

EARLY CHILDHOOD SPECIAL EDUCATION, MS

Contacts

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Faculty

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The Early Childhood Special Education program leads to certification in both general early childhood and early childhood special education, birth through grade 2. This program reflects the most up-to-date thinking about teaching infants, preschoolers, and primary-age children (with or without disabilities). The primary goal of the program is to prepare teachers to work effectively with children of a variety of ages and cultural and linguistic abilities, and serve children in a range of home, community, and educational settings. We seek to accomplish this through collaboration and teamwork among professionals of diverse disciplines and in partnership with the families we serve.

The program draws upon the expertise and scholarship of faculty members who are leaders in the fields of child and family studies, early childhood, special and elementary education, literacy, and other related professional disciplines. The program has a long-standing history of providing training that infuses clinical practice with current research. As they study areas such as early assessment and intervention with infants, students work closely with faculty members who have extensive clinical experience. We have developed close ties and strong relationships with community educators and other professionals who serve high-needs populations of young children and families.

This program meets the academic requirements for both New York State early childhood birth-grade 2 and students with disabilities birth-grade 2 teaching certificates. We admit:

- students who have backgrounds or certification in one (but not both) of these areas (early childhood or special education);
- students who have certification in another teacher certification area;
- qualified students who do not have previous education coursework.

Student Learning Outcomes

1. Acquire knowledge of each child and demonstrate knowledge of child development and learning to promote achievement for all students
2. Know the content that are responsible for teaching and plan instruction that ensures growth and achievement of all young children
3. Implement instruction that engages and challenges all children to meet or exceed the learning standards
4. Work with all children to create a dynamic learning environment that supports achievement and growth
5. Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction
6. Demonstrate professional responsibility and engage relevant stakeholders to maximize child growth, development, and learning
7. Set informed goals and strive for continuous professional growth

Sample Curriculum

As noted above, each student's program varies according to interests, prior coursework, and professional experience. A student with equivalent coursework may have courses waived. A student with prior background may have courses waived.

A program for a student without prior study or certification in Education or Early Childhood typically includes:

Code	Title	Credits
EDU 606	Understanding Learning and Teaching (Includes field experience)	4
EED 643	The Parent/Caregiver-Professional Partnership	3
EED 654	Teaching Mathematics, Science and Social Studies in Early Childhood Special Education	3
ELL 625	Methods of Teaching Literacy to English Language Learners	3
MFT 625	Family Systems and Therapy	3
SPE 520	Methods and Curricula in Early Childhood Special Education (with a 90-hour field practicum)	3
SPE 613	Developmental Therapy for Children with Disabilities	3
SPE 618	Augmentation of Communication in the Inclusive Classroom	3
SPE 623	Families of Students with Disabilities	3
SPE 627	Early Intervention for Children's Reading Problems	3
SPE 633	The High-Risk Infant: Medical Treatment and Educational Interventions	3
SPE 653	Positive Approaches to Challenging Behaviors	3
SPE 705	Practicum in Psychoeducational Evaluation and Planning for Exceptional Children	3-6
SPE 706	Seminar in Early Childhood Special Education	3
EDU 508	Student Teaching ((ECSE grades K, 1, or 2 general education) 5 credits required ECSE (Pre-K Inclusive) 6 credits total required, including seminar)	5-6
	Safe and Healthy Learning Environments or equivalent, which includes the following topics: Identifying/reporting child abuse, violence prevention, child abduction prevention, highway/general safety, alcohol/drug/tobacco prevention, fire and arson prevention, and training related to the Dignity for All Students (DASA) Act. Students who have already met requirements for a New York State certificate may already have this completed. Those who earned their other certificate in another area before the DASA requirement was instituted will have to complete DASA training. These should be completed before student teaching	0

As a culminating experience, students complete a portfolio demonstrating evidence of professional competence.

Early Childhood Special Education Content Requirements

In addition to the graduate courses listed above, this program requires an undergraduate degree in a liberal arts content core or 30 credit hours in one or more of the liberal arts and sciences. In addition, they must have six credits in English (three of which must be in writing), six credits of Mathematics, six credits in the Natural Sciences, and six credits in the Social Science (three of which must be in history), where appropriate

these English, Mathematics, Science or Social Sciences may overlap with the liberal arts content core. Typically, a 3.0 average in these courses is required.

It is expected that students will enter the program with most of these requirements completed. Students who do not complete all of the requirements cannot be recommended for certification.

Also Required

Workshops in violence prevention, child abuse and abduction, substance abuse, the Dignity for All Students Act (DASA), and school and fire safety.

As a culminating experience, students complete a portfolio demonstrating evidence of professional competence.

Note

While the ECSE program accepts and seeks to accommodate graduate students who are working, it is essential that working schedules allow day-time hours when required practica and field placements can be satisfied in the fall, spring and summer terms. Otherwise, it is not possible to complete the ECSE degree.