Requirements for the Degree: Bachelor of Science in Education in Early Childhood Special Education (P-5)

Middle Georgia State University

Core Curriculum Requirements: 60 hours	Minimum Academic Good Standing Grade Point Average: 2.75
Upper Division Requirements: 67 hours	Minimum Grade Point Average Required in Major: 2.75
Total Degree Requirements: 127 hours	Minimum Grade Point Average in Upper Division Courses: 2.75

	Course Options	Total Hours
Area A: Essential Skills	ENGL 1101 – English Composition I (3) ENGL 1102 – English Composition II (3) Math Elective – *Recommended MATH 1101 or MATH 1111 (3)*	9 hours
Area B: Institutional Options	Perspectives Elective (4)	4 hours
Area C: Literature-Based Elective	ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2132 (H), 2141, 2142 (3)	3 hours
Area C: Elective	Area C Elective - *Recommended COMM 1110 (3)*	3 hours
Area D: Natural Science, Math, Technology	Lab Science Elective (4) Lab Science Elective (4) Area D Elective – *Recommended MATH 1200 (3)*	11 hours
Area E: Social Sciences	HIST 2111 or 2112 – United States History to 1865 or since 1865 (3) POLS 1101- American Government (3) Area E Elective- 3 Hours *Recommended: PSYC 1101 (3)* Area E Elective (3)	12 hours
Area F: Major Field	EDUC 2110 – Investigating Critical and Contemporary Issues in Education (3) EDUC 2120 – Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3) EDUC 2130 – Exploring Learning and Teaching (3) ISCI 2001 – Integrated Science: Life and Earth Science (3) ISCI 2002 – Integrated Science: Physical Science (3) MATH 2008 – Foundations of Numbers and Operations (3)	18 hours
Upper Division Requirements (Students must complete an application, entrance exam, and meet all pre-requisites prior to enrollment in upper division coursework.)	ECSE 3200 – The Art of Language and Literature (3) ECSE 3400 – Technology in the Classroom (2) ECSE 3410 – Development of the Whole Child (3) ECSE 3430 – Literacy Acquisition (4) ECSE 3444 – Professional Roles and Teaching Practices I (2) ECSE 3520 – Organizing an Effective Learning Environment (2) ECSE 3530 – Literacy Assessment and Intervention Strategies (4) ECSE 3540 – Educational Assessment for Learning (4) ECSE 3555 – Professional Roles and Teaching Practices II (3) ECSE 3800 – Social Studies: Designing Interdisciplinary Curriculum (3) ECSE 4200 – Mathematics Teaching & Curriculum in Grades Pre-K-5 (3) ECSE 4430 – Content Area Literacy (2) ECSE 4477 – Clinical Practice II (4) ECSE 4500 – Designing Instruction for All Learners (3) ECSE 4520 – Positive Behavior Supports (3) ECSE 4588 – Clinical Practice II (4) MATH 3106 – Foundations of Algebra (3) MATH 3110 – Informal Geometry (3) MATH 3156 – Introduction to Data Analysis (3) SCIE 3000 – General Science for Elementary Education (3) SPED 3110 – Introduction to the Exceptional Learner (3) SPED 4110 – Program Planning for Exceptional Learners (3)	67 hours

	Upper Level Course Descriptions	Total Hours
ECSE 3200	**The Art of Language and Literature**	3

ECSE 3200 — **The Art of Language and Literature** — 3

Description: In this course, students will study and apply pedagogical knowledge and content skills in various areas of language arts and children's literature. Topics will include spelling, handwriting, grammar, and the writing process. Students will examine various types of children's literature to support cognitive, social, psychological, ethical, and language development. This course includes an extensive field component and the use of technology is required. This course is aligned with state and national standards.

ECSE 3400 — **Technology in the Classroom** — 2

Description: Teacher candidates will be introduced to emerging instructional technology and become proficient in the use of technology and media equipment available for P-5 classrooms. They will also design computer-mediated instruction and assessment strategies using World Wide Web resources, selected software programs and other technologies to enhance the learning of all students. Candidates will be introduced to LiveText and begin production of their on-line portfolios. This course fulfills requirements of the Georgia Technology Standards for Educators.

