application Form completed
3. Personal Letter of Application completed
4. Professional Attributes Scale completed by host teacher and self (during SE210 Introduction to...Special Needs) and a major content professor.

Admission to STEP is required **prior to enrollment** in Level III courses.

**PROFESSIONAL STUDIES K-6, 6-12 and PreK-12 LICENSURE PROGRAM**

Professional Education Courses Required for Teacher Licensure:

- All professional education courses must be completed with a C or better and must be completed prior to clinical teaching experience (CTE).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED195</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED201</td>
<td>Field Experience in Education</td>
<td>2</td>
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<tr>
<td>ED206</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>SE210</td>
<td>Introduction to Infants, Children, and Youth with Special Needs</td>
<td>3</td>
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<tr>
<td>ED205</td>
<td>Cultural Diversity in Education</td>
<td>2</td>
</tr>
<tr>
<td>ED219</td>
<td>Instruction &amp; Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ED272</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED356</td>
<td>Technology in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED357</td>
<td>Reading &amp; Writing in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>ED490</td>
<td>Seminar in Education</td>
<td>1</td>
</tr>
<tr>
<td>ED498</td>
<td>*Clinical Teaching Experience</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

*All professional education and major coursework must be completed before Clinical Teaching Experience. Hours for ED498 may vary according to field of study.

*(Each semester a student is enrolled in any ED course, they will be assessed a $20 materials fee.)*

**Professional Studies Course Descriptions:**
+ Denotes acceptance into the Teacher Education Program required.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED195</td>
<td>Introduction to Education</td>
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</tr>
<tr>
<td>ED201</td>
<td>Field Experience in Education</td>
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</tr>
<tr>
<td>ED205</td>
<td>Cultural Diversity in Education</td>
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</tr>
<tr>
<td>ED206</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>SE210</td>
<td>Introduction to Infants, Children, and Youth with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED219</td>
<td>Instruction and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ED227</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED356</td>
<td>Technology in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED357</td>
<td>Reading &amp; Writing in the Content Area+</td>
<td>3</td>
</tr>
<tr>
<td>ED395</td>
<td>Independent Study in Education</td>
<td>1-3</td>
</tr>
<tr>
<td>ED490</td>
<td>Seminar in Education+</td>
<td>1</td>
</tr>
<tr>
<td>ED498</td>
<td>Clinical Teaching Experience+</td>
<td>15</td>
</tr>
</tbody>
</table>

An overview of the teaching profession and an examination of the role schools play in the fabric of American society. Coursework will include, among other things, orientation to the Sterling College Teacher Education Program concept of the teacher as Servant Leader, portfolio design and expectations, education reform at the state and national level, and standards-based education. Emphasis will be placed on contemporary professional, ethical, and legal issues and problems facing American schools and the effect changes in American society have upon the purpose and areas of emphasis in American schools. (Fall/Spring)

Designed to provide practical experience in developing classroom knowledge and skills that are essential to teaching. STEP’s five goals based on Danielson’s four domains of teaching are presented, discussed, and related to classroom observations. Course requirements include a minimum of thirty (30) clock hours of observation in USD 259 Wichita &/or USD 308 Hutchinson. (Fall/Interterm/Spring)

This course focuses on the impacting factors of cultural diversity within an educational setting. Experiences are designed to examine critical elements of the educational process that are influenced by culture and to increase awareness, knowledge and skill in providing culturally responsive curriculum and instruction within a classroom setting. Off-campus experiences are required. (Fall/Spring)

This class will provide teacher candidates with the knowledge and skills necessary to accomplish appropriate classroom management. Areas addressed will include: student motivation, behavior interventions, homework, grading, and parent/guardian communication. Candidates will create a classroom management plan. (Fall/Spring)

This course provides an overview of categorical exceptionalities delineated in the law, service delivery systems, advocacy groups, the concept of least restrictive alternatives and the purpose and function of the IEP. The course is designed to introduce pre-service teachers to handicapping conditions of children enrolled in regular education and give them alternatives for instruction and assessment of these students. It also serves as a foundation for teachers wishing to focus on the area of special education. 20 hour field experience is required. (Fall/Spring)

In this course teacher candidates will develop and extend knowledge and skills in classroom instruction and assessment. Candidates will develop teacher-centered and student-centered lesson plans, and identify and design appropriate assessment tools. Unit planning and micro-teaching are integral components of the course. (Fall/Spring)

