SPECIAL EDUCATION/CHILDHOOD ED (BS)

Chair: Barbara A. Burns, 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 levels and in high needs classroom settings. Many courses are infused with field experiences so candidates build skill as they progress through the program. In addition, each candidate must take 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 general 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. 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.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (http://catalog.canisius.edu/undergraduate/academics/curricular-information/core-curriculum/) or the All-College Honors Curriculum (http://catalog.canisius.edu/undergraduate/academics/curricular-information/all-college-honors-program/). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCH 221</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 222</td>
<td>Literacy and the Arts in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 412</td>
<td>Managing the Early Childhood and Elementary Classroom</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 390</td>
<td>Cognition and Learning - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDU 100</td>
<td>Exploring the Teaching Profession</td>
<td>3</td>
</tr>
<tr>
<td>EDU 123</td>
<td>Technology in Education 1</td>
<td>1</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Technology in Education 2</td>
<td>1</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 272</td>
<td>Teaching Social Studies Integrating English Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Technology in Education 3</td>
<td>1</td>
</tr>
<tr>
<td>EDU 356</td>
<td>Assessment for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 428</td>
<td>Teaching Math &amp; Science: Supporting STEM Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 494</td>
<td>Capstone Seminar for Teacher Candidates</td>
<td>3</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Child Abuse Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 496</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 497</td>
<td>Dignity for All Students Act (DASA) Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 498</td>
<td>Student Teaching Seminar</td>
<td>3</td>
</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>SPE 311</td>
<td>Nature/Needs of Childhood Students with Intellectual Disabilities &amp; Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPE 330</td>
<td>Nature/Needs of Childhood Students with Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPE 432</td>
<td>Seminar in Teaching and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>or EDU 432</td>
<td>Pre Student Teaching</td>
<td></td>
</tr>
<tr>
<td>SPE 493</td>
<td>Supervised Student Teaching</td>
<td>12</td>
</tr>
<tr>
<td>or EDU 493</td>
<td>Student Teaching</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Requirement</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>69-72</td>
<td></td>
</tr>
</tbody>
</table>
Optional Extensions to Teach at Additional Grade Levels

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

Early Childhood Extension
Candidates wishing to obtain a certification to teach grades B-2 are advised to take two early childhood courses that focus on learning and development and methods of instruction in addition to the courses listed, and apply for an individual evaluation of credentials through NYSED or the BOCES Regional Certification Office. Courses that students have taken in the past include EDY 208 and EDY 209.

Additional Curriculum Requirements
Childhood majors need to choose one of the following academic concentrations: English, Mathematics, Music, Science, Social Studies, or Social Justice.

English Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies</td>
<td>3</td>
</tr>
<tr>
<td>Two 200-level literature courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>One pre-1900 American Literature course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One pre-1800 British Literature course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Shakespeare course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two writing courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

1. Must take at least one 200-level literature course before taking ENG 299.
2. Choose from ENG 315, ENG 316, ENG 319, or ENG 396 (if the topic is American Literature)
3. Choose from ENG 233, ENG 301, ENG 305, ENG 306, ENG 332, ENG 347, ENG 370, or ENG 373.
4. Choose from ENG 322 and ENG 323.
5. Choose from EDU 410, ENG 205, ENG 294, ENG 383, ENG 385, ENG 388, ENG 389, ENG 391, ENG 392, ENG 393, ENG 411, or ENG 490.

Mathematics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Logic, Set Theory, and Proofs</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 331</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 351</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>3-4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MAT 222</td>
<td>Differential Equations</td>
<td></td>
</tr>
</tbody>
</table>

Music Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 115</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 119</td>
<td>Masterpieces of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 210</td>
<td>Keyboard Musicianship</td>
<td>3</td>
</tr>
<tr>
<td>FAM 230</td>
<td>Music Theory I</td>
<td>4</td>
</tr>
<tr>
<td>FAM 230L</td>
<td>Music Theory I Lab</td>
<td>4</td>
</tr>
<tr>
<td>FAM 240</td>
<td>Music Theory II</td>
<td>4</td>
</tr>
<tr>
<td>FAM 240L</td>
<td>Music Theory II Lab</td>
<td>4</td>
</tr>
<tr>
<td>FAM 330</td>
<td>Music Theory III</td>
<td>4</td>
</tr>
<tr>
<td>FAM 330L</td>
<td>Music Theory III Lab</td>
<td>4</td>
</tr>
<tr>
<td>One Music Literature I course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Music Literature II course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Music elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

1. Choose from FAM 216, FAM 217, FAM 218, FAM 219, or FAM 220.
2. Choose from FAM 123, FAM 124, or FAM 224.
3. Choose any 3-credit course with an FAM prefix.

Science Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 325</td>
<td>Introduction to Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Introductory Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 111L</td>
<td>and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Introductory Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112L</td>
<td>and Introductory Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 211</td>
<td>Biochemistry and Cell Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 211L</td>
<td>and Biochemistry and Cell Biology Lab I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 111L</td>
<td>and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112L</td>
<td>and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>One physics course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two science electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