ECSE 3410 — **Development of the Whole Child** — 3

Description: This course will engage students in the principles of child growth and development from toddler-hood through middle-childhood. The course will cover the major theories, principles, and research concerning the physical, psychological, intellectual, emotional, and social aspects of development in children including typical and atypical developmental expectations. The class will focus on brain development and its relation to learning, cognitive and language development, the developmental trajectory of academic skills, and the impact of environmental factors (e.g., parenting, drug interactions, and poverty). In addition, the course will also cover basic research designs and methods for studying and observing children within this age range. Observation experiences of children and the use of technology are required. This course is aligned with state and national standards.

ECSE 3430 — **Literacy Acquisition** — 4

Description: In this course, students will develop an understanding of reading acquisition based on recent research. Students will focus on learning experiences needed to acquire fundamental reading skills. The class will address theory, research, and application of specific procedures for designing and delivering reading instruction to all P-5 students, including those with exceptionalities. The use of technology is required. This course is aligned with state and national standards.

ECSE 3444 — **Professional Roles and Teaching Practices I** — 2

Description: In this semester long course, pre-service teacher candidates will become familiar with the school environment, working with students and parents, and collaborating with other professionals in the school setting. Pre-service teacher candidates will work in P-5 classrooms assisting the teacher and P-5 students with instructional routines. In collaboration with their collaborating teachers, university supervisors, and course professors, pre-service teacher candidates will work to design and implement instructional projects that unite theory and practice in the P-5 classrooms. Pre-service teacher candidates will also attend regularly scheduled seminars on related topics throughout the semester. The use of technology is required. This course is aligned with state and national standards.
Note: This semester long experience requires pre-service teacher candidates to engage in a minimum of 120 hours in a P-5 school setting; while these hours are of upmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

ECSE 3520 — **Organizing an Effective Learning Environment** — 2

Description: In this course, teacher candidates learn how to design and organize classroom settings for effective learning. An emphasis will be on the planning and demonstration of effective management skills in diverse school settings. The use of technology is required. This course is aligned with state and national standards.

ECSE 3530 — **Literacy Assessment and Intervention Strategies** — 4

Description: This course is designed to provide teacher education candidates with an understanding of research-based literacy development assessment procedures and intervention strategies. Teacher candidates will gather and interpret assessment information for making instructional decisions. An intensive field experience in a diverse setting, focusing on elementary and upper elementary development of reading instruction is included as part of this course. The use of technology is required. This course is aligned with state and national standards.

ECSE 3540 — **Educational Assessment for Learning** — 4

Description: In this course, teacher education candidates will design, select, administer and interpret classroom assessments for learning. Candidates will also learn to use assessment results to make instructional decisions, including plans for differentiation, plan instructional activities, and develop appropriate grading practices. Candidates will learn to identify and interpret results from standardized and criterion reference tests used in assessing children for educational placement and instruction. Particular focus will be upon communication of results to students, parents, and other educators. The use of technology is required. This course is aligned with state and national standards.

ECSE 3555 **Professional Roles and Teaching Practices II** **3**
Description: In this semester long course, pre-service teacher candidates will become more engaged in the school environment, continuing to work with the teacher, students and parents, and other professionals. Pre-service teacher candidates will work in P-5 classrooms planning and implementing instruction and designing assessments based on the current required standards. Pre-service teacher candidates will also attend regularly scheduled seminars on related topics throughout the semester. The use of technology is required. This course is aligned with state and national standards.
Note: This semester long experience requires pre-service candidates to engage in a minimum of 180 hours in a P-5 school setting; while these hours are of upmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

ECSE 3800 **Social Studies: Designing Interdisciplinary Curriculum**
Description: In this course, students will develop and implement integrated social studies units **3**
which include music, art, drama, and physical education. Candidates will study contemporary research in multi-sensory integration to discover the increased success of P-5 students' academic participation and motivation. This course includes an extensive field component in a diverse setting and the use of technology is required. This course is aligned with state and national standards.

ECSE 4200 **Mathematics Teaching & Curriculum in Grades Pre-K-5**
Description: This course will focus on the role of mathematics in the education of early childhood **3**
students, with emphasis on: the understanding of curriculum content; current trends in teaching; use of appropriate teaching materials; and planning for and evaluating instruction. Methods of instruction will be explored that enable prospective teachers to act as facilitators in the classroom and gain an understanding of how children learn mathematics. Candidates will learn techniques, including the integration of technology, for designing and implementing mathematics lessons that develop knowledge and skills in mathematical concepts, computations, reasoning, and problem solving. This course is aligned with state and national standards.

