SPECIAL EDUCATION/CHILDHOOD ED (BS)

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, 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/)

Licensure Disclosure
Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (https://wiki.canisius.edu/x/Hxi8BQ/) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

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 (https://catalog.canisius.edu/undergraduate/academics/undergraduate/school-education-human-services/#assessmenttext).

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.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (http://catalog.canisius.edu/undergraduate/academics/core-curriculum/) or the All-College Honors Curriculum (http://catalog.canisius.edu/undergraduate/academics/core-curriculum/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 and 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>
</tbody>
</table>

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. Both (all) majors appear on a student’s transcript.
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>
</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.

Initial Early Childhood Certification
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.

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>
<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>HIS 213</td>
<td>Europe and the World in a Century of Conflict</td>
<td>3</td>
</tr>
<tr>
<td>HIS 220</td>
<td>The History of Food</td>
<td>3</td>
</tr>
<tr>
<td>HIS 280</td>
<td>The Making of Modern Africa</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Curriculum Requirements

Childhood majors need to choose one of the following academic concentrations: English, Mathematics, Science, Social Studies, Spanish, 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 1</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 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One pre-1800 British Literature course 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Shakespeare course 4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two writing courses 5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 30

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 306, 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 388, ENG 389, ENG 391, ENG 392, ENG 393, or ENG 490.

Mathematics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>SPE 493</td>
<td>Supervised Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>

Foreign Language Requirement 3

Total Credits 72

Social Justice Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Basic Statistics for Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC 273</td>
<td>Social Movements and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>COM 206</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Skills Classes (select two of the following) 6
COM 201  Dynamic Presentations
COM 203  Writing for Contemporary Media
COM 204  Relational Communication
COM 302  Strategic Communication in Teams
COM 319  Training and Development
ECO 311  Metropolitan Economic Development and GIS
PSY 329  Leadership and Motivation
HSV 360  People Helping Skills

Four Electives (from your focus: Local/Urban or Global)  12
Local/Urban Focus Electives  12
COM 327  Impact of Culture, Race, and Gender on Message Design
COM 385  Media & Children
CRJ 337  Violence and the Family
CRJ 345  Gangs in American Society
HIS 255  African American History
HSV 212  Social and Cultural Diversity
IGSR 300  Immersion East Side Seminar
PSC 104  American Political Process
PSC 237  State and Local Politics
PSY 334  Child, Family and Community Psychology
PSY 340  Stereotyping and Prejudice
SOC 111  Contemporary Social Problems
SOC 291  Gender and Society
SOC 340  Sociology of the City
SOC 355  Deviant Behavior

Global Focus Electives  1
HIS 211  Women In The Western World  3
HIS 356  Modern China  3
HIS 394  Modern Middle East  3
HSV 302  Children, Schools, and the Community  3
PSC 140  International Relations  3
PSC 150  Comparative Government and Politics  3
PSC 241  Human Rights and Globalization  3
PSC 242  International Organizations  3
PSC 245  American Foreign Policy  3

Elective  3
One course from the other focus (either Local or Global)

Total Credits  69

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>Communicating in Spanish ¹</td>
<td>3</td>
</tr>
<tr>
<td>SPA 217</td>
<td>Intro Comp Panorama SocioCultural Latinoamericano ¹</td>
<td>3</td>
</tr>
<tr>
<td>SPA 323</td>
<td>Topics in Conversation I: Peninsular Culture and Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

SPA 324  Topics in Conversation II Latin American Culture and Civilization  3
SPA 332  Advanced Spanish Composition  3
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
Fall
EDE 100
EDU 100
EDU 123

Spring
ECCH 221 (may be used to apply to NYSED or BOCES for early childhood certification)
EDU 100
SPE 341
EDU 123
EDY 208 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)

Sophomore
Fall
EDU 250
EDU 495
EDU 496

Spring
SPE 291
SPE 292
EDU 272

ECCH 222
EDU 223
EDY 209 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)

EMC 391 (Optional - needed for middle school extension)

Junior
Fall
SPE 311
SPE 330
EDU 356
ECCH 412
EDU 323
EMC 352 (Optional - needed for middle childhood extension)

EDU 390
EDU 323
EDY 209 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)

Senior
Fall
SPE 432
SPE 493
EDU 428
EDU 497

EDU 494
EDU 498
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.
Offered: every spring.

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 341. Corequisite: SPE 291.
Offered: every spring.

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.
Offered: every fall.

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.
Prerequisites: SPE 311 & EDU 356. Corequisite: ECCH 412.
Offered: occasionally.

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
Offered: every fall, spring, & summer.
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 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.