This course assists teacher candidates in applying theories and philosophies of child and adolescent development to the education process. Case studies will be discussed and assessed with Praxis scoring rubric. 15 hours of field experience required. (Fall/Spring)

This course will explore the wide range of instructional applications of computer technology in K-12 classrooms. Students will learn to integrate and model good and innovative uses of current educational technology. This will be facilitated by using the computer as an administrative tool, and by using technology as an information delivery medium, to enhance communication as a source of information, and as a student productivity tool. Current technology issues and ISTE standards for teachers and students will also be addressed. Prerequisite: CS101 and/or a basic understanding of computer operations and software applications. (Fall/Spring)

This course will allow teacher candidates an opportunity to plan a variety of strategies for teaching reading, vocabulary, and writing appropriate to content in grades 4-12; assess writing using the 6-trait Writing Assessment; integrate reading and writing within content areas and across the curriculum. 10 hour field trip required. Prerequisite: Admission to STEP. (Fall/Spring)

This course will provide an overview of the areas of emphasis in American schools. Prerequisite: Completion of all Level II professional education courses. Admission to STEP Writing Intensive. (Fall/Spring)

This course is required for all K-6, 6-12, and PreK-12 students. Students individually and collaboratively research and discuss major topics in education. Open to juniors and seniors, this course prepares teacher candidates for clinical teaching experience and subsequent employment. It is recommended this course be taken the semester prior to Clinical Teaching Experience. Prerequisite: Completion of all Level II professional education courses. Admission to STEP. Writing Intensive. (Fall/Spring)

Course includes observing, assisting and teaching for 15 weeks* in a state accredited school under guidance of general education classroom teachers and college supervisors. A Clinical Teaching pre-service seminar, designed to cover and reinforce topics that are timely and rel-
event to this study is incorporated into this course. It allows for discussion and reflection on classroom practices. The seminar requirements include five on-campus meetings during the semester and periodic on-line assignments. Prerequisites: Admission to STEP; completion of professional education courses; completion of coursework in licensure field(s); interview/approval by the Teacher Education Advisory Council. In addition to tuition and fees, a student teaching fee is assessed. (Fall/Spring) (*Required weeks may vary according to field of study.)

THE ELEMENTARY EDUCATION MAJOR (BS)

A major in Elementary Education is offered through the Education Department. The Elementary Education major, along with the Professional Education courses, prepares candidates for K-6 licensure. The K-6 licensure allows graduates in Elementary Education to teach in a kindergarten through sixth grade self-contained elementary classroom. As with all majors, a service project is a required component of the elementary education major.

It is highly recommended that Elementary Education majors select an area of emphasis to accompany the Elementary Education major. A 15 hour emphasis in Language/Literature, Mathematics, History, or Science will allow an Elementary Education major to acquire a middle level (5-9) teaching endorsement in that particular area. A minor in Adaptive Special Education will provide either K-6 or 6-12 endorsement in that area.

Elementary Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL130</td>
<td>Concepts of Elementary Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>EL151</td>
<td>Fundamentals of Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>EL153</td>
<td>Language Arts for Elementary Teachers</td>
<td>2</td>
</tr>
<tr>
<td>MU243B</td>
<td>Elementary Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>EL256</td>
<td>Child and Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>AR275</td>
<td>Elementary Art Methods</td>
<td>3</td>
</tr>
<tr>
<td>EL333*</td>
<td>Methods of Teaching Elementary Science</td>
<td>2</td>
</tr>
<tr>
<td>EL335*</td>
<td>Methods of Teaching Elementary Social Science</td>
<td>2</td>
</tr>
<tr>
<td>EL337*</td>
<td>Methods of Teaching Elementary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ES344</td>
<td>Curriculum &amp; Methods of Teaching</td>
<td></td>
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<tr>
<td></td>
<td>PE Elementary (K-6)</td>
<td>3</td>
</tr>
<tr>
<td>EL350</td>
<td>Reading Testing and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>EL356*</td>
<td>Methods of Teaching Elementary Reading &amp; Language Arts</td>
<td>4</td>
</tr>
</tbody>
</table>

*Offered as a block only

Total: 32 credits

Elementary Education Course Descriptions:
(+ Denotes acceptance into the Teacher Education Program required.)

