

To: COE Curriculum Committee
COE Faculty

From: Stephen Wills
Associate Professor, Special Education

Re: Special Education MAT Program Changes

Date: December , 2015

I. Description of Changes

The Special Education program requests to make changes to the MAT in Special Education program course requirements. The changes will not affect the overall program hour requirements, but will increase teacher candidate course requirements in the area of Literacy and keep our overall curriculum in line with current CEC initial preparation standards.

New Courses	
Program Course Deletions	Program Course Additions
EDEX 6111 Exceptional Child 3 Hour	EDEX 6110 Survey of Special Education I 3 Hour
EDFS 5211 Classroom research	EDEX 6119 Literacy Strategies and Instruction
	EDEX 6615 SPED MAT Capstone
Course Name, Description and Credit Hour Change	
Previous Course Title and Credit Hours	New Course Title and credit Hours
EDEX 6114 Collaboration with Families 3 credit Hours	EDEX 6114 Diversity and Identity in Teaching 2 Credit Hours
Previous Course Description	New Course Description
Discussion of the impact of an exceptional child on the total family relationships. Basic techniques and theories of counseling parents and various social agencies working with parents.	This course provides teacher candidates with knowledge and experience needed to work with the cultural, racial, ethnic, socioeconomic, disability, and language diversity they can expect to encounter in the classroom and in working with families. Additionally, this course asks pre-service teachers to explore and critique their own cultural identities, to investigate how their lenses are similar to, or different from those of their students' families.

Course Name and Description Changes	
Previous Course Title	New Course Title
EDEX 6120 Nature of Inter-Related 3 Hour	EDEX 6120 Survey of Special Education II 3 Hour
Previous Course Description	New Course Description
Characteristics of mildly learning disabled, behavior disordered, and intellectually disabled individuals. Aspects of working with mildly disabled students in the special education resource room. Methods of communicating with regular classroom teachers are emphasized.	This course focuses on the nature and characteristics of students with mild disabilities. Emphasis will be placed on the educational implications of the characteristics and the development of appropriate individualized education plans to address student needs.
Previous Course Title	New Course Title
EDEX 6121 Curriculum and Methods I 3 Hours	EDEX 6121 Instructional Strategies and Procedures for Special Education I 3 Hours
Previous Course Description	New Course Description
Characteristics of mildly learning disabled, behavior disordered, and intellectually disabled individuals. Aspects of working with mildly disabled students in the special education resource room. Methods of communicating with regular classroom teachers are emphasized.	This course provides teacher candidates with instruction and experience using evidence-based instructional practices to supportive of students with disabilities. Emphasis is placed on strategies and procedures for implementation.
Previous Course Title	New Course Title
EDEX 6118 Educational Evaluation 3 Hours	EDEX 6118 Assessment in Special Education 3 Hours
Previous Course Description	New Course Description
An introduction to standardized tests, criterion referenced and informal measures used in assessing children for educational placement and instruction. Students are required to administer, score, and interpret tests commonly used with exceptional children.	This course provides an introduction to the assessment of students with disabilities using curriculum-based assessments, criterion-referenced assessment, and norm-referenced tests. Emphasis is on interpretation of assessment information for instructional decisions and Individualized Education Program development.

Previous Course Title	New Course Title
EDEX 6122 Curriculum and Methods II 3 Hours	EDEX 6122 Instructional Strategies and Procedures for Special Education II 3 Hours
Previous Course Description	New Course Description
Curriculum and methods for teaching mildly disabled individuals. Specific emphasis on teaching language arts and mathematics.	This course provides teacher candidates with knowledge and experience using evidence-based instructional practices supportive of students with mild disabilities. Emphasis is placed on strategies and procedures for implementation.
Previous Course Title	New Course Title
EDEX 6115 Language Development 3 Credit Hours	EDEX 6115 Supporting Language and Communication in Inclusive Settings 3 Credit Hours
Previous Course Description	New Course Description
Overview of the theories of language and speech development in exceptional individuals. Review of the literature and research in speech and language development.	This course is an introduction to language needs of students with disabilities. The course explores the impact of culture and disability on language, the correlation between oral language and literacy, and collaborative approaches to service delivery.
Changes In Course Description	
EDEX 6117 Behavior Management	
Previous Course Description	New Course Description
Theory and practices of behavior management techniques appropriate in instructional programs for exceptional individuals.	The course is designed to promote evidence-based management strategies and interventions for individuals and groups of students across a variety of learning environments. A case study approach will be used to promote reflection, evaluation, synthesis, and application of principles learned.
EDRD 5211 Literacy for Special Education	
Previous Course Description	New Course Description
Provides an understanding of processes, principles and practices of literacy development with application to P-12. Study of the major components of literacy instruction for special education	This course provides theory and research on the foundations of literacy that will provide teacher candidates with a broad knowledge base for decision-making. Candidates will examine

