

**Teaching and Educational Studies Department  
Idaho State University  
Learning Outcomes**

Course	Learning Outcomes
EDMT 5570 – Teaching Mathematical Thinking: Data Analysis and Statistics	<ul style="list-style-type: none"> <li>• Advance knowledge on instructional practices and goals emphasizing mathematical reasoning, communication, connections, and problem-solving (NCTM Process Standards &amp; CCSS Mathematical Practices).</li> <li>• Learn key content, methods, and materials necessary to teach mathematics related to statistics, data analysis, modeling, and probability in K-12 students.</li> <li>• Advance understandings of formatively assessing, and using, students' thinking to make appropriate modifications to curricular materials to support diverse learners</li> <li>• Identify mathematical learning processes for K-12 students related to data analysis and statistics</li> <li>• Examine and refine personal assumptions, beliefs and values about teaching and learning in K-12 mathematics</li> <li>• Review relevant educational peer-reviewed research on teaching and learning in K-12 mathematics</li> </ul>
EDUC 2201 – Human Development and Individual Differences	<ul style="list-style-type: none"> <li>• Demonstrate initial competence in child observation and interpretation of observation data.</li> <li>• Define common terms describing human development</li> <li>• Define and apply common learning theories</li> <li>• Demonstrate understanding of multiple perspectives of how learning occurs</li> <li>• Know progressions and ranges in individual variation within human development (physical, social, emotional, and cognitive).</li> <li>• Apply principles of development and progressions of development (physical, social, emotional, and cognitive) to observational situations.</li> <li>• Analyze developmental characteristics of learners in light of their implications for classroom practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• Engage in professional discourse about child development</li> <li>• Write analytically to apply course objectives</li> <li>• Plan their Teacher Education Program (TEP)</li> <li>• Write using APA style</li> </ul>
EDUC 2204 – Families Community Culture	<ul style="list-style-type: none"> <li>• Identify the processes of language acquisition and the stages of development of linguistically diverse students.</li> <li>• Recognize differences in culture for planning, integrating, and delivering inclusive learning experiences.</li> <li>• Describe the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.</li> <li>• Explain the benefits of family and community involvement in students’ socialization and development.</li> </ul>
EDUC 3302 – Motivation and Management	<ul style="list-style-type: none"> <li>• Establish classroom management and motivation strategies addressing students’ exceptional needs, developmental level and those from diverse cultures.</li> <li>• Establish an organized classroom (both space and time) that is aligned to the learning activities, accommodates for special needs, and is safe for all students.</li> <li>• Teach and monitor classroom rules and procedures so that behavioral expectations are clear, and little instructional time is lost in behavior management and routines.</li> <li>• Establish a culture for learning, based on motivational theories, and building appropriate personal relationships and rapport.</li> <li>• Establish a culture of collaboration as needed for appropriate Common Core State Standards/Idaho Core State Standards implementation.</li> <li>• Establish an effective system of grading and record keeping to measure student learning and providing feedback to students.</li> <li>• Plan for managing problem behaviors in accordance with Response to Intervention principles.</li> <li>• Establish partnerships with families and guardians of student for the purpose of motivation and management.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate awareness of and abide by the Code of Ethics of the Idaho Teaching Profession as it relates to motivation and management.</li> <li>• Demonstrate awareness of laws related to student, teacher, and parent rights and responsibilities (e.g., appropriate education for students with disabilities, privacy, confidentiality, appropriate treatment of students, due process, discrimination, harassment, reporting in situations related to possible abuse, school attendance) and apply them to case situations.</li> </ul>
<p>EDUC 3308 – Foundations of Educational Knowledge, Planning, and Assessment</p>	<ul style="list-style-type: none"> <li>• Learn educational terms and concepts critical to their success in TEP coursework and fieldwork (including but not limited to: demographics, essential questions, enduring understandings, learning targets, objectives, “I Can” statements, Bloom’s Taxonomy, Webb’s Depth of Knowledge, formative and summative assessment, and APA-6)</li> <li>• Learn how to unpack Idaho Content Standards</li> <li>• Learn about FERPA compliance</li> <li>• Become familiar with the Danielson Framework for Teaching observation instrument and forms</li> <li>• Learn to use the ISU COE unit and lesson plan templates to write unit and lesson plans</li> <li>• Learn about educational assessment purposes and types, how they can/should be used, and how to interpret results</li> <li>• Work collaboratively with an instructional team</li> <li>• Examine and analyze existing artifacts, lesson plans, and assessments</li> <li>• Complete a ~30-hour K-12 classroom “field experience” (on-line observations)</li> <li>• Use self, peer (when available), and cooperating teacher Framework for Teaching mini-lesson observations and self-reflections to set goals to enhance development of professional practice</li> <li>• Begin/build/cultivate a professional network</li> </ul>