EL130 Concepts of Elementary Mathematics 2 credits
Required for the prospective elementary school teacher who will be teaching mathematics in the classroom. This class helps K-6 teachers clarify their own understanding of the math concepts they are required to teach. The structure of the real number systems is studied in detail as well as applications frequently encountered. For successful completion of this course, a proficiency test of elementary math skills must be completed with at least 80% accuracy in the following mathematical areas: numbers and computation, algebra, geometry, and data. Does not meet Mathematics general education requirement. Prerequisite for ED337. (Spring)

EL151 Fundamentals of Teaching Reading 3 credits
Designed for lower level elementary education majors. It covers a variety of fundamental principles and topics necessary for a basic understanding for the K-6 elementary teacher candidates in teaching reading in a manner that will address the needs of all students. Prerequisite for EL350 and EL356. (Fall)

EL153 Language Arts for Elementary Teachers 2 credits
Designed for entry level elementary education majors. It covers the basic elements of written and spoken language and the writing process, along with other current language arts concepts necessary for a basic understanding for the K-6 elementary teacher candidates in teaching language arts in a manner that will address the needs of all students including those with cultural differences, those with English as a second language, or students of varying ability levels. Application to the elementary classroom is included. Prerequisite for EL350 and EL356. (Fall)

EL256 Child and Adolescent Literature 3 credits
Study of traditional, multi-cultural, and modern literature for children and adolescents and how literature is integrated into all disciplines. Prerequisite: EL151. (Spring)
AR275 Elementary Art Methods 3 credits
Required for all elementary and art education majors. See description under art department. Prerequisite: (recommended but not required)
ED219 (Spring)

Elementary Education Methods Block (EL333, EL335, EL337, EL356)
The following four courses will be taken concurrently in a field-based methods experience. The coursework will encompass both on-campus instruction and elementary classroom participation for a total of 11 hours credit.

EL333 Methods of Teaching Elementary Science+ 2 credits
This course provides an examination of current practices in science research and their application to the classroom. Emphasis upon process teaching and health issues. Prerequisite: ED219. (Fall)

EL335 Methods of Teaching Elementary Social Science+ 2 credits
This course provides an examination of current practices and social science teaching methods, including planning, instruction, and assessment. Emphasis on multicultural concepts, self-esteem, questioning skills, map and globe skills, thematic unit instruction, inquiry teaching, and cooperative learning. Prerequisite: ED219. (Fall)

EL337 Methods of Teaching Elementary Math+ 3 credits
The course covers methods of teaching mathematical concepts currently being taught in elementary schools. Candidates learn strategies to instruct in problem solving, manipulatives, and a variety of materials and ways of developing understanding and critical thinking. Prerequisites: ED219 & ED130. (Fall)

EL356 Methods of Teaching Elementary Reading and Language Arts + 4 credits
This course is designed to teach the instruction of reading and language arts. Classroom environment, planning and preparation, and instructional strategies are studied as they pertain to teaching in the language arts areas. Basic developmental reading stages are emphasized along with integration of other subject areas. Prerequisites: ED219, EL151, EL153, & EL256. Writing Intensive. (Fall)

EL350 Reading Testing and Diagnosis+ 3 credits
This course emphasizes a developmental approach to teaching reading. Teacher candidates learn diagnostic methods of assessing students’ needs and developmentally appropriate strategies for meeting these needs. Application of acquired skills is achieved during field experience in the public schools. Prerequisite: ED219 and admitted to STEP. Prerequisite: EL151. (Spring)

MU243 Elementary Music Methods 2-3 credits
Required for all elementary (MU243A) and music education majors (MU243B). See description and rotations under music department. Prerequisite: ED219 (Fall)

ES344 Curriculum and Methods of Teaching Physical Education - Elementary (K-6) 3 credits
Required of all elementary and physical education majors. See description under physical education department. Prerequisite: ED219 (Fall)

SECONDARY EDUCATION 6-12 & PreK-12 LICENSURE PROGRAM
Sterling College provides content majors for students who are seeking secondary education licensure to teach 6-12 and preK-12.

Students are responsible for checking with a departmental advisor and an education advisor and consulting the appropriate major area in this Catalog to determine whether graduation and licensure requirements have been met.

See the individual major subject areas for licensure in the following:
( Italics indicate State of Kansas titles.)

