



2017-2018 PROGRAM REQUIREMENTS

Degree: Bachelor of Arts

Major: Early Childhood Education

Concentration: Early Childhood Special Education

**Concentration name pending final approval from CMU Board of Trustees*

About This Major . . .

The Center for Teacher Education offers a comprehensive program of study that leads to licensure in Colorado. Our professors are experienced, knowledgeable, accessible, and dedicated to the improvement of public education. At Colorado Mesa, we pride ourselves on the personal touch. Faculty offer one-on-one guidance for course selection, field placements, student teaching and employment. Our mission is to develop *Educators as Innovators*; we are always looking to improve the quality of learning in our programs and early childhood and K-12 schools.

As a student, you will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout western Colorado provide opportunities to gain experience with children of all ages and backgrounds in a variety of school settings.

The Early Childhood Special Education program provides teacher education candidates with a broad content knowledge and prepares them as teachers for early childhood including preschool through second/third grade (birth to age 8) in an inclusive setting. A minimum of 60 credit hours of essential learning and foundation coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education program. Please see the Teacher Education Admission Packet for further information on admissions criteria.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will:

1. Demonstrate understanding that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive (Specialized Knowledge).
2. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. (Specialized Knowledge)
3. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication to advance learning of individuals with exceptionalities. (Critical Thinking/Communication Fluency)
4. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)
5. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (Specialized Knowledge/Applied Learning).
6. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (Specialized Knowledge/Communication).
7. Use multiple methods of assessment and data-sources in making educational decisions. (Critical Thinking/Quantitative Fluency)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the “Intent to Graduate” form to the Registrar’s Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If a student’s petition for graduation is denied, it will be her/his responsibility to consult the Registrar’s Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See “Requirements for Undergraduate Degrees and Certificates” in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- All ECSE/EDUC prefix courses must be completed with a grade of B or better
- ALL other coursework toward the degree must be successfully completed prior to the internship.
- A grade of C or better must be earned in all required courses, unless otherwise stated.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)

- ENGL 111 - English Composition (3)
- ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "B" or better, must be taken after MATH 105, must be completed by the time the student has 60 semester hours.)

- MATH 205 - Elements of Mathematics II (3)

Humanities (3 semester hours)

- Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)

- PSYC 150 - General Psychology (3)
(must earn a "B" or higher)
- Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)

- Select one Natural Sciences course with a lab (4)
- Select one Natural Sciences course (3)

History (3 semester hours)

- Select one History course (3)

Fine Arts (3 semester hours)

- Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)

- KINE 100 - Health and Wellness (1)
- Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (30 semester hours)

- EDEC 101 - Introduction to Early Childhood (3)
- EDEC 103 - Guidance Strategies (3)
- MATH 105 - Elements of Mathematics I (3)
- EDEC 113 - Infant and Toddler Theory and Practice (3)
- EDEC 122 - Ethics in Early Childhood Education (1)
- EDEC 205 - Nutrition, Health, and Safety (3)
- EDEC 238 - Early Childhood Development, 0-8 Years (3)
- EDEC 240 - Curriculum and Development: Early Childhood (3)
- EDEC 241 - Early Childhood Administration: Human Relations (3)
- EDEC 250 - Exceptionalities in Early Education (3)
- EDEC 290 - Early Literacy for the Young Child (2)

BS, EARLY CHILDHOOD SPECIAL EDUCATION REQUIREMENTS (45 semester hours)

Required Core Courses (50 semester hours - 800 field experience hours)