<p>EDUC 3311 – Instructional Technology</p>	<ul style="list-style-type: none"> <li>• The preservice educator will facilitate equitable access to technology for all students</li> <li>• The preservice educator will design developmentally appropriate learning opportunities for technology-enhanced</li> </ul>

	<p>instructional strategies to support diverse learners</p> <ul style="list-style-type: none"> <li>• The preservice educator will evaluate technology resources for integration into the instructional process</li> <li>• The preservice educator will assess student learning using appropriate technology tools</li> <li>• The preservice educator will demonstrate data analysis techniques for maximizing student learning</li> <li>• The preservice educator will demonstrate the skills necessary for technology integration into the instructional process.</li> <li>• The preservice educator will use technology to communicate with stakeholders</li> <li>• The preservice educator will model legal practices related to U.S. copyright laws in the instructional process</li> <li>• The preservice educator will model the ethical use of technology in the instructional process</li> <li>• The preservice educator will demonstrate scholarly interaction with professional organizations in relation to technology integration</li> <li>• The preservice educator will review professional publications related to technology integration into the instructional process</li> </ul>
<p>EDUC 3322 – Literature for Children</p>	<ul style="list-style-type: none"> <li>• Develop a theoretical framework of the reading and writing process.</li> <li>• Develop a knowledge of fluency, vocabulary development, and reading comprehension strategies and methods for teaching children’s literature.</li> <li>• Develop an understanding of the writing process and how to teach writing by modeling, incorporating writing instruction and a wide range of writing opportunities.</li> <li>• Recognize literature as fiction or non-fiction and belonging to identified genres.</li> <li>• Select appropriate literature for children according to their interests, needs, and abilities.</li> <li>• Learn and apply criteria for evaluating children’s literature.</li> <li>• Know authors, illustrators and poets and their contributions to the changing field of children’s literature.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop strategies to motivate children’s interest and enthusiasm for literature.</li> <li>• Develop an understanding of the role of multicultural literature in promoting respect for and appreciation of diversity, explore oral traditions in the development of children’s literature and become acquainted with the historical context of children’s literature.</li> <li>• Learn how to prepare and implement lesson plans and deliver appropriate learning experiences based on individual differences and diverse cultures and communities.</li> <li>• Develop an understanding of the Idaho Content Standards and the Idaho Comprehensive Literacy Standards.</li> </ul>
<p>EDUC 3330 – Elementary Math Methods</p>	<ul style="list-style-type: none"> <li>• Become acquainted with instructional practices, emphasizing mathematical reasoning, communication, connections, and problem solving (NCTM Process Standards &amp; CCSS Mathematical Practices)</li> <li>• Demonstrate computational ability with, and methodological ideas for teaching, standard and non-standard math algorithms taught in the elementary grades</li> <li>• Identify math manipulatives for use in elementary school and demonstrate the use of manipulatives in teaching mathematical concepts</li> <li>• Identify the mathematical learning processes of children</li> <li>• Become familiar with assessing and using children’s thinking as a guide to planning instruction</li> </ul>
<p>EDUC 3331 – Elementary Science Methods</p>	<ul style="list-style-type: none"> <li>• Plan/analyze units and lessons that demonstrate proper safety and ethical considerations.</li> <li>• Plan/analyze units and lessons for instruction that promotes student learning based on how students learn science.</li> <li>• Describe how learning occurs in science.</li> <li>• Identify common misconceptions, naive conceptions, or partial understandings of core ideas, and determine a plan to guide learners to an accurate conceptual understanding.</li> <li>• Analyze and plan lessons using the 5E instructional model.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the Idaho Science Content Standards (DCI, SEP, CCC) to plan/analyze an instructional sequence.</li> <li>• Identify the DCI, SEP and CCC that will guide my lessons.</li> <li>• Create student friendly learning targets based on the standards that will support metacognition for my students.</li> <li>• Identify the learning progression for the standards in my instructional sequence.</li> <li>• Plan for assessment in a unit and lesson.</li> <li>• Create and/or analyze an instructional sequence with multiple checks for understanding (formative assessment).</li> <li>• Analyze a performance task for an instructional sequence.</li> <li>• Integrate literacy into science lessons.</li> <li>• Identify and plan for teaching the academic vocabulary and informational text in my instructional sequence.</li> <li>• Analyze and plan evidence-based instructional strategies.</li> </ul>