Pre-K - 12
Exercise Science/ Health & Physical Education
Music

6 - 12
Biology
Chemistry
Communication and Theatre Arts/Speech & Theatre
Language & Literature/English Language Arts
Mathematics
History & Government
Secondary Education Required Courses

Professional Education Courses

Secondary (6-12) Methods Course  
Secondary Teaching Methods Courses+  

A teaching methods course in the student’s licensure area is required for 6-12 licensure. Teaching methods in the areas of art, music, and physical education are taught within the departments, on the SC campus. (Course descriptions can be found under those departments.) For the 6-12 endorsements, classes are taught through the Associated Colleges of Central College (ACCK). These classes are taught during the spring semester and generally meet on the McPherson College campus. Mileage reimbursement is provided. A lab accompanies all secondary methods courses and requires at least 15 hours of field experience. Arrangements for this placement are made through STEP. Prerequisites for all the ACCK methods courses: ED219 and admission to STEP. See descriptions for ACCK courses below.

ACCK Secondary Methods Course Descriptions:

ED406/L Methods/Teaching Natural Science in the Secondary School +  
This course is designed to provide the prospective teacher with knowledge and skills 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. Micro-teaching, classroom observation and group and self-evaluation are included. Concurrent with ED406L. Prerequisite: ED219 (Spring)

ED415/L Methods for Teaching English/Language Arts in the Secondary School +  
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. Concurrent with ED415L. Prerequisite: ED219 (Spring)

ED416/L Methods for Teaching Speech and Theatre in the Secondary School +  
Students are required 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. Concurrent with ED416L. Prerequisite: ED219 (Spring)

ED440/L Methods for Teaching Social and Behavioral Science in the Secondary School +  
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. Concurrent with ED440L. Prerequisite: ED219 (Spring)

ED467/L Methods for Teaching Mathematics in the Secondary School +  
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, micro-teaching of a math lesson, selecting materials, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Concurrent with ED467L. Prerequisite: ED219 (Spring)

ED4xx/L Secondary Methods Lab+  
This course is designed to provide training in creating a unit plan for the corresponding content area teaching methods course. This is necessary for Kansas state licensure. All teacher candidates are required to successfully complete this lab prior to the clinical teaching semester.

ADAPTIVE SPECIAL EDUCATION MINOR

An endorsement in Special Education is available through the Associated Colleges of Central Kansas (ACCK). The program in Special Education offers Adaptive Special Education endorsements. The Special Education programs are undergraduate programs built upon a bachelor’s degree and licensure in education at the elementary or secondary level. Graduates with an Elementary Education licensure and an Adaptive Special Education endorsement may be licensed to teach children with mental retardation, behavior disorders and learning
disabilities in grades K-6. Elementary Education majors with Adaptive Special Education K-6 licensure may also be approved for Secondary Adaptive Special Education by meeting additional requirements. Graduates with secondary licensure 6-12 or preK-12 may complete the program in Adaptive Special Education, which allows endorsement to teach youths in the areas of mental retardation, behavior disorders, and learning disabilities in grades 6-12.

Students working toward first special education endorsement will complete the clinical experience. Traditional students will complete the clinical experience in Fall or Spring. Those holding a current teaching license may complete the clinical experience in Fall, Spring or Summer. Students completing a second special education endorsement will complete the Internship in Fall, Spring, or Summer. (Summer placements depend on availability of sites.) Advance applications are required for the clinical experience and internship. Placements must correspond with school schedules and hours.

Courses required for all levels:
SE310 Foundations for Special Education Services 4 credits
SE315 General Methods for Special Educ. Services 4 credits
SE345 Behavior Management 2 credits
SE499 Capstone Issues 1 credit
Subtotal: 11 credits

Courses required for Level K-6:
SE321 Grades K-6 Methods for Special Needs 4 credits
SE331 Grades K-6 Field Experience 1 credit
SE431 Grades K-6 Clinical Experience or 6 credits
SE433 Grades K-6 Internship 6 credits
Total required for Level K-6: 22 credits

Courses required for Level 6-12:
SE361 Grades 6-12 Methods for Special Needs 4 credits
SE371 Grades 6-12 Field Experience 1 credit
SE471 Grades 6-12 Clinical Experience or 6 credits
SE473 Grades 6-12 Internship 6 credits
Total required for Level 6-12: 22 credits

Optional courses:
SE220 Field Experience in Services for Students with Special Needs 1 credit
SE320 Beginning American Sign Language 2 credits
SE322 Intermediate American Sign Language 2 credits
SE381 Grades K-12 Functional Resources 4 credits
SE380 Topics in Special Education: (variable secondary title) Undergraduate Level 1 credit
SE678 Topics in Special Education: (variable secondary title) Graduate Level 1 credit

