SPECIAL EDUCATION
CHILDHOOD

Chair: Michele Marable, PhD

INTRODUCTION

This major prepares candidates in Childhood Education which covers Grades 1-6 and Childhood Special Education which covers Grades 1-6 for Students with Disabilities. It contains pedagogical knowledge and skills to ensure that candidates are qualified to teach at these level and in high needs classroom settings. Many courses are infused with field experiences so candidate build skill as they progress through the program. In addition, each candidate must take general education coursework as set forth in the Canisius College Core Curriculum and must also choose a 30 credit liberal arts concentration to ensure that they have the content knowledge necessary to teach children from Grades 1-6 in regular and special education settings. More information can be found at the program website (https://www.canisius.edu/academics/programs/special-education-childhood-education-undergraduate). (http://www.canisius.edu/teacher-ed/special-ed)

QUALIFICATIONS

Students must meet the requirements at all transition points in order to graduate with an education degree and be recommended for teacher certification. Please see School of Education and Human Services website for transition point requirements.

ADVISEMENT

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Major advisors are normally assigned in the sophomore year, but may be requested in the freshman year to supplement a student’s freshman advisor (their GRIF 101 facilitator). Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

DUAL MAJORS

Students who wish to expand their educational opportunities may decide to declare a dual major. The decision may be based on career goals or planned graduate studies. Before a student declares a dual major, it is important to meet with the appropriate academic departments for advisement. Some dual major combinations can be completed within the minimum 120 credit hour degree requirement, but in some cases additional course work may be required. In order to declare a dual major, the student must complete the appropriate dual major request form and get the signature of each department chairperson and the appropriate associate dean.

GENERAL EDUCATION REQUIREMENTS

All undergraduate students must complete either the Canisius Core Curriculum (http://catalog.canisius.edu/archive/2016-2017/undergraduate/academics/curricular-information/core-curriculum) or the All-College Honors Curriculum (http://catalog.canisius.edu/archive/2016-2017/

undergraduate/academics/curricular-information/all-college-honors-program).

FREE ELECTIVES

Free electives are courses in addition to the Core Curriculum or Honors Curriculum and major requirements sufficient to reach the minimum of 120 credit hours required for graduation. Students may graduate with more but not less than 120 credit hours.

MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPE 100</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 100</td>
<td>Human Growth and Development - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDE 121</td>
<td>Introduction to Literacy, Children's Literature and the Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 122</td>
<td>Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 221</td>
<td>Literacy I</td>
<td>3</td>
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<tr>
<td>ECCH 222</td>
<td>Literacy II</td>
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</tr>
<tr>
<td>SPE 291</td>
<td>Nature and Needs of CH Students with Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 292</td>
<td>Remedial Strategies in the Childhood Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 311</td>
<td>Nature/Needs of Childhood Students with Intellectual Disabilities &amp; Autism Spectrum Disorders</td>
<td>3</td>
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<tr>
<td>SPE 312</td>
<td>Multidisciplinary Assessment and Childhood Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDE 317</td>
<td>Teaching Math in Elementary Schools</td>
<td>3</td>
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<tr>
<td>EDE 390</td>
<td>Cognition, Learning and Assessment - Birth through Childhood</td>
<td>3</td>
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<tr>
<td>SPE 330</td>
<td>Nature/Needs of Childhood Students with Behavioral Disorders</td>
<td>3</td>
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<tr>
<td>SPE 335</td>
<td>Classroom Management in Childhood Classrooms</td>
<td>3</td>
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<tr>
<td>SPE 432</td>
<td>Seminar in Teaching and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDE 494</td>
<td>Capstone Seminar for Teacher Candidates</td>
<td>3</td>
</tr>
<tr>
<td>SPE 493</td>
<td>Supervised Student Teaching</td>
<td>12</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Child Abuse Workshop</td>
<td>0</td>
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<tr>
<td>EDU 496</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
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<tr>
<td>EDU 497</td>
<td>Dignity for All Students Act (DASA) Workshop</td>
<td>0</td>
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<tr>
<td>EDU 498</td>
<td>Student Teaching Seminar</td>
<td>3</td>
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<tr>
<td>Total Credits</td>
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<td>66</td>
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</table>

MAJOR ELECTIVES

Candidates wishing to obtain an extension to teach grades 7-9 in their area of concentration (English, Mathematics, Social Studies, Spanish, French and German) must take EMC 352 and EMC 391 in addition to the courses listed.

