



First Year					
First Semester			Second Semester		
10-111	Composition I	3	10-112	Composition II	3
29-102	Fundamentals of Oral Communication	3	62-108	Introduction to Curriculum, Instruction and Assessment	2
13-102 19-201 19-202 19-222 43-101	Art Appreciation <b>OR</b> Enjoyment of Music <b>OR</b> Jazz Appreciation <b>OR</b> American Popular Music <b>OR</b> Theatre Appreciation	3	17-171	Fundamentals of Math	3
77-101	University Seminar	1	40-102-103	The Physical Sciences & Lab	4
62-107	Ecology and Developmental Foundations of Education	2	62-130/ 44-130	Ed Computing & Tech or Computers & Info Tech	3
			62-116	Professional Learning Community II	1
62-113	Professional Learning Community I	1			
32-101	Introduction to Geography	3			
<b>Total Hours</b>		<b>16</b>	<b>Total Hours</b>		<b>16</b>
Second Year					
First Semester			Second Semester		
62-109	Communication in a Positive and Inclusive Classroom	2	62-220	Designing Integrated Curriculum: (Part I)	1
			62-221	Literacy in the Elementary School	3
62-119	Professional Learning Community III	1	62-222	Social Studies in the Elementary School	2
17-371	Algebra and Geometry for Elementary and Middle School Teachers (Prerequisite: Fund, of Math)	3	62-223	Delivering Integrated Curriculum (Part I)	1
32-101	Intro to American Government and Politics	3	62-224	Professional Learning Community IV	1
33-155 <b>OR</b> 33-156	The United States to 1877 <b>OR</b> The United States since 1877	3	08-333	Developmental Psychology (Prerequisite: Educational Psychology)	3
08-229	Educational Psychology	3	62-372	Systems for Supporting Instructions & Behavior for Students with Disabilities	2
			04-102/103	General Biology and Lab	4
<b>Total Hours</b>		<b>15</b>	<b>Total Hours</b>		<b>17</b>



Third Year					
First Semester			Second Semester		
62-225	Designing Integrated Curriculum: (Part II)	1	62-331	Designing Intervention/ Assessment	1
28- 226	Science in the Elementary School	2	62-322	Literacy Assessment and Intervention: Theories and Techniques	2
17-227	Math in the Elementary School	2	17-323	Mathematics Assessment and Intervention: Theories and Techniques	2
62-228	Delivering Integrated Curriculum (Part II)	1	62-324	Implementing/Practicum I	4
62-229	Professional Learning Community V	1	62-325	Professional Learning Community VI	1
29-553	Language, Speech, & Hearing	3	62-396	Special Education: Implementing Techniques and Strategies of Evaluation, Instruction and Behavior	4
10-220	Introduction to Literature	3	61-569	Multiculturalism in Education	3
62-394	Special Education: Theory and Techniques of Evaluation, Instruction, and Behavior	4	62-342	Implementing Practicum 2	2
<b>Total Hours</b>		<b>17</b>	<b>Total Hours</b>		<b>17</b>
Summer Semester					
	Humanities (choose 2 courses - one from each of two different disciplines)- See Humanities section of Degree Audit or Undergraduate Catalog for course options	3 3			
62-408	Theory and Techniques of Transition & Career Readiness, Families and Partnerships in Special Education	2			
<b>Total Hours</b>		<b>8</b>			
Fourth Year					
First Semester			Second Semester		
62-431	Residency Practicum	2	61-471	Directed Student Teaching in the Elm School	6
62-433	Professional Learning Community VII	1	62-434	Professional Learning Community VIII	1
62-432	Professional Capstone	3	61-481/82	Directed Student Teaching in Special Education	6
62-454	Residency Practicum: Special Education	3			
62-456	Practicum Elementary School Reading	3			
62-216	Children's Literature	3			
<b>Total Hours</b>		<b>15</b>	<b>Total Hours</b>		<b>13</b>

*Students must earn a minimum total of 124 hours to complete their degree.*

This sample plan is a supplement to your Degree Audit. Consult your advisor on a regular basis for individual academic planning.



## THE NORTHWEST DIFFERENCE

---

### SPECIAL EDUCATION MAJORS AT NORTHWEST ARE CAREER READY AND ELIGIBLE TO TEACH:

- **SPECIAL EDUCATION IN KINDERGARTEN THROUGH 12TH GRADE AND**
- **ELEMENTARY EDUCATION IN 1ST- 6TH GRADES**

Faculty focus on teaching students the characteristics of children with disabilities in order to determine appropriate evidence-based teaching strategies to benefit their learning; methods to collaborate with teachers to meet the needs of students to also include co-teaching; and an in-depth knowledge of content areas. Authentic, profession-based field experiences with K-12 students begin the first year and culminate in a full year of teaching experience

## CAREER OPPORTUNITIES

---

**100%**  
placement rate

**100%** of students who graduate with a degree in special education obtain employment or continue their education within six months after graduation.

\*Based on self-reported data in recent years.

## PROFESSION-BASED LEARNING EXPERIENCES

---

Education majors receive hands-on placements in field experiences beginning during their freshman year. As part of their profession-based experiences, students progress through a range of field experiences beginning in their freshman year when they are placed in Horace Mann Laboratory School to observe. Throughout their time on campus, students participate in over 150 hours of clinical placements in both Horace Mann and diverse regional schools. Students work alongside master teachers to plan lessons, conduct assessments, solve classroom management challenges, and hone their craft as future educators.

**Horace Mann Laboratory School** is a clinical teaching environment on the Northwest campus to gain profession-based opportunities and skills. Horace Mann is one of a small number of laboratory schools in the United States, and provides hands-on, project-based learning for students to ensure they are career-ready upon graduation.