Many classes in the Undergraduate College of Teacher Preparation have field experience hours attached to them. Below is a brief description of each class so that students can have knowledge of course expectations before registering.

**ECE 200 Child Growth and Development**

This course is an in-depth study of child development in children ages birth to 8, with an emphasis on the first three years. Students will examine the domains of development, developmental milestones, identifying developmental concerns and delays and planning for child development as an early childhood teacher—all through the lens of culture and developmentally appropriate practice. **50 field experience hours are required in an infant or toddler setting.**

**ECE 301 Understanding Infant and Toddler Development (ECP)**

Candidates will explore the overall development of children ages 0-3 through the developmental continuum, biological and environmental factors, culture and the context of the family, temperament, and attachment. Concepts related to infant/toddler mental health will be explored as well as the impact of responsive caregiving, primary caregiving, continuity of care, early brain development research and other topics related to recent trends in infant/toddler growth and development. Discussion of the needs for typically and atypically developing children will be included, as well as considerations for multilingual children and families. **50 field experience hours are required in an infant or toddler setting.**

**ECE 302 Healthy, Safe and Engaging Learning Environments for Infants and Toddlers (ECP)**

Key components of developing and maintaining programs for children ages birth to three will be explored. Examination of the Infant-Toddler Environmental Rating Scale, state regulations (licensed centers and family child care), accreditation standards, quality improvement rating systems, credentialing and other resources will be addressed. The unique health and safety needs of children ages birth to three will be discussed, as will supporting the diverse need of families with children ages birth to three (children with special needs, multilingual homes and diverse family structures), especially in the context of developing family friendly policies and program options. **25 field experience hours are required in an infant or toddler setting.**

**ECE 303 The Early Care and Education Administrator as Advocate (Admin)**

This course builds competency for successful advocacy on behalf of children, families, and practitioners in the field. Participants learn a systematic approach that includes understanding and researching an issue, preparing materials and organizing meetings, and strategic follow up reinforcing outcomes. Advocacy organizations, local collaborations, and community system building will be reviewed for inclusive and cost-effective services for children and families. Students will learn about the current policy landscape and advocacy efforts needed to ensure families have access to high quality child care and learning experiences for young children. **50 field experience hours with an ECE program administrator is required.**
ECE 311 Administration 1: Leadership Strategies and Staff Development (Admin)

In this course participants examine their leadership role in their early childhood programs and are introduced to a model of facilitative leadership as a way to empower staff to support shared decision making. Participants identify effective employment practices that will help them find and keep the right people for available jobs and their organizations. Participants are introduced to a comprehensive model for supervising staff and promoting their ongoing professional development based on recognizing and appreciating individual differences. Participants develop and practice the necessary skills to nurture a positive work climate that promotes peak performance. **75 field experience hours with an ECE program administrator is required.**

ECE 312 Administration 2: Managing Center Operations and Finance (Admin)

In this course participants learn about the components of effective management including: systems and the importance of systems thinking; stakeholder analysis and management; the strategic planning process; how policies, procedures, and systems are interconnected; and tools for taking charge of program operations. Participants understand how to manage a fiscally responsible early childhood business and be introduced to effective budgeting and accounting. Participants develop the skills needed to promote a positive public image. Participants learn how to create environments that welcome and support the learning of children and adults, as well as promote their health and safety. **75 field experience hours with an ECE program administrator is required.**

ECE 313 Administration 3: Implementing and Evaluating the Program (Admin)

In this course participants learn to support young children’s development and learning by understanding the interactive environment, the advantages of different groupings and staffing patterns, and continuity of care. Participants learn how to implement developmentally appropriate early childhood curriculum and the importance of observation and child assessment in achieving program goals. Participants explore the early childhood administrator’s role in creating family partnerships, promoting an appreciation of diversity, and nurturing open communication. Participants explore importance of program evaluation and learn how to implement continuous quality improvement - the leadership practice of assessing needs, defining desired outcomes, developing an action plan, and evaluating effectiveness. **75 field experience hours with an ECE program administrator is required.**

ECE 321 Curriculum and Best Practices for Infants and Toddlers (ECP)

This course examines curricular models and instructional materials that foster the development of infants and toddlers. Strategies for administering and managing infant and toddler learning environments are examined. Current theoretical perspectives in relation to curriculum will be explored. **25 field experience hours are required in an infant or toddler setting.**

