**Course Sequence for 5-Year Program in Early Childhood Special Education - MATH**

 **Fall 2017**

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| Year 1  |
| Fall | Spring |
| * FSP—Freshmen Seminar
* ECE 102 Multicultural Children’s Literature
* MAT 127 Calc A
* MAT 105
* SPE 099 Advising seminar (no credit)
* MAT 099 Orientation to Mathematics

major | * WRI 102 if needed or Liberal Arts Elective (U.S. History)
* SLP 102 Language, Speech and Communication Development
* SPE 103 Social and Legal Foundations of Special Education
* MAT 128 Calc B
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| Year 2 |
| Semester III\* | Semester IV |
| * SPE 326 Models of Early Intervention & Preschool Special Ed
* ECE 201 Child and Adolescent Development
* RAL 222 Literacy Strategies, Assessment & Instruction (joint field experience with ECE 201)
* MAT 200 Proof Writing through

Discrete Mathematics * MAT 229 Multivariable Calculus
 | * ECE 202 Theories and Philosophies of Early Childhood Education (with field experience)
* ECE 203 Infants and Toddlers in Inclusive Settings (with field experience)
* SPE 324 – Severe Disabilities
* MAT 205 Linear algebra
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| Year 3 |
| Semester V\* | Semester VI⯎ |
| * SPE 214 Exploring Classroom Communities

(with field experience)* BIO 104 Cancer, Genes, and the Environment
* MAT 301 Number Theory
* STA 216 Statistical Inference and Probability
* MAT/STA option
 | * RAL 322 Literacy Learning Across the Curriculum- ECE (joint field experience)
* ECE 302 Concepts of Math and Science for P-3
* MAT 305 Abstract Algebra
* MAT 255 Perspectives on the Development of Mathematics
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| Year 4 |
| Semester VII | Semester VIII |
| * SPED 621 Assessment Young Children with Disabilities
* IDS 401 Music, Movement & Creative Arts
* ELEM 520 Multicultural Social Studies Methods (2 credits)
* MAT 351 Geometry
* MAT 310 Real Analysis
 | * ECE 490 Student Teaching (2 units)
* ECE 498 Capstone Seminar
* ECED 530 Culturally Responsive Practices with Children & Parents
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| Awarding of B.S. degree § |
| Year 5 |
| Semester IX (***Fall—Graduate Year***)  | Semester X (***Spring—Graduate Year***) |
| * SPED 622 Intervention Strategies – Young Children with Disabilities (with field experience)
* ECED 560 Curriculum Experiences for Young Children (3 credits)
* EDUC 513 Collaboration & Consultation (3 credits)
* SPED 521 Assistive Technology (3 credits)
* SPED 700 Comprehensive Exam (0 credit)
 | * SPED 695 Student Teaching (Preschool SPED) (6 credits)
* SPED 648 Positive Behavior Supports for Students with Extreme Behaviors (3 credits)
* SPED 597-Stu Tch Seminar (1 credit)
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| M.A.T. awarded with Teacher of Students with Disabilities and P-3 certifications |

\* Students with a GPA of 3.3or higher may take a 5th course.

**Color Key:**

Courses comprising the UG early childhood special education major.

Courses comprising the masters degree program

Courses comprising the Math major

⯎ At the start of this semester, students will be formally admitted to the teacher-preparation part of the program if they have met the following criteria: A student must have a minimum of 20 earned course units, a grade of B- or higher in SPE XXX (Models) and in SPE 214 and a minimum GPA of 2.75 or higher. Praxis core scores are required of students who earned less than the State cutoff on the SAT or ACT. Students are required to provide evidence of passing scores on the praxis core before receiving formal admission into the program.

Please note that academic program standards for retention in the program include:

* A minimum grade of B- for SPE 103, SPE 203, SLP 102, SPE 214, RAL 220, SPE 324, RAL 320 and SPE 322.
* A minimum grade of B for SPE 490
* A minimum grade of C- for MAT 105 or MAT 106
* A minimum grade of B for all graduate courses

§ Students must have 32 units of undergraduate coursework to receive their Bachelor’s degree. The 3 graduate courses taken during Year 4 do NOT count towards the undergraduate degree. Students must make sure that they are on track to graduate on time by taking 3 UG courses as either 5th courses for 3 semesters, or by transferring in course credit.