

# Department of Early Childhood and Special Education

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The Department of Early Childhood and Special Education is a diverse department with programs that lead to a Bachelor of Science in Education (B.S.Ed.) degree. The major in early childhood education results in initial GaPSC certification in Early Childhood (P-5), and the major in early childhood special education results in initial GaPSC certification in both Early Childhood and Special Education-General Curriculum (P-5).

The programs in the department are designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children.

## Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of content knowledge.
2. Program graduates will demonstrate an acceptable level of teaching competency for an extended period of time during the student teaching experience by planning, delivering, and assessing appropriate instruction for pupils who represent a diverse population and who are in public school settings.
3. Program graduates will integrate technology into instruction, assessment, and communication.
4. Program graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (pupils, families, and other professionals in the learning community).

## Examples of Outcome Assessments

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
  2. Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
  3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
  4. Students in initial teacher education programs will demonstrate their ability to positively impact P-5 learning through a Teacher Work Sample (TWS).
- Bachelor of Science in Education with a Major in Early Childhood Education (<http://catalog.valdosta.edu/archive/2016-2017/undergraduate/academic-programs/education-human-services/early-childhood-special-education/bsed-early-childhood-education>)
  - Bachelor of Science in Education with a Major in Special Education - Early Childhood Special Education General Curriculum (<http://catalog.valdosta.edu/archive/2016-2017/undergraduate/academic-programs/education-human-services/early-childhood-special-education/bsed-special-education-early-childhood-special-education-general-curriculum>)

### **ECSE 2999. Entry to the Education Profession. 0 Hours.**

Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully complete prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

### **ECSE 3010. Planning, Instruction, and Developmentally Appropriate Practices. 3 Hours.**

Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ECSE 3390, ECED 3190, or a practicum approved at the program level. Evidence-based practices, theories of learning, and developmentally appropriate strategies that underlie the teaching and learning processes related to planning, instruction, and assessment for Pre-K and K learners in inclusive settings and the associated curricular disciplines.

### **ECSE 3020. Intermediate Assessment, Planning, and Instruction. 3 Hours.**

Prerequisites: Appropriate 2999 course, ECSE 3010, and minimum GPA of 2.75. Co-requisite: ECSE 3490, ECED 3690, or a practicum approved at the program level. The use of selected evidence-based practices and theories of learning processes related to assessment, planning, and instruction to meet the diverse and individualized needs of students in Grades 4-5.

### **ECSE 3210. Introduction to the Management of Learning Environments. 3 Hours.**

Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ECSE 3490, ECED 3690, or a practicum approved at the program level. Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in the classroom and basic behavior management principles for students in grades Pre-K-5.

**ECSE 3220. Professional Roles and Relationships in Special Education. 3 Hours.**

Prerequisites: Appropriate 2999 course and a minimum GPA of 2.75. Co-requisites: ECSE 3210; a field experience, as prescribed by the instructor. Candidates will learn how to develop the Individualized Education Program (IEP) document and prepare for and conduct the IEP meeting; advocate for and communicate effectively with parents; and use collaborative skills and culturally responsive practices to resolve conflicts and build consensus across professional partnerships.

**ECSE 3390. Early Childhood Inclusive Practicum and Seminar: Pre-K-K. 2 Hours.**

Prerequisites: Appropriate 2999 course, maintenance of required GPA. Graded "Satisfactory" or "Unsatisfactory." Supervised classroom experiences in pre-kindergarten and kindergarten classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the classroom environment. Candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas, strands, and teaching formats.

**ECSE 3490. Early Childhood Inclusive Practicum and Seminar: Grades 1-3. 2 Hours.**

Prerequisites: Appropriate 2999 course, maintenance of required GPA, Grade of "S" in ECSE 3390. Graded "Satisfactory" or "Unsatisfactory." Supervised classroom experiences in inclusive first- through third-grade classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the classroom environment. Candidates will also participate in debriefing seminars focused on implementation of developmentally appropriate content areas, strands, and teaching formats. Candidates will be observed implementing appropriate teaching and management strategies for all students in their first through third grade classroom experience.

**ECSE 4010. Assessment, Planning, and Differentiated Instruction. 3 Hours.**

Prerequisites: Appropriate 2999 course, ECSE 3010, ECSE 3020, and minimum GPA of 2.75. Co-requisite: ECSE 4390, ECED 4690, or a practicum approved at the program level. Expansion of candidates' knowledge and skills regarding appropriate evidence-based practices and theories of learning in grades 1-3 that underlie the teaching and learning processes related to assessment, planning, differentiated instruction, and associated curricular disciplines to meet the needs of diverse learners in general education, inclusive settings, and special education classrooms.

**ECSE 4210. Advanced Management of Learning Environments. 3 Hours.**

Prerequisites: Appropriate 2999 course; ECSE 3210; ECSE 3220. Review and implementation of fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in classrooms. The role of functional behavioral analysis and teachers' responsibilities in this process will be defined. Teacher candidates will synthesize information enabling them to effectively manage learning environments, collect data, and evaluate their ability to manage student learning and social behaviors in fourth- and fifth-grade classrooms. A field experience, as prescribed by the instructor, is required for this course.

**ECSE 4310. Functional Academic and Behavior Assessment. 3 Hours.**

Prerequisites: Appropriate 2999 course, ECSE 3010, ECSE 3020. Corequisite: ECSE 4010. Assessments to address the needs of students who are not progressing academically with current methods and who may be demonstrating behavioral challenges in the classroom. A field experience, as prescribed by the instructor, is required for this course.

**ECSE 4390. Early Childhood Inclusive Practicum and Seminar: Grades 4-5. 2 Hours.**

Prerequisites: Appropriate 2999 course, maintenance of required GPA, grade of "S" in ECSE 3390 and 3490. Graded "Satisfactory" or "Unsatisfactory." Supervised classroom experiences in inclusive fourth- or fifth-grade classrooms. Candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Emphasis will be placed on addressing students with and without disabilities in the general education classroom environment. Candidates will also participate in debriefing seminars focused on implementation of developmentally appropriate content areas, strands, and teaching formats. Candidates will be observed implementing appropriate teaching and management strategies for all students in their fourth- through fifth-grade classroom experience.

**ECSE 4420. Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies. 3 Hours.**

Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: ECSE 4490 or ECED 4790. Graded "Satisfactory" or "Unsatisfactory." Examination of the nature, extent, and significance of involving families in the education of children in grades pre-kindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding paraeducators and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

**ECSE 4490. Student Teaching and Reflective Seminar in Early Childhood and Special Education. 9 Hours.**

Prerequisite: Completion of all core and previous semester professional courses (professional courses with a "C" or higher), and a GPA of 2.75. Corequisite: ECSE 4420. A full-day, semester-long experience in early childhood inclusive P-5 classrooms under the supervision of a mentor teacher and a university supervisor.