ECE 324 Pre-K Integrated Methods

Students in this course will apply theory, materials, and the Illinois State Board of Education Early Learning Standards for teaching language arts, literacy, art, music/movement, math, science, social studies, health, and safety to instructional methods for children ages three to five. Play and the active and constructive nature of learning will be emphasized. An integrated unit, addressing all content areas, will be developed. Students will also examine the implications of planning an integrated methodology
with ELL children and those that have special needs. **50 field experience hours are required in a preschool classroom setting.**

**ECE 334 Language and Early Literacy Development**

This course will introduce students to the fundamentals of early language and literacy development, and their connection to one another, with an emphasis on the first three years of life. Students will learn the importance of planning a curriculum that includes emergent literacy at its core as well as how to incorporate read alouds and shared reading into their practice. Typical and atypical development will be explored in addition to differentiated early literacy instruction and including families in early literacy development. **50 field experience hours are required in an infant or toddler setting.**

**ECE 341 Early Intervention and Screening for Infants and Toddlers (ECP)**

This course takes a relationship-based, developmental approach to using observation and information about the child to perform assessments of infant/toddler behavior within identified contexts. The development of collaborative relationships with families to share in the information is central to the course. Students gain experience in screening and authentic assessment, including the appropriate use of standardized tests and criterion-referenced tools. Also examined is the potential for various interventions and improving outcomes for children and their families. Teacher candidates will research and evaluate current intervention programs, and will investigate the impact of intervention programs within families, child care programs and communities. **25 field experience hours are required in an infant or toddler setting.**

**ECE 342 Cultural Responsiveness for Families of Infants and Toddlers**

This course provides the student with an overview of the ways culture impacts the development for infants and toddlers. Students focus on the ability to form healthy working relationships with the families of infants and toddlers across a range of cultures. Included is an investigation into the meaning of various child-rearing behaviors, cultural practices and how they relate to parental expectations and cultural traditions to develop culturally appropriate practices. Students will explore what it means to be culturally responsive when working as an infant/toddler early educator. **25 field experience hours are required in an infant or toddler setting.**

**ECE 343 Teaching and Learning in Diverse Early Childhood Environments (ECP)**

In this course, students will examine the different aspects of multicultural learning, including the dilemmas of teaching children in an ever changing and diverse world. Also explored will be differences, divisions, and inequities related to race, class, culture, gender, sexual orientation, ability and disabilities. Through readings, discussions and learning through interactions with current experts in the field, students will create a vision for what schools, families and communities can accomplish by working together to develop and support diverse, culturally responsive programs. **25 field experience hours are required in an infant/toddler setting.**

**ECE 344 Entrepreneurship in the ECE Field (Admin)**

This advanced course takes students through the entire ECE business start-up process by analyzing and understanding entrepreneurial behavior and traits, discovering new ideas and business opportunities, creating a full business plan, and pitching the business idea to potential investors or resource providers.
Distinctions between family child care and center based ECE programming will be made, along with the unique rules and regulations that shape both of these program types. Students will explore factors which contribute to entrepreneurial success and failure, and apply knowledge gathered from other disciplines to create a complete business plan for a new early childhood program or an expansion of an existing program. **25 field experience hours are required with an ECE program administrator.**

**ECE 470 Student Teaching**

Students in this course complete a full day experience student teaching in a K-2 classroom for 10 weeks. Weekly seminars are conducted for all student teachers and topics include problems, issues and concerns of beginning teachers. Successful completion of this experience is based on a wide variety of competencies including full responsibility for a classroom over an extended period (at least two weeks) during the term. This course is the culminating experience for early childhood majors seeking licensing in the state of Illinois. Pre-requisite(s): All coursework must be completed before student teaching. Passage of the ECE Content Test (#206) is required. Students are required to submit a current (no more than 6 months old) criminal background check and TB test to their academic advisors along with a Certificate of Completion for the Mandated Reporter course.

This is the final field–based experience course in the professional sequence of the Early Childhood Education program. This course will continue to expand the teacher candidates’ work with the NCE Adaptive Cycles of Teaching and will advance their professional experience in the early primary grades.

Successful completion of this experience is based on attainment of a wide variety of professional competencies, including demonstration of professional dispositions and ability to assume full responsibility for a classroom over an extended period of time. All ECE BA program coursework must be completed prior to taking this course. Candidates will also complete requirements for the EdTPA in this course.