ADDITIONAL COURSE CONSIDERATIONS

Childhood majors need to choose one of the following academic concentrations: English, Mathematics, Music, Science, Social Studies, French, German, Spanish, or Social Justice.

English Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
FYS 101 Explorations of Academic Writing and Special Topics 3
ENG 299 Introduction to English Studies 3
Two 200-level literature courses 6
One pre-1900 American Literature course 3
One pre-1800 British Literature course 3
One Shakespeare course 3
Two writing courses 6
Total Credits 30

Mathematics Concentration
Code  Title  Credits
MAT 111 Calculus I 4
MAT 112 Calculus II 4
MAT 219 Linear Algebra 4
MAT 230 Logic, Set Theory, and Proofs 4
MAT 311 Abstract Algebra 4
MAT 331 Geometry 3
MAT 351 Probability & Statistics I 3
Choose one of the following: 3-4
MAT 211 Calculus III
MAT 222 Differential Equations
Computer Science elective
Math elective
Total Credits 30

Music Concentration
Code  Title  Credits
FAM 115 Fundamentals of Music 3
FAM 119 Masterpieces of Music 3
FAM 210 Keyboard Musicianship 3
FAM 230 Music Theory I & 230L Music Theory I Lab 4
FAM 240 Music Theory II & 240L Music Theory II Lab 4
FAM 330 Music Theory III & 330L Music Theory III Lab 4
One Music Literature I course 3
One Music Literature II course 3
One Music elective 3
Total Credits 30

Science Concentration
Code  Title  Credits
GEO 325 Introduction to Physical Geography 3
BIO 111 Introductory Biology I & 111L Introductory Biology Laboratory I 4
BIO 112 Introductory Biology II & 112L Introductory Biology Laboratory II 4
BIO 211 Biochemistry and Cell Biology I & 211L Biochemistry and Cell Biology Laboratory I 4
CHM 111 General Chemistry I & 111L General Chemistry I Laboratory 4
CHM 112/112L General Chemistry II 4
One physics course 3
Two science electives 6
Total Credits 32

Social Studies Concentration
Code  Title  Credits
ECO 101 Principles of Macroeconomics 3
GEO 325 Introduction to Physical Geography 3
PSC 104 American Political Process 3
HIS 107 History of Modern Europe to 1815 3
HIS 108 History of Modern Europe since 1815 3
HIS 109 History of Asia to 1800 3
HIS 123 History of the United States: The Colonial Period to Reconstruction 3
HIS 124 History of the United States: 1877 to the Present 3
HIS 254 First Peoples 3
One European or Asian/African/Latin American History elective 3
Total Credits 30

Social Justice Concentration
Code  Title  Credits
Foundations Course 3
SOC 273 Social Movements and Social Change 3
Research Courses 6
SOC 342 Social Research Methods 6
ANT 351 Qualitative Research Methods 6
Skills Classes (choose 2) 6
COM 201 Oral Communication 6
COM 204 Interpersonal Communication 6
COM 302 Small Group Communication 6
ECO 311 Metropolitan Economic Development and GIS 6
PSY 329 Leadership and Motivation 6
PSC 237 State and Local Politics 6
Four electives in your Focus - either Local (Urban) or Global 12
Local (urban) Focus electives
HIS 382 New York State History 12
HSV 300 Social and Cultural Diversity 12
HSV 301 Social Policies 12
HSV 302 Children, Schools, and the Community 12
PSC 237 State and Local Politics 12
SOC 111 Contemporary Social Problems 12
SOC 340 Sociology of the City 12
Global Focus
ANT 122 Sociocultural Anthropology 12
HIS 211 Women In The Western World 12
HIS 356 Twentieth Century China 12
HIS 358 Traditional Japan 12
HIS 394 Modern Middle East 12
PSC 241 Human Rights and Globalization 12
HSV 300 Social and Cultural Diversity 12
HSV 302 Children, Schools, and the Community 12
Elective 3
One course from the other focus (either Local or Global)  
Total Credits 30  

¹ Students may take either HSV 301 or SOC 111 but not both.

French Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRC 215</td>
<td>Intermediate French</td>
<td>3</td>
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<tr>
<td>FRC 217</td>
<td>Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td>FRC 323</td>
<td>Topics in Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>FRC 324</td>
<td>French Composition through Literature</td>
<td>3</td>
</tr>
<tr>
<td>FRC 332</td>
<td>Substance and Style: Effective Writing in French</td>
<td>3</td>
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<tr>
<td>Five French electives</td>
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<td>15</td>
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<td>Total Credits</td>
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German Concentration

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<tbody>
<tr>
<td>GER 215</td>
<td>Intermediate German I</td>
<td>3</td>
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<tr>
<td>GER 216</td>
<td>Intermediate German II</td>
<td>3</td>
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<td>GER 323</td>
<td>Topics in Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>GER 324</td>
<td>Topics in Conversation II</td>
<td>3</td>
</tr>
<tr>
<td>GER 331</td>
<td>Substance and Style: Effective Writing in German I</td>
<td>3</td>
</tr>
<tr>
<td>GER 332</td>
<td>Substance and Style: Effective Writing in German II</td>
<td>3</td>
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<tr>
<td>Four German electives</td>
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<td>12</td>
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<td>Total Credits</td>
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Spanish Concentration

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPA 215</td>
<td>Intermediate Spanish¹</td>
<td>3</td>
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<tr>
<td>SPA 217</td>
<td>Introduction to Spanish Composition¹</td>
<td>3</td>
</tr>
<tr>
<td>SPA 323</td>
<td>Topics in Conversation I: Peninsular Culture and Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 324</td>
<td>Topics in Conversation II: Latin American Culture and Civilization</td>
<td>3</td>
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<tr>
<td>SPA 332</td>
<td>Advanced Spanish Composition</td>
<td>3</td>
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<tr>
<td>Five Advanced-Level Spanish Classes</td>
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<td>15</td>
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<tr>
<td>Total Credits</td>
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¹ Students who begin language study at the 300-level may substitute additional electives in lieu of the intermediate (200) level courses. Thus, students still will take 10 courses for the concentration.

LEARNING GOALS AND OBJECTIVES

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

• Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

• Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

• Work with all students to create a dynamic learning environment that supports achievement and growth.
• Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

• Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:

• Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

SPE 100 Introduction to Special Education 3 Credits

Presents the definitions, causes, psychological and behavioral characteristics of disabilities outlined in the IDEA. Emphasizes assessment procedures, multicultural issues, family involvement and the referral process.

SPE 291 Nature and Needs of CH Students with Learning Disabilities 3 Credits

Describes the effect of mild disabilities on childhood. Focuses on collaborative strategies for parental involvement. Highlights the CSE process, placement options and instructional strategies in grades one to six. Requires 20 hours field placement.

Prerequisite: SPE 100. Corequisite: SPE 292.
SPE 292 Remedial Strategies in the Childhood Content Areas 3 Credits
Describes appropriate techniques and materials for instruction to students with disabilities and those at risk of failure. Emphasizes assistive technology for students in childhood classrooms across the curriculum.
Prerequisite: SPE 100. Corequisite: SPE 291.

SPE 311 Nature/Needs of Childhood Students with Intellectual Disabilities & Autism Spectrum Disorders 3 Credits
Describes effects of MR and other developmental disabilities on childhood. Focuses on collaborative strategies for parental involvement. Highlights instructional strategies for grades 1-6 across the continuum of services. Requires 20 hours field placement.