<p>EDUC 3336 – Social Science Methods</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the role of the social studies in the preparation of good citizens</li> <li>• Critically evaluate social studies resources for accuracy and relevancy</li> <li>• Find and understand the social studies strands of the Idaho Content Standards and the C3 Framework at the elementary, middle, and/or secondary level</li> <li>• Plan social studies lessons/units at the student’s major level (K-8 for elementary majors; grades 6-8 [possibly 9-12] for secondary majors) utilizing Idaho Content Standards and the C3 Framework</li> <li>• Plan social studies lessons and units at the student’s major level using grade-appropriate pedagogical methodologies and strategies that <ul style="list-style-type: none"> <li>▪ are aligned to the Framework for Teaching</li> <li>▪ include differentiation/accommodations for students with individual needs, (ELLs, G/Ts, and students with IEPs or 504s)</li> <li>▪ foster a positive classroom environment conducive to learning</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ utilize accurate formative and summative assessments of student learning</li> <li>• Teach lessons to a simulated “class” (peer group) and utilize reflective strategies to self-evaluate the individual lessons taught</li> <li>• Participate in small- and whole-group reflective analyses to help the class improve as a whole as social studies educators</li> <li>• Participate in current event analysis related to social studies</li> <li>• Read and evaluate realistic fiction related to social studies</li> </ul>
<p>EDUC 4408 – Pre-Internship Field Experience Seminar</p>	<ul style="list-style-type: none"> <li>• Complete a ~55-hour K-12 classroom environment field placement, including teaching at least 2 full lessons, and 2 mini lessons.</li> <li>• Work collaboratively with an instructional team to develop an interdisciplinary unit that includes instructional goals for furthering K-12 student growth and achievement of the Idaho Core and Content Standards.</li> <li>• Develop and implement formative and summative assessment methods to measure the extent in which students meet instructional goals</li> <li>• Develop and implement lessons that are developmentally appropriate and consider diverse learner needs, align with instructional goals and Idaho Core and Content Standards, and meet the curricular needs of the classroom.</li> <li>• Enhance lessons with purposeful and meaningful family/community connections.</li> <li>• Enhance lessons with explicit management techniques and motivational practices</li> <li>• Integrate technology applications into planning and practice.</li> <li>• Provide learning experiences that foster critical thinking and real-life applications</li> <li>• Complete all requirements of the TES Portfolio and CTAP.</li> <li>• Use self, peer (when possible), cooperating teacher, and university faculty evaluations of teaching performance to set goals to enhance development of professional practice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Analyze and use results from assessments to adjust current and future instructional practices.</li> <li>• Begin/build/cultivate your professional network.</li> <li>• Reflect on your practice as correlated to the Idaho Core Teacher Standards.</li> <li>• Create SMART goals based on your growth opportunities.</li> <li>• Prepare for student teaching.</li> </ul>
EDUC 4419 – Developmental Literacy Assessment	<ul style="list-style-type: none"> <li>• Develop a theoretical framework of the reading and writing process, which will guide their decisions about how to assess reading and writing;</li> <li>• Understand the importance of language development, schema theory and metacognition in the reading and writing process;</li> <li>• Know how to utilize tests and forms of assessment in the classroom in a variety of approaches;</li> <li>• Be able to utilize different approaches in assessing reading and writing and understand the relative strengths and needs of these approaches;</li> <li>• Understand the importance of assessment in reading and writing and be able to employ several types of assessment techniques in the classroom for use with students;</li> <li>• Develop a knowledge base for use in teaching/assessing reading and writing to diverse populations in the classroom;</li> <li>• Develop a knowledge base of appropriate strategies and techniques to utilize with students based on assessment data</li> <li>• Understand how assessment is aligned to the Idaho Content Standards and the Idaho Comprehensive Literacy Standards</li> </ul>
EDUC 4460/5560 – Foundations of ESL	<ul style="list-style-type: none"> <li>• Identify the processes of language acquisition and the stages of development of linguistically diverse students.</li> <li>• Identify there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).</li> </ul>

- Explain differences in culture for planning, integrating, and delivering inclusive learning experiences.