**EDU 300 Practicum I**

This is an introductory course designed to provide an overview of teaching and learning. The course integrates field-based experiences and activities focusing on culturally relevant pedagogy. Teacher candidates will be introduced to the Adaptive Cycles of Teaching (ACT), an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze core teaching practices. Candidates are expected to spend the equivalent of a day a week in a field setting. **50 field experience hours are required in a preschool setting for ECP & ECE candidates. 40 field experience hours are required in grades 1 or 2 for ELE candidates.**

**EDU 350 Curriculum, Assessment and Instruction**

This introductory course is designed for preservice teacher candidates to survey basic theories and practices in curriculum and assessment as they relate to early childhood, elementary, and special education. This is an interdisciplinary course that involves perspectives from Elementary, Early Childhood, and Special Education. Teacher candidates will examine how students learn through curriculum and assessment tools as guided by the newest learning standards in literacy, mathematics, science, social emotional learning and arts. This examination includes attention to diverse learners and culturally relevant curriculum and assessment practices.
EDU 400 Practicum II

This course integrates educational theory, practice based theory and understanding with field-based experience and methods courses. This course continues to expand the candidates’ professional expertise through the Adaptive Cycles of Teaching (ACT) experiential curriculum to help teacher candidates plan, implement, reflect and analyze core teaching practices. The candidates actively engage in two full days per week in a field-based practicum experience. **125 field experience hours (2 full days a week) are required in a K and 1st or 2nd grade classroom for ECE candidates. 125 field experience hours (2 full days a week) are required in a 3rd through 6th grade classroom for ELE candidates. 125 field experience hours (2 full days a week) are required in a high or low incidence 3rd through 6th or 7th through 12th grade classroom for SPE candidates.**

EDU 410 Practicum III

This advanced course continues to support teacher candidate’s field-based learning. Candidates continue to work with the Adaptive Cycles of Teaching (ACT) curriculum to deepen and expand their teaching expertise in classroom settings. Candidates actively engage in two full days per week in a field-based settings linked to their student teaching placement. **125 field experience hours (2 full days a week) are required in a 1st or 2nd grade classroom for ECE candidates. 125 field experience hours (2 full days a week) are required in a 1st through 6th grade classroom for ELE candidates. 125 field experience hours (2 full days a week) are required in a high or low incidence 3rd through 6th or 7th through 12th grade classroom for SPE candidates.**

ELE 470 Student Teaching

This is the final field–based experience course in the professional sequence of the Elementary Education program. This course will continue to expand the teacher candidates’ work with the NCE Adaptive Cycles of Teaching and will advance their professional experience in the early primary grades. Candidates in this course complete a full-day experience of student teaching at the 1st – 6th grade level, for a one academic term. In addition, weekly seminars address issues facing beginning teachers. Successful completion of this experience is based on attainment of a wide variety of professional competencies, including demonstration of professional dispositions and ability to assume full responsibility for a classroom over an extended period of time. All ELE BA program coursework must be completed prior to taking this course. Candidates will also complete requirements for the EdTPA in this course.

RLL 478 (EDU 478 as of 9/16/19) Literacy Methods Students take this course with EDU 400 and complete class assignments during field experience hours.

RLL 479 (EDU 479 as of 9/16/19) Literacy Methods II

This course introduces key issues in literacy research and instruction. Candidates engage in discussions of and planning for differentiated instruction including designing a literacy learning environment to support all the language arts (reading, writing, listening, speaking, viewing and visual representation). Reading and writing are taught as mutually supportive, holistic processes. Candidates learn literacy instructional strategies and design materials and assessments appropriate for students in grades 1- 6. Through the NCE Adaptive Cycles of Teaching (ACT), an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practices. Candidates complete diagnostic assessments as well as plan and implement literacy lessons in read aloud, word study, and
shared reading. **Students take this course with EDU 410 and complete class assignments during field experience hours.**

**MHE 480A (soon to be EDU 480 as of 9/16/19) Methods of Teaching Mathematics**

This course provides candidates an in-depth focus on the subject matter, content standards, mathematical pedagogy, and issues related to the learning and teaching of mathematics in the elementary grades. Candidates develop strategies and applications specific to the mathematical learning needs of early childhood students as well as the content for elementary students including real world connections. Through the NCE Adaptive Cycles of Teaching (ACT), an experiential-based curriculum designed to help teachers learn a set of core teaching practices supported by innovative technology systems, teacher candidates will complete a content learning analysis, diagnostic assessment as well as plan and implement teaching math with problem solving lessons. **Students take this course with EDU 400 and complete class assignments during field experience hours.**