SPE 312 Multidisciplinary Assessment and Childhood Teaching 3 Credits
Emphasizes a multidisciplinary approach to meet the assessment and learning needs of childhood students with disabilities. Explores assessment and evaluation using the New York State Standards for Severe Disabilities and the Alternative Performance Indicators.

SPE 330 Nature/Needs of Childhood Students with Behavioral Disorders 3 Credits
Describes the effect of Emotional and Behavioral Disorders on children and their families. Highlights NYSED Regulations, collaboration and instructional strategies to address academic and behavioral issues. Requires 20 hours of field placement.
Prerequisite: SPE 311 & SPE 312. Corequisite: SPE 335.

SPE 335 Classroom Management in Childhood Classrooms 3 Credits
Discusses implications of behavior management and importance of a proactive approach to prevent behavior problems. Emphasizes appropriate classroom structure, and individual and group contingencies to support children with E/BD in grades 1-6.

SPE 432 Seminar in Teaching and Assessment 3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Requires 50 hours of field placement.
Fulfills College Core: Oral Communication

SPE 493 Supervised Student Teaching 12 Credits
Highlights knowledge, skills and dispositions of professional educators. One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.
Prerequisite: signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.
Corequisite: EDU 494, EDU 497, & ECCH 494.

EDE 100 Human Growth and Development - Birth through Childhood 3 Credits
Introduces multiple dimensions of development including influence of family, culture and society. Examines physical, cognitive, emotional and behavioral theories and emphasizes education’s role in promoting wellness.
Fulfills College Core: Field 5 (Social Sciences)

EDE 121 Introduction to Literacy, Children's Literature and the Arts 3 Credits
Focuses on the uses of children's books across all curriculum areas. Multicultural literature, authors, illustrators, genres and age-appropriateness are explored. Discusses basic approaches to literacy and the use of children's books in developing literacy. Emphasizes integrating the arts into the total curriculum.
Offered: spring only.

EDE 311 Teaching Science in Elementary Schools 3 Credits
Addresses objectives, curriculum, strategies, materials and evaluation necessary for teaching science. Emphasizes content, inquiry skills, problem solving and scientific attitude highlighting the NY State Standards. Includes 20 hours of field experience in Grades 1-6.
Offered: spring only.

EDE 317 Teaching Math in Elementary Schools 3 Credits
Addresses objectives, curriculum, strategies, materials and evaluation necessary for teaching mathematical concepts. Emphasizes content, inquiry skills and problem solving highlighting the New York State Standards.
Offered: fall.

EDE 390 Cognition, Learning and Assessment - Birth through Childhood 3 Credits
Investigates theories of learning and current brain research. Integrates emotion and motivation and the neurological basis for learning. Analyzes formal and informal procedures for reporting student progress.
Offered: fall.

EDE 494 Capstone Seminar for Teacher Candidates 3 Credits
Complements student teaching for education majors. Includes activities that demonstrate how well teacher candidates can integrate theoretical principles and core attributes into the practical work of student teaching. Teacher candidates will complete readings, engage in classroom discussions and construct artifacts related to issues of diversity, ethics, global awareness and social justice. Each artifact will be presented and discussed in class and evaluated for content, effectiveness and illustration of specific core attributes.
Prerequisite: signature of chair. Corequisite: concurrent registration in student teaching.
Fulfills College Core: Core Capstone

EDU 122 Technology in Education 3 Credits
Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.
Offered: fall & spring.

EDU 250 Foundations of Education 3 Credits
Addresses social, philosophical, legal, historical, organizational, theoretical perspectives on education, including multicultural perspectives. Highlights rights and responsibilities of teachers, students and others involved in education.
Corequisite: EDU 495 & EDU 496.
Fulfills College Core: EDU 496.

EDU 495 Child Abuse Workshop 0 Credits
Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.

EDU 496 Prevention of School Violence Workshop 0 Credits
Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.
EDU 497 Dignity for All Students Act (DASA) Workshop 0 Credits
Provides six hours of training on the components of the Dignity Act, how school climate impacts students achievement and behavior, understanding diversity and multi-cultural environments, and understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.

EDU 498 Student Teaching Seminar 3 Credits
Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.