- Explain there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).
- Describe the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
- Explain there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).
- Explain differences in culture for planning, integrating, and delivering inclusive learning experiences.
- Explain the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.
- Explain the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.
- Describe various language instruction educational program models.
- Explain that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.
- Explain language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
- Identify variations in assessment of student progress that may be related to cultural and linguistic differences.
- Explain the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.
- Describe appropriate accommodations for language learners being tested in the content areas.
- Explain how to incorporate students' diverse cultural backgrounds and language proficiency

	<p>levels into instructional planning that aligns with the English Language Development Standards.</p> <ul style="list-style-type: none"> <li>• Identify research and evidence based strategies that promote students’ critical thinking and problem solving at all stages of language development.</li> <li>• Reflect the importance of staying current on research related to language learning.</li> <li>• Explain the benefits of family and community involvement in students’ linguistic, academic, and social development.</li> <li>• Explain the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.</li> <li>• Explain linguistic features of the English language.</li> </ul>
<p>EDUC 4470 Advanced Mathematics Methods</p>	<ul style="list-style-type: none"> <li>• Become acquainted with instructional practices, emphasizing mathematical reasoning, communication, connections, and problem solving (NCTM Process Standards &amp; CCSS Mathematical Practices).</li> <li>• Understand the process for effectively orchestrating mathematical discussions</li> <li>• Make appropriate modifications to curricular materials to formatively assess and support diverse learners</li> <li>• Identify the mathematical learning processes of children.</li> <li>• Become familiar with assessing and using children’s thinking as a guide to planning instruction.</li> </ul>
<p>EDUC 4493 – Student Teaching Seminar</p>	<ul style="list-style-type: none"> <li>• Commit to the teaching of all students, all cultures, all abilities, and all economic groups by meeting individual K-12 student needs to the best of my ability.</li> <li>• Identify, apply and reflect on different approaches to instruction, learning, and assessment.</li> <li>• Contribute to and have a positive impact on the professional community.</li> <li>• Reflect and identify strength and growth opportunities within my professional practice.</li> <li>• Have purposeful conversations about the Framework for Teaching’s components and apply that knowledge to my professional practice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify of how the Idaho Core Teaching Standards from the Idaho Standards for Initial Certification of Professional School Personnel have been met, as aligned to the Danielson Framework for Teaching</li> </ul>
EDUC 5519 – Developmental Literacy	<ul style="list-style-type: none"> <li>• Demonstrate meeting the knowledge and performance indicators of Idaho Comprehensive Literacy Standard I: Foundational Literacy Concepts</li> <li>• Demonstrate meeting the knowledge and performance indicators of Idaho Comprehensive Literacy Standard II: Fluency, Vocabulary Development, and Comprehension</li> <li>• Demonstrate meeting the knowledge and performance indicators of Idaho Comprehensive Literacy Standard III: Literacy Assessment Concepts</li> <li>• Demonstrate meeting the knowledge and performance indicators of Idaho Comprehensive Literacy Standard IV: Writing Process</li> </ul>
EDUC 6601 – Research and Writing	<ul style="list-style-type: none"> <li>• Establish and demonstrate an understanding of the nature, purpose, and application of educational research methods, designs, and communication</li> <li>• Apply current APA style to scholarly, professional writing (including format, citations, references, and content)</li> <li>• Construct a fully-developed research question aligned to their professional interests/programs</li> <li>• Establish and demonstrate an understanding of how to review, annotate, and synthesize relevant peer-reviewed research literature</li> <li>• Construct a three-part research proposal, including an introduction, a literature review, and a methodology section</li> </ul>
EDUC 6602 – Theories of Learning	<ul style="list-style-type: none"> <li>• Identify the underlying theories that support learning at all stages of development. (Recognize key theories and theorists.)</li> <li>• Make decisions about which theories can be used to resolve an identified learning issue</li> <li>• Apply an understanding of selected theories to the resolution of a learning issue or problem</li> <li>• Reflect on your understanding of learning theory and apply that understanding to yourself as an instructor and/or as a learner</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore the challenges of teaching varied learners even as you familiarizing yourself with a range of learning theories</li> </ul>