ECSE 4430 **Content Area Literacy** **2**
Description: In this course, teacher candidates will develop an understanding of reading strategies that can be utilized in the academic content areas. Teacher candidates will explore learning environments that promote effective reading and learning with a particular focus on specific skills and strategies to become more effective readers and independent learners. The use of technology is required. This course is aligned with state and national standards.

ECSE 4477 **Clinical Practice I** **4**
Description: In this semester long course, pre-service teacher candidates will become more engaged in the school environment, continuing to work with the teacher, students and parents, and other professionals. Pre-service teacher candidates will work in general education P-5 classrooms planning and implementing instruction and designing assessments based on the current required standards. Pre-service teacher candidates will also attend regularly scheduled seminars on related topics throughout the semester. The use of technology is required. This course is aligned with state and national standards.
Note: This semester long experience requires pre-service candidates to engage in a minimum of 300 hours in a P-5 school setting; while these hours are of upmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

ECSE 4500 **Designing Instruction for All Learners**
Description: In this course, teacher candidates will learn effective curriculum methodology and **3**
materials utilized in the teaching of all P-5 students in interrelated and inclusion settings. Topics include instructional planning, research based practices, inclusion, collaboration, effective instructional planning, and transition. The use of technology is required. This course is aligned with state and national standards.

ECSE 4520 **Positive Behavior Supports**
Description: This course is designed to provide teacher candidates with the knowledge and skills **3**
necessary to conduct a functional behavior assessment, develop behavior intervention plans based on results of those assessments, and utilize the principles of positive behavior support. The use of technology is required. This course is aligned with state and national standards.

ECSE 4588 **Clinical Practice II**
Description: This semester long course is a culminating experience in which pre-service teacher **4**
candidates take a lead role as a teacher teaching in the P-5 inclusion classroom. Pre-service teacher candidates will develop and implement lesson plans and instructional units linked to the Common Core standards. Pre-service teacher candidates will be active in the school environment, assuming the role and responsibilities of the classroom teacher. Pre-service teacher candidates will also attend scheduled seminars on related topics throughout the semester. The use of technology is required. This course is aligned with state and national standards.
Note: This semester long experience requires pre-service candidates to engage in a minimum of 300 hours in a P-5 school setting; while these hours are of upmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

SPED 3110	**Introduction to the Exceptional Learner**	3
	Description: In this course students will be introduced to the field of special education and children and youth with exceptional learning needs. Topics include the legal foundation for special education, professional and ethical practices, the referral and placement process, collaboration with families, community, and professionals, characteristics of students with exceptionalities, and various instructional methods. The use of technology is required. This course is aligned with state and national standards.	
SPED 4110	**Program Planning for Exceptional Learners**	3
	Description: In this course, teacher candidates will learn to address the individual needs of P-5 students with exceptionalities. Topics include the IEP process, assessing P-5 student needs, the continuum of placements and services, family systems, professional and ethical practices, instructional planning, and collaboration. The use of technology is required. This course is aligned with state and national standards.	
SCIE 3000	**General Science for Elementary Education**	3
	Description: In this course, students will learn and apply pedagogical knowledge grounded in research-based literature for designing, implementing, and evaluating the scientific principles underlying physical science and life science in order to meet the diverse needs of all P-5 learners. Use of technology is required. This course is aligned with state and national standards.	
MATH 3106	**Foundations of Algebra**	3
	Description: This course is the first in a sequence of mathematics courses for early childhood education majors. This course is designed to broaden understanding of fundamental concepts of algebra. The principle algebra topics to be taught in this course are: the Language of Algebra, Patterns, Relations, Functions, Equations, and Inequalities. Particular attention will be paid to connections between algebra and other mathematics topics such as arithmetic, geometry, graphical representations of situations, and real world/modeling applications. Specific methods and materials of instruction will be emphasized. This course will not be accepted as a part of the requirements for a major or minor in mathematics.	
MATH 3110	**Informal Geometry**	3
	Description: This course if the second in a sequence of mathematics courses for early childhood education majors. Topics include plane figures, polygons and tessellations, space figures, symmetric figures, systems of measurement, area and perimeter, volume and surface area, congruence and similarity mappings, and topological mappings. This course will not be accepted as a part of the requirements for a major or minor in mathematics.	
MATH 3156	**Introduction to Data Analysis**	3
	Description: This course is the third in a sequence of mathematics courses for early childhood education majors. This course focuses on recognizing, using, and learning about mathematics in the context of real-world situations and problems. Deliberate connection to the sciences, social sciences, and fine arts incorporate mathematical topics drawn from algebraic and non-algebraic functions, probability, and discrete mathematics. This course will not be accepted as a part of the requirements for a major or minor in mathematics.	