**SCE 480A (soon to be EDU 481 as of 9/16/19) Methods of Teaching Science**

Encourages the active exploration of the question, "What is good science teaching?" Activities provide an open forum in which students construct their own ideas about effective science instruction so those ideas inform their developing science teaching styles. Aims to increase student comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way kids develop an understanding of the science of nature, introducing practical, applicable models of best practice techniques and providing opportunities to experiment with those techniques in risk-free setting. Personally, meaningful constructs of good science teaching will emerge. **Students take this course with EDU 410 and complete class assignments during field experience hours.**

**CIS 480A (soon to be EDU 482 as of 9/16/19) Methods of Teaching Social Studies**

This course focuses on methods of teaching social studies to undergraduate candidates in the Elementary Education program. Candidates will learn to develop effective social studies instruction in and for a pluralistic democracy. The course stresses primary source-centered, inquiry-based learning, unit planning and lesson planning. It also introduces candidates to varied studies methods. Use of primary sources, especially from the Library of Congress, is emphasized. Through the NCE Adaptive Cycles of teaching (ACT), an experiential based curriculum designed to help teacher candidates plan, implement, reflect and analyze a core teaching practice. Candidates will plan and implement social studies lessons using primary sources. **Students take this course with EDU 410 and complete class assignments during field experience hours.**

**CIL (EAL) 305 Methods and Materials for Teaching English as a Second Language**

This course prepares candidates in methodology for teaching language and content to English Language Learners (ELLs). Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language (ESL) based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is differentiated according to students’ language proficiency additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. The course also addresses appropriate selection, and evaluation of books, multimedia, and other materials, including technology. **20 field experience hours are required in an ESL/BIL setting.**
CIL (EAL) 306 Methods and Materials for Teaching Bilingual Education

This course prepares candidates to teach language and content in bilingual education programs. Candidates examine and apply bilingual pedagogical practices based on theories of first, second, and bilingual language acquisition, and biliteracy. Candidates explore these tools to create effective bilingual instruction that promotes high academic achievement, English language acquisition, development of students’ home languages, and transfer of skills and content knowledge between languages. Additionally, relevant national, state, and local language and content standards are discussed in relation to teaching in bilingual programs. The course also addresses selection and evaluation of books, and other resources in English and additional languages. **20 field experience hours are required in an ESL/BIL setting.**

CIL (EAL) 310 Assessment of ESL and Bilingual Education Students

This course focuses on the equitable assessment of English language learners (ELLs). Participants explore the ways assessment of ELLs is conceptualized within larger historical, social, cultural, and political contexts. Using theoretical models that account for the intersection of second language acquisition and academic achievement, participants engage in examining, adapting, or developing effective classroom assessments that measure English language proficiency and content area learning. Participants also review state and national language proficiency and content standards, and examine how they are measured in mandated assessments. **20 field experience hours are required in an ESL/BIL setting.**

CIL (EAL) 312 Reading in a New Language: Linguistic Considerations

The course focuses upon the all-important multiyear process of learning to read in English as a new language. The importance of L1 and L2 oracy (oral production) and instructional conversation, the effect of L1 phonemes, morphemes, syntax, cognates, discourse patterns, and writing systems on L2 literacy, and the complex cross linguistic relationship between two languages are major topics. Principles, methods, and techniques for developing second language academic literacy are modeled and analyzed. The course shares research-based best practices in literacy instruction across P-12 settings, with special attention to academic language, content vocabulary, and writing. **20 field experience hours are required in an ESL/BIL setting.**

CIL (EAL) 331 Cross Cultural Education

This course examines the impact of culture on learners within society and the educational system and the importance of understanding the power of culture in addressing the needs of English language learners. It explores the dynamic processes of acculturation and cultural conflict. Participants examine the influence of cultural assumptions on student performance and self-image in the American educational system. Candidates explore the range of behavior and learning styles of diverse students and the ways teacher beliefs and practices affect their lives and achievements. Participants design culturally relevant instruction to promote student well-being and academic success and foster collaborative classrooms. **20 field experience hours are required in an ESL/BIL setting.**

SPE 300 Introduction to Special Education and Methods of Teaching Students with Disabilities

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical,
philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low- incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). **15 field experience hours are required in a setting with children with special needs.**