EDUC 6610 – Applied Educational Statistics	<ul style="list-style-type: none"> <li>• Create and interpret data organizational structures</li> <li>• Define and calculate basic descriptive statistics</li> <li>• Write null and alternative hypotheses for experiments</li> <li>• Calculate and interpret Z-scores</li> <li>• Calculate and interpret T-tests</li> <li>• Calculate and interpret Analyses of variance</li> <li>• Calculate and interpret correlation statistics</li> <li>• Calculate and interpret chi-square tests</li> <li>• Calculate and interpret other non-parametric tests</li> <li>• Analyze results and write interpretations of inferential statistical tests</li> </ul>
EDUC 6620 – Motivation for Learning	<ul style="list-style-type: none"> <li>• Create a vision of my ideal classroom that demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment</li> <li>• Create a plan for establishing a culture for learning in my classroom</li> <li>• Create a plan for fostering an environment of respect and rapport in my classroom</li> <li>• Create a plan for managing classroom procedures</li> <li>• Create a plan for the intentional use of physical space in my classroom</li> <li>• Create a plan for managing student behavior in my classroom</li> <li>• Analyze complex teacher scenarios to evaluate motivation and management problems</li> </ul>
EDUC 6622 – Assessment & Learning	<ul style="list-style-type: none"> <li>• Develop and implement assessment methods to measure the extent to which learners meet instructional goals pre and post teaching.</li> <li>• Develop a formative and a summative assessment, including alternative assessment, along with a supporting assessment instrument (e.g., rubric or checklist)</li> <li>• Determine when to use alternative assessment methods</li> <li>• Identify appropriate assessments for affective/dispositional issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Create an assessment for affective/dispositional constructs</li> <li>• Identify legal &amp; ethical issues in educational assessment</li> </ul>
<p>EDUC 6630 – Advanced Elementary Methods</p>	<ul style="list-style-type: none"> <li>• Become knowledgeable about models of teaching and use that knowledge to prepare and present lessons using specific models of teaching appropriate for their classrooms.</li> <li>• Read professional literature in their field of expertise as it relates to models of teaching</li> <li>• Discuss within a community of learners, critical issues of lesson planning related to models of teaching and learning</li> <li>• Observe, analyze and evaluate (reflective model) oneself teaching using one or more models of teaching</li> <li>• Demonstrate an understanding of the value of diversity and exceptionality via lesson plans developed and taught this semester</li> </ul>
<p>EDUC 6631 – Advanced Secondary Methods</p>	<ul style="list-style-type: none"> <li>• Become knowledgeable about models of teaching and use that knowledge to prepare and present one or more lessons using specific models of teaching appropriate for their classrooms</li> <li>• Read professional literature in their field of expertise as it relates to models of teaching</li> <li>• Discuss within a community of learners critical issues of lesson planning related to models of teaching and learning</li> <li>• Observe, analyze and evaluate (reflective model) oneself teaching using one or more models of teaching</li> <li>• Demonstrate an understanding of the value of diversity and exceptionality via lesson plans developed and taught this semester</li> </ul>
<p>EDUC 6652 – Field Practicum in Education &amp; EDUC 6651 – Field Project in Education</p>	<ul style="list-style-type: none"> <li>• Commit to the teaching of all students, all cultures, all abilities, and all economic groups by meeting individual K-12 student needs to the best of my ability</li> <li>• Identify, apply, and reflect on different approaches to instruction, learning, and assessment</li> <li>• Contribute to and have a positive impact on the professional education community</li> <li>• Reflect and identify strength and growth opportunities within my professional practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Have purposeful conversations about the Framework for Teaching's components and apply that knowledge to my professional practice</li> <li>• Identify how I have met the Idaho Core Teaching Standards from the Idaho Standards for Initial Certification of Professional School Personnel, as aligned to the Danielson Framework for Teaching</li> </ul>