	Projected Upper-Level Schedule	**Total Hours**
Fall Semester		
ECSE 3400	Technology in the Classroom	2
ECSE 3410	Development of the Whole Child	3
ECSE 3430	Literacy Acquisition	4
ECSE 3444	Professional Roles and Teaching Practices I	2
MATH 3106	Foundations of Algebra	3
SPED 3110	Introduction to the Exceptional Learner	3
Spring Semester		
ECSE 3520	Organizing an Effective Learning Environment	3
ECSE 3530	Literacy Assessment and Intervention Strategies	4
ECSE 3540	Educational Assessment for Learning	3
ECSE 3555	Professional Roles and Teaching Practices II	3
MATH 3110	Informal Geometry	3
Summer Semester		3
ECSE 3800	Social Studies: Designing Interdisciplinary Curriculum	3
ECSE 4200	Mathematics Teaching & Curriculum	
Fall Semester		
ECSE 3200	The Art of Language and Literature	3
ECSE 4477	Clinical Practice I	4
ECSE 4500	Designing Instruction for All Learners	3
SPED 4110	Program Planning for Exceptional Learners	3
SCIE 3000	Science for Elementary Education	3
Spring Semester		
ECSE 4430	Content Area Literacy	2
ECSE 4520	Positive Behavior Supports	3
ECSE 4588	Clinical Practice II	4
MATH 3156	Introduction to Data Analysis	3

Program Notes:

1. The School of Education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Georgia Professional Standards Commission (GaPSC). Providers accredited under NCATE standards, as well as those accredited under the Teacher Education Accreditation Council (TEAC) standards, are now served by the single specialized accreditation system for educator preparation in the United States, the Council for the Accreditation of Educator Preparation (CAEP). More than 900 educator preparation providers participate in the CAEP accreditation system.
2. Students are required to complete all core requirements prior to enrollment.
3. Admission to MGA does not guarantee admission into the teacher preparation program; the student must complete a separate admission process.
4. Prospective candidates will be required to interview and write a sample essay as part of the admission process.
5. Accepted students must meet the following criteria:
   - Earn a cumulative GPA of 2.75 or higher on all courses.
   - Complete the Core curriculum to include Area F (60 semester hours).
   - Provide three letters of professional recommendation.
   - Earn a grade of "C" or better in courses taken in Area A and Area F.
   - Present a passing score on the GACE Program Admission Assessment or show evidence of exemption from either of the following national exam scores: 525 composite score on Praxis I (if taken prior to August 2006); SAT – combined score of 1000 on SAT Critical Reading/Math; ACT combined score of 43 on English/Math, or GRE (1030 Verbal and Quantitative; after 8-1-11, 297 Verbal and Quantitative).
   - Provide a clear criminal background check and proof of completion of the Georgia Educator Ethics Entry Assessment (350G).
   - Pass Area F Field Experience Evaluation
6. All upper-division courses are taken in the prescribed sequence. Students cannot transfer between campuses.
7. Students will be required to travel to field/clinical sites.
8. Students will be required to be available during regular public school hours for internship, clinical experiences, and program-based seminars.
9. If a student withdraws from or fails one or more of the courses taken during a semester, the student must withdraw from the Program and re-apply. Re-admission is not guaranteed.
10. Candidates are recommended for graduation after successful completion of the degree program and earning passing scores on the following:
    - Appropriate GACE content exams (003G & 004G)
    - edTPA portfolio
    - Georgia Educator Ethic Assessment (360G)