

Early Childhood and Special Education (ECSE)

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 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 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.