**SPE 305 Practicum 1: Inclusive Education and the Role of the Special Education Teacher**

This course introduces the candidate to the field of special education and the undergraduate Special Education program. The course focuses on the role of the special education teacher, school-wide and classroom responsibilities, and collaboration with the general education teacher. Emphasis is placed on the identification of professional performance and dispositions. Candidates will be exposed to the range of roles and experiences to be encountered by special education teachers. **45 field experience hours are required in a high or low incidence classroom in grades K-2 for SPE candidates.**

**SPE 315 Assessment in Special Education**

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents. Attention is given to both formal (e.g. norm-referenced) and informal (e.g., classroom-based) assessments, issues of assessment bias, and limits of testing. Special emphasis is directed towards interpreting assessment results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, and cultural/linguistic assessment issues are addressed. **15 field experience hours are required in a high or low incidence classroom in grades K-2 for SPE candidates.**

**SPE 320 Methods for Social Emotional Support**

The course focuses on social emotional development and learning from the vantage points of social systems, cultural, and psychological theory, which are used to understand diversity and dynamics of classrooms, schools and communities. The course includes research and methods regarding the social emotional development and learning of children, adolescents, and young adults. The course incorporates: comprehensive classroom management, heterogeneous grouping, cooperative and collaborative learning, the Illinois Social Emotional Learning Standards, creating functional behavior assessment and interventions, and team development. Within this context, the exercise of ethical and reflexive teacher leadership and the development of respectful and caring relationships are examined. **10 field experience hours are required in a special education setting.**

**SPE 325 Language Development: The Role of Language in Learning**

The course focuses on theories, research, and methods regarding typical and atypical language development of children and adolescents with learning difficulties. The course addresses receptive and expressive language, word finding, pragmatics and related social skills, and sociolinguistic skills, and their impact on academic learning across the curriculum. The role of language in learning and communication, including second language learning are examined, as well as cultural and environmental effects on the student’s development. Instructional and assistive technology, including but not limited to augmentative and alternative communication are explored.
SPE 330 Assistive and Instructional Technology
Candidates will develop knowledge of assistive and instructional technology from a Universal Design for Learning (UDL) perspective and as defined by state and federal regulations. A variety of assistive technology devices and services will be introduced, developed, and evaluated within larger contextual frameworks of classrooms, schools, and communities to facilitate communication, learning and empowerment. The course will include hands-on and virtual examination of various instructional and assistive technologies developed or adapted specifically for students with disabilities. **10 field experience hours are required in a special education setting.**

SPE 335 Mathematics and Inclusive Education
This course focuses on the understanding and implementing of state and national standards in assessment and teaching of mathematics from a Universal Design for Learning (UDL) perspective as related to the general and special education curricula. In this course candidates engage in critical evaluation, planning and organization of: 1) Curricula, 2) Assessment approaches, 3) Instructional methods, and 4) Instructional/assistive technology for students with disabilities. **40 field experience hours are required in a special education setting.**

SPE 400 Collaboration and School-Family Partnerships
This course focuses on collaboration with families, students, teachers, and other professionals (e.g., paraeducators, community professionals) in the integration of individuals with disabilities into educational settings. The course examines techniques to foster active inquiry, leadership, advocacy, collaboration, and supportive interaction among professionals, families, and students and their rights and responsibilities. Personal and cultural biases involved in collaboration are also explored. **10 field experience hours are required in a special education setting.**

SPE 405 Practicum II: Advanced Practicum in Inclusive Education
This course continues the professional development of special education teacher candidates concerning roles and responsibilities of special educators in grades K-12. The field experiences require candidates to apply specific teaching strategies with individual or small groups of students. Candidates will collaborate with classroom teachers on lesson planning and implement lesson plans written during this or previous program classes. Candidates will submit videos for review in addition to on-site observation by a university supervisor. **2 full days a week field experience.**

SPE 410 Literacy in Inclusive Education I
This course focuses on the significance of teaching reading, writing and oral communication, and on integrating these components to facilitate learning, to empower students and achieve social equity for all students with disabilities. Theories, current research, and methods regarding language and literacy skills for all students with disabilities are discussed. The course specifically addresses phonemic awareness, decoding, fluency, comprehension and vocabulary and their relationship to the general curriculum. The candidates are introduced to a variety of formal and informal assessments. **40 field experience hours in a special education setting.**
SPE 411 Literacy in Inclusive Education II