1. Choose any 2 courses with a BCH, BIO, CHM, or PHY prefix.

Social Studies Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GEO 325</td>
<td>Introduction to Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>PSC 104</td>
<td>American Political Process</td>
<td>3</td>
</tr>
<tr>
<td>HIS 107</td>
<td>History of Modern Europe to 1815</td>
<td>3</td>
</tr>
<tr>
<td>HIS 108</td>
<td>History of Modern Europe since 1815</td>
<td>3</td>
</tr>
<tr>
<td>HIS 109</td>
<td>History of Asia to 1800</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Requirement can be waived if student received a grade of “B” or higher for three years of foreign language taken in high school or received an 85 or higher on NYS Regents Exam.
Special Education/Childhood Ed (BS)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 123</td>
<td>History of the United States: The Colonial Period to Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>HIS 124</td>
<td>History of the United States: 1877 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td>One European or Asian/African/Latin American History elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>European History Options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 213</td>
<td>Twentieth Century Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 220</td>
<td>The History of Food</td>
<td></td>
</tr>
<tr>
<td>Asian/African/Latin American History Options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 110</td>
<td>History of Asia Since 1800</td>
<td></td>
</tr>
<tr>
<td>HIS 131</td>
<td>Latin American History to 1830</td>
<td></td>
</tr>
<tr>
<td>HIS 132</td>
<td>Latin American History since 1830</td>
<td></td>
</tr>
<tr>
<td>HIS 220</td>
<td>The History of Food</td>
<td></td>
</tr>
<tr>
<td>HIS 263</td>
<td>Wars of Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 280</td>
<td>The Making of Modern Africa</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 30

Note: HIS 382 is highly recommended for students intending to teach in New York State.

Social Justice Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 273</td>
<td>Social Movements and Social Change</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Courses (select two of the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
<td></td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>SOC 342</td>
<td>Quantitative Research Methods</td>
<td></td>
</tr>
</tbody>
</table>

Skills Classes (select two of the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 201</td>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>COM 302</td>
<td>Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>ECO 311</td>
<td>Metropolitan Economic Development and GIS</td>
<td></td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation</td>
<td></td>
</tr>
<tr>
<td>HSV 360</td>
<td>People Helping Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

Four Electives (from your focus: Local/Urban or Global) 12

Local (Urban) Focus Electives 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 212</td>
<td>Social and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>IGSR 300</td>
<td>Immersion East Side Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 337</td>
<td>Violence and the Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC 291</td>
<td>Gender and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 355</td>
<td>Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Stereotyping and Prejudice</td>
<td>3</td>
</tr>
<tr>
<td>HSV 301</td>
<td>Social Policies</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 111</td>
<td>Contemporary Social Problems</td>
<td></td>
</tr>
<tr>
<td>HSV 302</td>
<td>Children, Schools, and the Community</td>
<td></td>
</tr>
<tr>
<td>PSC 237</td>
<td>State and Local Politics</td>
<td></td>
</tr>
<tr>
<td>SOC 340</td>
<td>Sociology of the City</td>
<td></td>
</tr>
</tbody>
</table>

Global Focus Electives 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 122</td>
<td>Sociocultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>HIS 211</td>
<td>Women In The Western World</td>
<td></td>
</tr>
<tr>
<td>HIS 394</td>
<td>Modern Middle East</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 302</td>
<td>Children, Schools, and the Community</td>
<td></td>
</tr>
<tr>
<td>HIS 256</td>
<td>American Society in the 1960’s</td>
<td>3</td>
</tr>
<tr>
<td>PSC 140</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 245</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective 3

One course from the other focus (either Local or Global)

Total Credits 60

1 The list of courses provided here only includes active courses at the time this catalog was prepared. Additional classes that are added by other departments might also be used to satisfy this requirement. If you think a class should count, please contact the chair of the Teacher Education Department.

Spanish Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 215</td>
<td>Intermediate Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPA 217</td>
<td>Introduction to Spanish Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPA 323</td>
<td>Topics in Conversation I: Peninsular Culture and Conversation</td>
<td></td>
</tr>
<tr>
<td>SPA 324</td>
<td>Topics in Conversation II: Latin American Culture and Civilization</td>
<td></td>
</tr>
<tr>
<td>SPA 332</td>
<td>Advanced Spanish Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

Five Advanced-Level Spanish Classes (any SPA class at 300 or 400 level) 15

Total Credits 30

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.

Please note that this curriculum changed for students who matriculated in fall 2017 or later. Earlier students should consult their original catalog year.

Roadmap

Freshman

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 100</td>
<td>ECCH 221</td>
</tr>
<tr>
<td>EDU 100</td>
<td>SPE 341</td>
</tr>
<tr>
<td>EDU 123</td>
<td>EDY 208 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)</td>
</tr>
</tbody>
</table>

Sophomore

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 250</td>
<td>SPE 291</td>
</tr>
<tr>
<td>EDU 495</td>
<td>SPE 292</td>
</tr>
<tr>
<td>EDU 496</td>
<td>EDU 272</td>
</tr>
<tr>
<td>ECCH 222</td>
<td></td>
</tr>
<tr>
<td>EDU 223</td>
<td></td>
</tr>
<tr>
<td>EDY 209 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)</td>
<td></td>
</tr>
<tr>
<td>EMC 391 (Optional - needed for middle school extension)</td>
<td></td>
</tr>
</tbody>
</table>
Learning Goals & 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.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and 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.

Courses

Please note that Students in Special Education also take courses in Teacher Education and Childhood Education. A full list of courses in all Education subjects is available on the Educator Preparation page. (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/#coursestext)

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 341. 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 293 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 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 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.

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 341 Inclusive Strategies
3 Credits
Highlights best practices in general education for students with disabilities. Illustrates current developments in special education. Emphasizes collaboration.
Fulfills College Core: Diversity

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. Offered: every spring.

SPE 495 Advanced Research Seminar in Autism
1-6 Credits
Advanced Research Seminar in Autism provides students with advanced clinical and research training in autism spectrum disorder (ASD). The course consists of two distinct but interrelated components including (1) classroom instruction and applied training in evidence-based treatment for children with ASD and (2) hands-on research experience during studies being conducted. Students will learn about ASD and evidence-based treatments, and participate in various studies involving high-functioning youth with ASD. Students also serve as a member of a professional research team.

SPE 499 Independent Study
3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.