

3.3 Apply family-systems theory and knowledge of the dynamics, roles, and relationships within families and communities.	Ede 221, 223, 225, 227, 321,323 (practicum)	1,2,3,4,5,6	Ede 221, 223, 225, 227, 321, 323: Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 rd grade and include urban, small city, and suburban experiences.	
	Ede 230			
	Ede 231	2,3	Ede 231: Discussion of Roles of parents in the life of their children/	
	Ede 300			
	Ede 301	2,3,6	Ede 301: Vgotysky’s view of the environmental/ ecological philosophy of learning. Construct a model of your immediate environment when you were in high school.	
	Ede 302	2,3,5,6	Ede 302: Discuss Family systems theory in relation to behavioral expectations of parents for children	
	Ede 303			
	Ede 307			
	Ede 315	2,3,5,6	Ede 315: Research view of “disabilities” in several religions and/or cultures. What are the educational implications?	
	Ede 317			
	Ede 401	5	Ede 401: Class discussion/film depicting various type of families, i.e. single parent, extended families, foster, adoptive parents, etc.	
	Ede 464	2,3,5	Ede 464: Conscientious interpretation of testing results for families.	
	ED CLASSES			
	Ed 311			
	Ed 315	3,5,6	Ed315 & 316: Planning for diversity in choosing children’s literature	
	Ed 316	3,5,6	Ed315 & 316: Planning for diversity in constructing lessons	
	Ed 317			
	Ed 327		ED 327: Create a webpage that informs and contains links to professional organizations for continuing development	
	Ed 407			
	Ed 411			
	Ed 417			
	EDS CLASSES			
	Eds 459		EDS 459: Collaborative. School investigation and/or Group Project	

3.4. Assist families in identifying their resources, priorities, and concerns in relation to their child's development and link and/or implement a range of family-oriented services based on identified resources, priorities, and concerns.	Ede 221,223,225, 227, 321,323 (practicum)	1,2,3,4,5,6	Ede 221, 223, 225, 227, 321, 323: Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 rd grade and include urban, small city, and suburban experiences.
	Ede 221, 223 (practicum)	1,2,3,4,5,6	Focus of Ede 221 & 225: Observation & participation in K-3 inclusionary classroom
	Ede 225 (practicum)	1,2,3,4,5,6	Focus of Ede 225: Observation & participation in preschool programs in NAEYC approved childcare facility or Early Childhood Center
	Ede 227, 321, 323 (practicum)	1,2,3,4,5,6	Focus of Ede 227, 321, 323: Observation & participation in K-3 inclusionary classrooms
	Ede 230		
	Ede 231		
	Ede 300	2,3	Ede 300: Recognition that families differ in their ability to ask for or accept help, support, information, etc.
	Ede 301		
	Ede 302	2,3,5	Ede 302: Recognition that families differ in their willingness and ability to support behavioral expectations for their child.
	Ede 303		
	Ede 307		
	Ede 315, 317		Ede 315, 317: Contact the local SERRC center, and WWW, for information on available local resources, parent support groups, public assistance programs, medical assistance who provide for needs of families and children.
	Ede 401	5	Ede 401: Identify community & social service agencies that meet families and children needs, in-depth study of family types and their needs
	Ede 464		
	ED CLASSES		
	Ed 311		
	Ed 315, 316	3,5,6	Ed315 & 316: Planning for diversity
	Ed 317		
	Ed 327		
	Ed 407		
Ed 411			
Ed 417			
EDS CLASSES			

	Ede 459	2,3,5	EDS 459: Collaborative Group Project if topic of choice, class activities	
3.5 Consult/collaborate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning and well being	Ede 221,223,225, 227, 321,323 (practicum)	1,2,3,4,5,6	Ede 221, 223, 225, 227, 321, 323: Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 rd grade and include urban, small city, and suburban experiences.	
	Ede 221, 223 (practicum)	1,2,3,4,5,6	Focus of Ede 221 & 225: Observation & participation in K-3 inclusionary classroom	
	Ede 225 (practicum)	1,2,3,4,5,6	Focus of Ede 225: Observation & participation in preschool programs in NAEYC approved childcare facility or Early Childhood Center	
	Ede 227, 321, 323 (practicum)	1,2,3,4,5,6	Focus of Ede 227, 321, 323: Observation & participation in K-3 inclusionary classrooms	
	Ede 230			
	Ede 231			
	Ede 300			
	Ede 301			
	Ede 302			
	Ede 303			
	Ede 307			
	Ede 315			
	Ede 317			
	Ede 401	1,2,3,5	Ede 401: Locate social service agencies that are available to assist families of children with special needs and all children.	
	Ede 464			
	ED CLASSES			
	Ed 311			
	Ed 315, 316		Ed316 & 315: Guest speakers from community	
	Ed 317			
	Ed 327	1,2,3,4,5,6	ED 327: Examine different scenarios dealing with technology legal issues	
Ed 407		Ed407: Tutor Log		
Ed 411				
Ed 417				

	EDS CLASSES			
	Ede 459		EDS 459: Collaboration. School Investigation Collaboration. Group Project if topic of choice	
IS Evaluate and design processes and strategies that support transitions between and among preprimary and primary programs (CEC 3.2.7)	Ede 221,223,225, 227, 321,323 (practicum)	1,2,3,4,5,6	Ede 221, 223, 225, 227, 321, 323: Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 rd grade and include urban, small city, and suburban experiences.	
	Ede 221, 223 (practicum)	1,2,3,4,5,6	Focus of Ede 221 & 225: Observation & participation in K-3 inclusionary classroom	
	Ede 225 (practicum)	1,2,3,4,5,6	Focus of Ede 225: Observation & participation in preschool programs in NAEYC approved childcare facility or Early Childhood Center	
	Ede 227, 321, 323 (practicum)	1,2,3,4,5,6	Focus of Ede 227, 321, 323: Observation & participation in K-3 inclusionary classrooms	
	Ede 230			
	Ede 231			
	Ede 300			
	Ede 301			
	Ede 302			
	Ede 303	1,2,3	Ede 303: Discuss level of play and social interactional skills necessary for effective transition into K programs.	
	Ede 307	1,2,3	Ede 307: Recognition that language skills are important for positive experiences in transition and integration	
	Ede 315, 317		Ede 315, 317: Overview of transitional requirement and needs between the early intervention program and the special needs pre-school program, and from the latter to the K. program. Participation in this process in field exp. 223.	
	Ede 401			
	Ede 464			
	ED CLASSES			
	Ed 311			
Ed 315				
Ed 316				
Ed 317				

Ed 327		
Ed 407		
Ed 411		
Ed 417		
<i>EDS CLASSES</i>		
Eds 459	2,3,5,6	Eds 459: Collaboration and Consultation Skills are important skills that must be learned and practiced.