In addition, the student must complete:
General Education and Major Requirements
Professional Education Requirements

Special Education Course Descriptions:

SE220 Field Experience in Services for Students with Special Needs 1 credit
An early field placement for directed observation of special education teachers working with elementary or secondary-level students with mild/moderate disabilities. (Fall/Spring/Summer)

SE310 Foundations for Special Education Services 4 credits
This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and effects 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)

SE315 General Methods for Special Education Services 4 credits
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 di-
verse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D. Prerequisite: SE310. (Fall/Spring)

**SE320** Beginning American Sign Language 2 credits
This course provides a beginning study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. American Sign Language is the sign language of the deaf community in the United States. No prerequisites. This class is intended as an elective education course. (Fall/Spring)

**SE321** Grades K-6 Methods for Special Needs 4 credits
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. Includes supervised field experience. SE331 Grades K-6 Field Experience must be taken concurrently. Prerequisites: SE310 & 315. (Fall/Spring)

**SE322** Intermediate American Sign Language 2 credits
This course provides an intermediate study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. Prerequisite: SE320. (Fall/Spring)

**SE331** Grades K-6 Field Experience 1 credit
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 SE321. Students will participate in IEP development, lesson planning, and instruction. SE321 must be taken concurrently. Prerequisites: SE 310 & 315. (Fall/Spring)

**SE345** Behavior Management 2 credits
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)

**SE361** Grades 6-12 Methods for Special Needs 4 credits
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. SE371 must be taken concurrently. Prerequisites: SE310 & 315. (Fall/Spring)

**SE371** Grades 6-12 Field Experience 1 credit
This course is a supervised field experience with children in grades 6-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE361. Students will participate in IEP development, lesson planning, and instruction. SE 361 must be taken concurrently. Prerequisites: SE310 & 315. (Fall/Spring)

**SE380** Topics in Special Education 1 credit
This class deals in depth with a specific topic related to infants, toddlers, children or youth with disabilities or developmental risk conditions and/or their families. (As announced)

**SE381** Grades K-12 Functional Resources 4 credits
This course focuses on building an understanding of how to plan and implement effective instruction for students with functional learning needs. Topics of study include service delivery options, personal profile assessments, community based instruction, principle of partial participation, student instruction matrix, complex health, physical and emotional needs, related service providers, and social networks. Includes a supervised field experience within various service delivery models. (As announced)

**SE431** Grades K-6 Clinical Experience 6 credits
A supervised teaching experience with a special educator who provides services for elementary 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: SE210, 310, 315, 345, & 321 or 331. Concurrent or subsequent semester: SE 499. (Fall/Spring/Summer)

**SE433** Grades K-6 Internship 6 credits
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 endorsement or for students who have completed a special education clinical experience. Prerequisites: SE210, 310, 315, 345, & 321 or 331. Concurrent or subsequent semester: SE 499. (Fall/Spring/Summer)

**SE471** Grades 6-12 Clinical Experience 6 credits
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: SE210, SE310, SE315, SE345, and 361 or 371. Concurrent or subsequent semester: SE 499. (Fall/Spring/Summer)

**SE473 Grades 6-12 Internship 4-6 credits**
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 endorsement or for students who have completed a special education clinical experience. Prerequisites: SE210, 310, 315, 345, & 361 or 371. Concurrent or subsequent semester: SE 499. (Fall/Spring/Summer)

**SE499 Capstone Issues 1 credit**
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 ethical issues, advocacy, and professionalism, diversity, and resources. Prerequisites: SE210, 310, 315, 345, & 321 or 331 or 361 & 371. Concurrent or previous semester: SE 431 or 471 or comparable internship. (Fall/Spring/Summer)

**Graduate Level Classes:**

**SE678 Topics in Special Education 1 credit**
This class deals in depth with a specific topic related to children and youth with disabilities or developmental risk conditions and/or their families.

**Topic G: Current Issues in Special Education** - is designed to be taken by the practicing teacher returning for endorsement in special education or adding an adaptive endorsement to an existing endorsement in special education. It will be taken in lieu of SE310 for those that meet the qualification of three years of teaching children or youth with special needs, a letter documenting satisfactory performance, and a copy of teaching license and transcripts. This course will focus on bringing the students up to date on current laws, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. (As announced.)

(While we do not offer a graduate degree, the above graduate level classes are available through the ACCK for persons already holding a Bachelor's degree.)