<p>EDUC 6670 – Seminar in Elementary Methods EDUC 6671 – Seminar in Secondary Methods</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge about research supported models of teaching and prepare and present lessons using specific models of teaching appropriate for their classrooms</li> <li>• Synthesis of professional literature in their field of expertise as it relates to their teaching.</li> <li>• Observe, analyze and evaluate one's own teaching (Reflection) using appropriate data collection techniques</li> <li>• Demonstrate an understanding of the value of diversity and exceptionality via the lessons developed and taught this semester</li> <li>• Document a positive impact on student learning via commonly agreed upon (and instructor approved) data collection techniques</li> <li>• Report out the results of that data using appropriate professional oral and written reporting processes, including an oral presentation of the final paper in the course</li> <li>• Synthesis and share reflections on programmatic learning and professional growth occurring across the program of study</li> <li>• Document ability to meet ISTE, CAEP and other standards for teachers</li> </ul>
<p>SPED 3330 - The Exceptional Child</p>	<ul style="list-style-type: none"> <li>• Students will describe disability categories under IDEA, 2004.</li> <li>• Students will identify evidence-based practices to support all disability categories within inclusive and resource classrooms.</li> <li>• Students will develop introductory pedagogy that will support individuals with disabilities in resource and inclusive settings.</li> <li>• Students will create a universally designed lesson plan that will support the needs of all students, both general and special education students within an inclusive and resource setting</li> </ul>

<p>SPED 3340 – Principles of Behavior Management</p>	<ul style="list-style-type: none"> <li>• Explain the basic concepts and practices of behavior management</li> <li>• Describe the basic concepts of Functional Behavioral Assessment and Individualized Behavioral Supports</li> <li>• Explain the types of positive, negative, and natural reinforcements</li> <li>• Present strategies to assess and apply observational data procedure</li> <li>• Understand and identify the Evidence-based Practices (EBPs)</li> <li>• Explain the Positive Behavioral Interventions and Supports (PBIS)</li> </ul>
<p>SPED 3350 – Creating Inclusive Classes</p>	<ul style="list-style-type: none"> <li>• Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences</li> <li>• Use an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards</li> <li>• Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context</li> <li>• Understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways</li> <li>• Engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner</li> </ul>
<p>SPED 4423 – Designing Instruction</p>	<ul style="list-style-type: none"> <li>• Students will teach multiple lessons to identify skills that support disability categories within inclusive and resource classrooms</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will critique and describe dispositions needed to be an effective teacher of inclusion and diverse populations</li> <li>• Students will develop pedagogy that will support individuals with disabilities in resource and inclusive settings</li> <li>• Students will create a universally designed lesson plan that will support the needs of all students, both general and special education students within an inclusive and resource setting</li> </ul>
SPED 4424 – Assessment Procedures in Special Education	<ul style="list-style-type: none"> <li>• Explain basic statistics concepts</li> <li>• Define and understand the purpose of assessment in Special Education.</li> <li>• Administer the different types of achievement tests including Woodcock Johnson IV tests of achievement and Functional Behavioral Assessment.</li> <li>• Describe the components of the special education assessment process</li> <li>• Analyze assessment results for a comprehensive evaluation</li> <li>• Develop an Individual Education Program (IEP) plan</li> </ul>
SPED 4429 – Severe and Profound Disabilities	<ul style="list-style-type: none"> <li>• Define who are students with significant and multiple disabilities</li> <li>• Know what are the categories and syndrome of significant and multiple disabilities</li> <li>• Understand what are the requirements for alternative assessment for children with severe disabilities</li> <li>• Define appropriate general instructional strategies for students with severe disabilities</li> <li>• Implement evidence-based practices for significant and multiple disabilities</li> </ul>
SPED 4434 – Lang and Comm Methods in SPED	<ul style="list-style-type: none"> <li>• Identify EBP and strategies to support students in cross-disciplinary skills</li> <li>• Demonstrate instructional strategies paired with EBP to support students with disabilities, gifted, and ELL students in content classes</li> <li>• Identify culturally and linguistically appropriate assessments to support learners with disabilities, and ELL</li> </ul>
