

# SPECIAL EDUCATION STUDENT TEACHING (EDTU)

## **EDTU 550 Student Teaching I: Mild to Moderate Support Needs**

**Prerequisites:** Candidates must be in the appropriate mild to moderate support needs special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 576.

In Student Teaching I candidates are placed with a master teacher in a mild to moderate support needs classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

## **EDTU 551 Student Teaching II: Mild to Moderate Support Needs**

**Prerequisite:** EDTU 550 Candidates must be in the appropriate mild to moderate support needs special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 577.

In Student Teaching II candidates are placed with a master teacher in a mild to moderate support needs classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

## **EDTU 552 Student Teaching I: Extensive Support Needs**

**Prerequisites:** Candidates must be in the appropriate extensive support needs special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 576.

In Student Teaching I candidates are placed with a master teacher in an extensive support needs classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

## **EDTU 553 Student Teaching II: Extensive Support Needs**

**Prerequisite:** EDTU 552.

**Co-requisite:** EDUU 577.

Candidates must be in the appropriate extensive support needs special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section). In Student Teaching II candidates are placed with a master teacher in an extensive support needs classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

## **EDTU 554 Student Teaching I: Early Childhood Special Education**

**Prerequisites:** Candidates must be in the appropriate early childhood special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 576.

In Directed Teaching I candidates are placed with a master teacher or service provider in an early childhood special education setting with infants, toddlers, pre-school, or kindergarten age children identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

## **EDTU 555 Student Teaching II: Early Childhood Special Education**

**Prerequisite:** EDTU 554 Candidates must be in the appropriate early childhood special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 577.

In Directed Teaching II candidates are placed with a master teacher or service provider in an early childhood special education setting with infants, toddlers, pre-school, or kindergarten age children identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

## **EDTU 560-A Supported Teaching I: Early Childhood Special Education**

**Prerequisite:** Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

## **EDTU 560-B Supported Teaching I: Early Childhood Special Education**

**Prerequisite:** Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 560-C Supported Teaching I: Early Childhood Special Education**

**Prerequisite:** Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 560-D Supported Teaching I: Early Childhood Special Education**

**Co-requisite:** EDUU 558.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 560-E Supported Teaching I: Early Childhood Special Education**

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 560-F Supported Teaching I: Early Childhood Special Education**

**Co-requisite:** EDUU 559.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 561-A Supported Teaching II: Early Childhood Special Education**

**Prerequisite:** EDTU 560-A, EDTU-560-B, and/or EDTU 590-C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 561-B Supported Teaching II: Early Childhood Special Education**

**Prerequisite:** EDTU 560-D, EDTU-560-E, and/or EDTU 590-E.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 565-A Supported Teaching I: Mild to Moderate Support Needs (Interns Only)**

**Prerequisite:** Candidates must be in the appropriate mild to moderate support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

**Co-requisite:** EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild to moderate support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 565-B Supported Teaching I: Mild to Moderate Support Needs (Interns Only)**

**Prerequisite:** Candidates must be in the appropriate mild to moderate support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

**Co-Requisite:** EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild to moderate support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 565-C Supported Teaching I: Mild to Moderate Support Needs (Interns Only)**

**Prerequisite:** Candidates must be in the appropriate mild to moderate support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

**Co-Requisite:** EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild to moderate support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 565-D Supported Teaching I: Mild to Moderate Support Needs (Advanced Interns Only)**

**Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild to moderate support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 565-E Supported Teaching I: Mild to Moderate Support Needs (Advanced Interns Only)****Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild to moderate support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 565-F Supported Teaching I: Mild to Moderate Support Needs (Advanced Interns Only)****Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild to moderate support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 566-A Supported Teaching II: Mild to Moderate Support Needs (Interns Only)****Prerequisite:** EDTU 565-A-B, and/or EDTU 565-C.**Co-Requisite:** EDUU 581.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 566-B Supported Teaching II: Mild to Moderate Support Needs (Advanced Interns Only)****Prerequisite:** EDTU 565-D-E and/or EDTU 565-F.**Co-requisite:** EDUU 591.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their mild to moderate support needs classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 567-A Supported Teaching I: Extensive Support Needs (Interns Only)**

**Prerequisite:** Candidates must be in the appropriate extensive support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

**Co-Requisite:** EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 567-B Supported Teaching I: Extensive Support Needs (Interns Only)**

**Prerequisite:** Candidates must be in the appropriate extensive support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

**Co-Requisite:** EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 567-C Supported Teaching I: Extensive Support Needs (Interns Only)**

**Prerequisite:** Candidates must be in the appropriate extensive support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

**Co-Requisite:** EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 567-D Supported Teaching I: Extensive Support Needs (Advanced interns Only)****Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their extensive support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 567-E Supported Teaching I: Extensive Support Needs (Advanced interns Only)****Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their extensive support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 567-F Supported Teaching I: Extensive Support Needs (Advanced interns Only)****Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their extensive support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 568-A Supported Teaching II: Extensive Support Needs (Interns Only)**

