4-8 Program Field Hours Flow Chart

Sophomore Year - Fall
- Reading in the Elementary School (RDG 232)
- 3 hours as part of class work (Stage 1 & 2)
- Social Foundations of Middle Level Education (TCH 206)
- At least 9 hours as part of class work (Stage 1&2)
- Self Initiated Hours
  - 15 hours during the Fall Semester (Stage 1&2)

Sophomore Year - Spring
- Adolescent Development and Learning Theory (TCH 261)
- At least 9 hours as part of class work (Stage 1&2)
- Introduction to Exceptionalities (EEC 273)
- 9 hours as part of class work (Stage 3)
- Self Initiated Hours
  - 15 hours during the Spring Semester (Stage 1&2)

Junior Year - Fall
- Elements of Middle Level Instruction (TCH 251) (for Option 1 students)
  - 48 hours as part of class work (Stage 3)
- Teaching Reading to English Language Learners (RDG 413)
  - 6 hours as part of class work (Stage 1&2)

Junior Year - Spring
- Effective Instructional Strategies for Students with Exceptionalities (EEC 423)
  - 12 hours as part of class work (Stage 3)
- Instructional Content and Practices for Special Education (EEC 447)
  - 12 hours as part of class work (Stage 3)

Senior Year - Fall
- Subject Specific Methods Classes (TCH 322, 348, 347, 366)(Option 1 students will have one class)(Option 2 students will have two classes)
  - 48 hours as part of class work for each course (Stage 3)

Senior Year - Spring
- Assessing Children with Exceptionalities for Curricular Decision Making (EEC 483)
  - 24 hours as part of class work (Stage 3)(To be taken the same semester as student teaching, hours are incorporated into student teaching)
- Student Teaching