students with modifications and adaptations to achieve a balanced literacy curriculum. Open only to students enrolled in the M.Ed. Special Education Cohort.	research-based instructional strategies for effective literacy instruction with a focus on various instructional and intervention models for children across grade levels that are at risk, struggling, or have been identified with a reading disability.
EDEX 6614 Internship	
Previous Course Description	New Course Description
Advanced study and field experience in the special education and/or inclusion classroom. This course serves as one of the courses required for the Master of Arts in Teaching degree in Special Education in the Department of Special Education and Educational Leadership, John H. Lounsbury College of Education.	Full-time supervised student teaching in Special Education for a minimum of 10 weeks in a Georgia accredited school setting. The experience is directed by a qualified supervising teacher and has university-provided supervision.
Change In Course Credit Hours	
Course and Previous Credit Hour	Course and new Credit Hour
EDEX 6611 1-9 Credit Hours	EDEX 6611 3 Credit Hours

II. Rationale

Program changes are a result of a cooperative agreement between the Georgia College’s Special Education Program and the U.S. Department of Education Office of Special Education Programs (OSEP) in response to the receipt of a 325T Preservice Training Improvement grant award. Through the project, OSEP targets the enhancement of initial certification programs, specifically through increased instruction in evidence-based practices and content.

III. Effective Date of Change

All coursework will be effective for the MAT Special Education cohort beginning 2017.

IV. Impact on Teacher Candidates

These changes will enhance the preparedness of our teacher candidates to meet the needs of schools, particularly as it relates to students with disabilities and struggling learners. The changes will enable teacher candidates to gain greater expertise in literacy and will enable them to greater utilize evidence based practices and data based decision making in the classroom.



Program of Graduate Study

Degree Master of Arts in Teaching
in Special Education Major _____

Name Mr.
Mrs. _____ GCSU ID# _____
 Ms last first middle

Address: _____
 street city state ZIP

Telephone: (home) _____ email 1 _____
 (work) _____ email 2 _____

Course Number and Title	Hours	Grades	Semester
<i>Spring Semester I</i>			
EDEX 6111 Exceptional Child in the Regular Classroom	3		
EDEX 6117 Behavior Management	3		
EDEX 6610 Internship I	3		
<i>Summer Semester II</i>			
EDEX 6120 (Maymester) Nature of Interrelated	3		
EDFS 5211 (Summer I) Classroom Research	3		
EDEX 6611 (Summer I) Internship II	3		
<i>Fall Semester III</i>			
EDEX 6118 Evaluation of Exceptional Individuals	3		
EDEX 6121 Curriculum and Methods of Interrelated I	3		
EDEX 6612 Internship III	3		
<i>Spring Semester IV</i>			
EDRD 5211 Teaching of Reading in Special Education	3		
EDEX 6122 Curriculum and Methods of Interrelated II	3		
EDEX 6613 Internship IV	3		
<i>Summer Semester V</i>			
EDEX 6114 (Maymester) Collaboration w/Families of Exceptional Individual	3		
EDEX 6115 (Summer I) Language Development	3		
EDEX 6614 (Summer I) Internship V	3		

Total Hours 45

NOTE: REQUIRED FOR GRADUATION:
 Take GACE Special Education General Curriculum (081 and 082)

 Student Signature and Date Recommended: _____
 Advisor Signature and Date

Exit e-Portfolio presentation: _____ Recommended: _____
 Department Chair Signature and Date

Coordinator: Please forward this form and all copies to the Graduate Admissions Specialist in the Office of Admissions and records for processing, Approved: _____
 Graduate Coordinator Signature and Date

Processed by: _____ Date _____

Only grade of A or B counts toward Ed.S. degrees. Submit graduation application to registrar's office at beginning of term prior to expected graduation term 3.0 GPA necessary for graduation from program.