This advanced course expands on the significance of teaching reading, writing and oral communication, integrates these components to increase content learning and to empower students and achieve social equity for all students with disabilities. This course addresses a broad range of literacies and effective literacy techniques that help learners construct meaning through reading, writing, listening, viewing and communicating. The course also addresses curriculum, literacy skills, developmental reading and writing instruction, assessment, and instructional and assistive technology. **40 field experience hours in a special education setting.**

SPE 415 Instructional Planning and Instruction on Inclusive Education

This course focuses on planning and implementing alternative and specialized curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on transition and comprehensive person-centered planning, self-determination, vocational instruction, functional and life-skills curriculum development and implementation, task analysis, and errorless learning strategies. Candidates will use present levels of performance to develop IEP goals and objectives/benchmarks related to Illinois Learning Standards and IDEA requirements and are incorporated into instructional planning.

SPE 416 Instructional Planning and Instruction for Inclusive Education II

This advanced course expands on the planning and implementing of inclusive curricula and instruction as related to the general education curriculum and legal requirements. Emphasis will be placed on developing lessons and integrated thematic units across general education content areas and the Illinois Learning Standards, (e.g., science, social studies, mathematics, and language arts) from a Universal Design for Learning (UDL) perspective and incorporating IEP objectives/benchmarks. Topics include differentiated instruction, accommodations and modifications, and Understanding by Design.

SPE 432 Methods of teaching Young Children with Special Needs

This course examines developmentally and individually appropriate strategies to foster the social, emotional, cognitive, communicative, and adaptive learning and motor development of young children with special needs in various settings, including the home, school, and community. Curriculum, instructional methods, and materials for teaching young children with special needs, from birth through second grade, are examined. A variety of disabilities are addressed, and topics include compliance with pertinent legislation, team collaboration and practices, IFSPs and IEPs, accommodations and modifications for educating children in the least restrictive environment, individual and family-centered programming, and direct educational and behavioral intervention techniques. **10 field experience hours are required in an ECE SPE setting.**

SPE 433 ECE Screening and Assessment of Young Children with Special Needs

This course provides an overview of the purposes of engaging in assessment and examination of different kinds of measures, such as screening, assessment for eligibility, and ongoing developmental assessment, all within the birth to age eight classrooms. Specific types of assessment instruments used for early intervention and other early childhood special education purposes are reviewed and implemented, including formal and informal instruments for assessing young children’s social,
emotional, cognitive, communication, motor skills, family strengths, needs, concerns, priorities, and resources, as well as school, home, and community learning environments. Through hands-on practice with a variety of tools, candidates learn procedures and develop strategies for implementing nondiscriminatory assessment, utilizing valid and reliable measures when conducting formative and summative individual and program evaluation. **10 field experience hours are required in a K-2nd grade SPE setting.**

**SPE 434 Teaming, Collaborating, And Communicating: Resources for Families in ECE SPE Settings**

This course provides an examination of the historical, philosophical, and legal basis for family participation in education and family-centered services. Candidates develop techniques for promoting positive, supportive relationships with parents of young children with special needs, including strategies for working with socially, culturally, and linguistically diverse families. Family systems theory is reviewed, as well as family stressors, grief, and coping. Emphasis is placed on models for building effective teams, strategies for facilitating consultation and collaboration among professionals, para-professionals, families, and other agencies, as well as techniques for supporting family strengths, addressing family needs, priorities and concerns, and accessing community resources. **10 field experience hours are required in an ECE SPE setting.**

**SPE 435 Autism-Spectrum Disorders and Characteristics of Children with Disabilities in ECE Settings**

In this course, candidates will be provided with the knowledge and skills necessary to implement recommended, evidence-based practices with young children (under 6 years of age) with autism spectrum disorders and/or developmental delays in an inclusive ECE setting. Etiology, diagnostic procedures, current theoretical approaches to intervention, and research on supporting young children with autism-spectrum disorders and/or developmental delays and their families will be considered. Developmental delays will be considered in their relationship to autism-spectrum disorders and independently in the areas of cognition, social-emotional, gross motor, and speech development. **10 field experience hours are required in an ECE SPE setting.**

**SPE 470 Student Teaching**

This course serves as the culminating experience in the special education undergraduate program. The course involves supervised teaching of students with disabilities in public or private school settings and includes a seminar in which candidates examine, apply, and evaluate instructional and curricular strategies and interventions in school settings. In all settings, the collaborative-consultation model is practiced.