**Prerequisite:** EDTU 567-A, EDTU 567-B and/or EDTU 567-C.

**Co-Requisite:** EDUU 581.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classroom as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 568-B Supported Teaching II: Extensive Support Needs (Advanced Interns Only)**

**Prerequisite:** EDTU 565-D, EDTU 565-E and/or EDTU 565-F.

**Co-requisite:** EDUU 591.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 570-A Support Teaching I: Mild/Moderate**

**Prerequisite:** Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 570-B Support Teaching I: Mild/Moderate**

**Prerequisite:** Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 570-C Support Teaching I: Mild/Moderate**

**Prerequisite:** Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 570-D Supported Teaching I: Mild/Moderate**

**Co-requisite:** EDUU 558.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 570-E Supported Teaching I: Mild/Moderate**

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 570-F Supported Teaching I: Mild/Moderate**

**Co-requisite:** EDUU 559.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 571-A Supported Teaching I: Moderate/Severe**

**Prerequisite:** Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2-3 credits.

**EDTU 571-B Supported Teaching I: Moderate/Severe**

**Prerequisite:** Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 571-C Supported Teaching I: Moderate/Severe**

**Prerequisite:** Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 571-D Supported Teaching I: Moderate/Severe****Co-requisite:** EDUU 558.

This course provides advanced opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 571-E Supported Teaching I: Moderate/Severe**

This course provides advanced opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 571-F Supported Teaching I: Moderate/Severe****Co-requisite:** EDUU 559.

This course provides advanced opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 572 Directed Teaching I: Mild/Moderate**

**Prerequisites:** Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 544.

In Directed Teaching I candidates are placed with a master teacher in a mild/moderate classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDTU 573 Directed Teaching I: Moderate/Severe**

**Prerequisite:** Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 544.

In Directed Teaching I candidates are placed with a master teacher in a moderate/severe classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDTU 575-A Supported Teaching I: Early Childhood Special Education (Interns Only)**

**Prerequisite:** Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

**Co-Requisite:** EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 575-B Supported Teaching I: Early Childhood Special Education (Interns Only)**

**Prerequisite:** Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

**Co-Requisite:** EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 575-C Supported Teaching I: Early Childhood Special Education (Interns Only)**

**Prerequisite:** Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

**Co-Requisite:** EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 575-D Supported Teaching I: Early Childhood Special Education (Advanced Interns Only)****Prerequisite:** EDTU 576-A.**Co-Requisite:** EDUU 590.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 575-E Supported Teaching I: Early Childhood Special Education (Advanced Interns Only)****Prerequisite:** EDTU 576-A.**Co-Requisite:** EDUU 590.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 575-F Supported Teaching I: Early Childhood Special Education (Advanced Interns Only)****Prerequisite:** EDTU 576-A.**Co-Requisite:** EDUU 590.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 576-A Supported Teaching II: Early Childhood Special Education (Interns Only)****Prerequisite:** EDTU 575-A-B, and/or EDTU 575-C.**Co-Requisite:** EDUU 581.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 576-B Supported Teaching II: Early Childhood Special Education (Advanced Interns Only)****Prerequisite:** EDTU 575-D-E, and/or EDTU 575-F.**Co-Requisite:** EDUU 591.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 590-A Supported Teaching II, Mild Moderate****Prerequisite:** EDTU 570-A, EDTU-570-B, and/or EDTU 570-C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 590-B Supported Teaching II, Mild Moderate****Co-requisite:** EDUU 558.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 591-A Supported Teaching II, Moderate/Severe****Prerequisite:** EDTU 571-A, EDTU-571-B, and/or EDTU 571-C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 591-B Supported Teaching II, Moderate/Severe**

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

**EDTU 592 Directed Teaching II: Mild/Moderate****Prerequisites:** EDTU 572, EDUU 544.**Co-requisite:** EDUU 545.

In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different mild/moderate classroom setting than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3-6 credits.

**EDTU 593 Directed Teaching II: Moderate/Severe****Prerequisites:** EDTU 573, EDUU 544.**Co-requisite:** EDUU 545.

In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different moderate/severe classroom setting than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDTU 594 Directed Teaching: Early Childhood Special Education (Infants and Toddlers)**

**Prerequisites:** Candidates must be in the appropriate early childhood special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 544.

In Directed Teaching I candidates are placed with a master teacher or service provider in an early childhood special education setting with infants and toddlers identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

**EDTU 595 Directed Teaching: Early Childhood Special Education (Preschool)**

**Prerequisite:** Candidates must be in the appropriate early childhood special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

**Co-requisite:** EDUU 545.

In Directed Teaching I candidates are placed with a master teacher or service provider in an early childhood special education setting with preschool children identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.