SPED 4437 – Practicum in Large Group Instruction	<ul style="list-style-type: none"> <li>• Students will develop instructional, curricular development, and behavior management goals to support instruction for individuals with disabilities in resource and inclusive settings</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will implement evidence-based practices to support all disability categories within inclusive and resource classrooms</li> <li>• Students will evaluate and reflect on their instructional pedagogy and collaborate with their peers and support teacher to improve pedagogy that will support individuals with disabilities in resource and inclusive settings</li> <li>• Students will implement a universally designed lesson plan that will support the needs of all students, both general and special education students within an inclusive and resource setting</li> </ul>
<p>SPED 4443 – Autism</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of the historical roots/significance of ASD including knowledge of evolving theories and trends and their ramifications</li> <li>• Demonstrate knowledge of the etiology, diagnostic features, differential diagnosis characteristics, and co-morbid conditions for individuals with ASD according to the most recent research</li> <li>• Recognize the learning styles of individuals with ASD and the impact of ASD on learning</li> <li>• Recognize myths and controversies surrounding ASD and articulate an informed position in regard to these issues</li> <li>• Demonstrate awareness of current theories of disorder (e.g., Theory of Mind, Executive Processing).</li> <li>• Demonstrate knowledge of current research-based treatment options including biomedical treatment options, ecological treatment options, pharmacological treatment options, educational treatment options, and prognostic research and information</li> <li>• Demonstrate knowledge of Federal Laws and Regulations related to eligibility, service delivery, individual education plans, transition, and related services impacting individuals with ASD</li> <li>• Develop a personal philosophy statement that includes beliefs that reflect best practices and the most current literature regarding the education of individuals with ASD</li> <li>• Develop a mission statement for a classroom that reflects best practices and the most</li> </ul>

	<p>current literature regarding the education of individuals with ASD</p> <ul style="list-style-type: none"> <li>• Evaluate an existing program for its concordance with best practices and the most current literature regarding the education of individuals with ASD</li> <li>• Demonstrate knowledge of and ability to use instructional strategies to address core deficits of ASD including inclusive practices, social skills instruction, principles of applied behavior analysis, functional/meaningful curriculum, and community-based instruction</li> <li>• Demonstrate knowledge of the immediate and long-term impact of ASD on families across the lifespan and best practices for working with families including person-centered planning, communication and collaboration/teaming, family training, and multicultural perspectives</li> <li>• Apply and relate all material instructed within the class in case study assignments and supervised, field-based experience including site visits in schools and agencies</li> </ul>
<p>SPED 4446 – Designing Instruction</p>	<ul style="list-style-type: none"> <li>• Describe strategies for accommodating and adapting curriculum and instruction for students with disabilities</li> <li>• Individualize instruction to support student learning and behavior in various settings</li> <li>• Identify and differentiate the individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening) for students with disabilities</li> <li>• Describe and differentiate curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities</li> <li>• Evaluate and link student skill development to the general education curriculum for students with disabilities</li> </ul>
<p>SPED 4490 – Consultation and Collaboration in Special Education</p>	<ul style="list-style-type: none"> <li>• Understand the role of the professional Special Education teacher in relation to children, parents, other staff, the community</li> <li>• Demonstrate an understanding of the roles of individuals with disabilities, families, school, and community personnel in planning an individualized program</li> </ul>

	<ul style="list-style-type: none"><li>• Have clinical training opportunities in the interdisciplinary team assessment process for advanced students</li><li>• Identify the primary historical explanations and intervention strategies or recommendations to children with disabilities</li></ul>
SPED 5550 – Creating Inclusive Classrooms	<ul style="list-style-type: none"><li>• Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences</li><li>• Use an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards</li><li>• Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context</li><li>• Understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways</li><li>• Engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner</li></ul>