

Programs for Paraprofessionals

Additional Requirements for the Paraprofessional Teacher Education Program

1. Must transfer in or take 60+ credit hours to meet McKendree University's general education requirements or have an associate's degree from an accredited institution. Transcripts will be reviewed upon application into the program, and course deficiencies will be communicated prior to the start of the program.
2. Required undergraduate coursework includes: ENG 111 and 112 (or equivalent), one mathematics course (college algebra or higher), American government, world geography, two science courses with at least one having a laboratory requirement.

Elementary Education for Paraprofessionals

- Major: 71 credit hours
- Major GPA required for graduation: 2.5
- All courses for the major must be completed with a grade of C- or better

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (EDU 495)
- Practica: Field I, Field II and Field III (EDU 461, 462, and 463)

ELEMENTARY EDUCATION MAJOR REQUIREMENTS		71 crs.
EDU 115	TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM	3
EDU 210	INTRODUCTION TO TEACHING (W)	3
EDU 205	MULTICULTURAL EDUCATION	3
EDU 350	EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	3
EDU 401	METHODS OF TEACHING IN FINE ARTS (ELEM.)	3
SPE 405	INSTRUCTION OF DIVERSE LEARNERS	3
EDU 409	INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY (W)	3
EDU 420	THE LEARNING ENVIRONMENT	3

EDU 429	CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS	3
EDU 430	METHODS OF EARLY LITERACY INSTRUCTION (W)	3
EDU 435	METHODS OF CONTENT AREA LITERACY INSTRUCTION IN THE ELEMENTARY GRADES	3
EDU 441	TEACHING ELEMENTARY MATHEMATICS	3
EDU 442	TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM	3
EDU 445	LEARNING AND TEACHING LANGUAGE ARTS (W)	3
EDU 446	METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM	3
EDU 458	ASSESSING STUDENT LEARNING	3
EDU 460	MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS	2
EDU 461	FIELD PRACTICUM I (ELEMENTARY)	1
EDU 462	FIELD PRACTICUM II (ELEMENTARY)	2
EDU 463	FIELD PRACTICUM III (ELEMENTARY)	3
EDU 490	STUDENT TEACHING SEMINAR	1
EDU 495	STUDENT TEACHING (ELEMENTARY)	14

Special Education for Paraprofessionals

- Major: 69 credit hours
- Major GPA required for graduation: 2.50
- All courses for the major must be completed with a grade of C- or better

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (SPE 498)
- Practica: Field I, Field II, and Field III (SPE 461, SPE 462, SPE 463)

SPECIAL EDUCATION MAJOR REQUIREMENTS		69 crs.
EDU 115	TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM	3
EDU 210	INTRODUCTION TO TEACHING (W)	3
EDU 205	MULTICULTURAL EDUCATION	3
EDU 409	INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	3
EDU 420	THE LEARNING ENVIRONMENT	3
SPE 405	INSTRUCTION OF DIVERSE LEARNERS	3
EDU 458	ASSESSING STUDENT LEARNING	3
EDU 350	EDUCATIONAL PSYCHOLOGY AND HUMAN GROWTH AND LEARNING	3
EDU 430	METHODS OF EARLY LITERACY INSTRUCTION (W)	3
EDU 441	TEACHING ELEMENTARY MATHEMATICS	3
SPE 400	FOUNDATIONS OF SPECIAL EDUCATION	2
SPE 461	FIELD PRACTICUM I (SPECIAL EDUCATION)	1
SPE 410	BEHAVIOR MANAGEMENT	3
SPE 462	FIELD PRACTICUM II (SPECIAL EDUCATION)	2
SPE 420	COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION	2
SPE 430	LANGUAGE DEVELOPMENT	2
SPE 490	CHARACTERISTICS OF STUDENTS WITH DISABILITIES	3
SPE 492	ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION	3
SPE 494	METHODS OF TEACHING STUDENTS WITH DISABILITIES	3
SPE 463	FIELD PRACTICUM III (SPECIAL EDUCATION)	3
EDU 490	STUDENT TEACHING SEMINAR	1
SPE 498	STUDENT TEACHING: STUDENTS WITH DISABILITIES	14

Special Education (SPE)

SPE 400 FOUNDATIONS OF SPECIAL EDUCATION The study of philosophical, historical, and legal foundations of special education. An investigation of service delivery models and related services for individuals with disabilities across the lifespan.	2	SPE 463 FIELD PRACTICUM III (SPECIAL EDUCATION) Field experience in a classroom of a local school under the guidance and supervision of an experienced LBS1 teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period.	3
SPE 405 INSTRUCTION OF DIVERSE LEARNERS This course focuses on the learning needs of students as they differ from the norm in physical, emotional, cognitive, cultural, or social characteristics. Primary emphasis is placed on methods and strategies for working with students across various disability categories and meeting the needs of these learners through differentiated instruction in the least restrictive environment. Prerequisite: Admission to the Teacher Education Program.	3	SPE 464 FIELD PRACTICUM IV (SPECIAL EDUCATION) Field experience in a special education classroom of a local middle or secondary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period.	3
SPE 410 BEHAVIOR MANAGEMENT Theoretical foundations of behavioral strategies, approaches and techniques for effective classroom management for individuals with disabilities. Behavioral assessment and selection, implementation and evaluation of appropriate interventions will be addressed.	3	SPE 490 CHARACTERISTICS OF STUDENTS WITH DISABILITIES 3 The study of cognitive, motor, behavioral, and physical development, as well as etiologies and medical conditions. Candidates will have experiences with students with disabilities regarding their characteristics, adaptive equipment, assistive technology, community integration, and vocational options.	3
SPE 420 COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION The examination of effective collaborative and consultation between special educators and school personnel, community members, families, and learners. The roles and responsibilities of stakeholders on IEP development and implementation will be investigated.	2	SPE 492 ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION The understanding of nondiscriminatory evaluation in identification and eligibility of individuals with disabilities. Formal and informal assessment procedures and techniques for monitoring student progress in classroom and school settings.	3
SPE 430 LANGUAGE DEVELOPMENT The exploration of theories, research, and methods regarding typical and atypical language development concerning school-aged students with learning difficulties. The role of language in learning and communication as well as cultural and environmental effects on student development are examined.	2	SPE 493 STUDENT TEACHING (SPECIAL EDUCATION) Field experience in a selected special education classroom of a local middle or secondary school under the guidance and supervision of an experienced teacher and university supervisor. Full-time student teaching in the fall or spring for 8 weeks. This course is a co-requisite with EDU 493.	7
SPE 461 FIELD PRACTICUM I (SPECIAL EDUCATION) Field experience in a classroom of a local school under the guidance and supervision of an experienced LBS1 teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten-week period.	1	SPE 494 METHODS OF TEACHING STUDENTS WITH DISABILITIES The examination and implementation of research-based strategies and materials for teaching students with disabilities. A focus on academic and social aspects of learning will be addressed in a variety of classroom settings across the curriculum.	3
SPE 462 FIELD PRACTICUM II (SPECIAL EDUCATION) Field experience in a special education classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten-week period.	2	SPE 498 STUDENT TEACHING (SPECIAL EDUCATION) Field experience in a selected special education classroom of a local elementary, middle, or secondary school under the guidance and supervision of an experienced teacher and university supervisor. Student teaching is during a full fall or spring semester.	14