- EDUC 311 - Creative and Physical Expression for Children (3)
- EDUC 340 - Pedagogical and Assessment Knowledge for Teachers: Birth-8 Years (3) (20 field experience hours)
- EDUC 343 - Teaching to Diversity (3) (20 field experience hours)
- EDUC 374 - Exceptional and English Language Learners in the Inclusive Classroom (3)
- EDUC 378 - Technology for K-12 Educators (1)
- EDUC 301 - Emergent Literacy for Early Childhood (3) (20 field experience hours)
- ECSE 320 - Learner Development and Individual Differences (3)
- ECSE 435 - Assessment and Evaluation of the Young Child: Birth-8 Years (3) (20 field experience hours)
- ECSE 410 - Building Family and Community Partnerships (1)
- ECSE 430 - Instructional Strategies for Inclusion and Intervention (3) (20 field experience hours)
- EDUC 440 - Methods of Teaching Language and Literacy: Early Childhood (3) (40 field experience hours)
- EDUC 451 - Methods of Teaching Mathematics: Early Childhood/Elementary (3) (60 field experience hours)
- EDUC 461 - Methods of Teaching Science and Social Studies: Early Childhood/Elementary (3)
- ECSE 450 - Individual Behavior Support and Guidance with Young Learners (3)
- EDUC 499A - Teaching Internship and Colloquia for K-2 (6) (300 field experience hours)
- ECSE 499 - Teaching Internship and Colloquia for ages 3-5 (6) (300 field experience hours)

All ECSE/EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence. Students must PASS the PRAXIS II exam in the content area prior to commencing the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 123 hours. 6 semester hours)

- _____
- _____
- _____
- _____

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits

- ENGL 111 - English Composition (3)
- PSYC 150 - General Psychology (3)
- Essential Learning - History (3)
- EDEC 101 - Introduction to Early Childhood (3)
- EDEC 103 - Guidance Strategies (3)
- KINE 100 - Health and Wellness (1)

Freshman Year, Spring Semester: 16 credits

- ENGL 112 - English Composition (3)
 - Essential Learning - Fine Arts (3)
 - Essential Learning - Social/Behavioral Science (3)
 - EDEC 122 - Ethics in Early Childhood Education (1)
 - EDEC 238 - Early Childhood Development, 0-8 Years (3)
 - Essential Learning - Natural Science (3)
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Sophomore Year, Fall Semester: 17 credits

- Essential Learning - Natural Science with Lab (4)
- MATH 105 - Elements of Mathematics I (3)
- EDEC 205 - Nutrition, Health, and Safety (3)
- EDEC 240 - Curriculum and Development: Early Childhood (3)
- EDEC 241 - Early Childhood Administration: Human Relations (3)
- KINA Activity (1)

Sophomore Year, Spring Semester: 17 credits

- MATH 205 - Elements of Mathematics II (3)
 - Essential Learning - Humanities (3)
 - EDEC 113 - Infant and Toddler Theory and Practice (3)
 - EDEC 250 - Exceptionalities in Early Education (3)
 - EDEC 290 - Early Literacy for the Young Child (2)
 - Elective (3)
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Junior Year, Fall Semester: 16 credits

- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)
- EDUC 340 - Pedagogical and Assessment Knowledge for Teachers: Birth-8 Years (3)
- EDUC 343 - Teaching to Diversity (3)
- EDUC 374 - Exceptional and English Language Learners in the Inclusive Classroom (3)
- ECSE 320 - Learner Development and Individual Differences (3)

Junior Year, Spring Semester: 16 credits

- EDUC 311 - Creative and Physical Expression for Children (3)
 - EDUC 301 - Emergent Literacy for Early Childhood (3)
 - ECSE 435 - Assessment and Evaluation of the Young Child: Birth-8 Years (3)
 - ECSE 410 - Building Family and Community Partnerships (1)
 - ECSE 430 - Instructional Strategies for Inclusion and Intervention (3)
 - Elective (3)
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Senior Year, Fall Semester: 13 credits

- EDUC 378 - Technology for K-12 Educators (1)
- EDUC 440 - Methods of Teaching Language and Literacy: Early Childhood (3)
- EDUC 451 - Methods of Teaching Mathematics: Early Childhood/Elementary (3)
- EDUC 461 - Methods of Teaching Science and Social Studies: Early Childhood/Elementary (3)
- ECSE 450 - Individual Behavior Support and Guidance with Young Learners (3)

Senior Year, Spring Semester: 12 credits

- EDUC 499A - Teaching Internship and Colloquia for K-2 (6)
 - ECSE 499 - Teaching Internship and Colloquia for ages 3-5 (6)
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