

INCLUSIVE EARLY CHILDHOOD SPECIAL EDUCATION, BS (NOT ADMITTING STUDENTS)

***Note:** The School of Education is not currently accepting applications for the Inclusive Early Childhood Special Education (Birth to Grade 2) certification program. However, our Inclusive Childhood Education, BS (<https://coursecatalog.syracuse.edu/undergraduate/education/inclusive-childhood-education-bs/>) is accepting applications, and we encourage you to consider this program which offers a higher number of grade level certifications, as well as a dual certification in childhood and special education.

Contact

For Intra-University Transfers:

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Program Description

This B.S. degree program is a dual program between the School of Education and the David B. Falk College of Sport and Human Dynamics - with the School of Education as the home school. This program meets the academic requirements for New York State teacher certification in both Early Childhood (birth - grade 2) and Students with Disabilities (birth - grade 2). It seeks to prepare students to make a difference in the lives of children through a strong inclusive education and social justice philosophy and teaching skills, and solid knowledge of the core subjects to be taught and how to teach them. A cornerstone of the program is the extensive and varied series of field experiences it offers, coordinating coursework with fieldwork in the schools as early as the first year of study. Many schools and childcare centers in the Syracuse area are at the forefront of inclusive education. Through our close partnerships with local schools and early childhood centers that welcome all students, and with our wide network of urban, suburban, and rural school affiliations, we provide a broad range of opportunities for getting the most out of field experiences.

Student Learning Outcomes

1. Acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students
2. Know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students
3. Implement instruction that engages and challenges all students to meet or exceed the learning standards
4. Work with all students 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 student growth, development, and learning
7. Set informed goals and strive for continuous professional growth

Program Requirements

Program requirements include liberal arts skills, a concentration in social/behavioral science with emphasis on human development and family science, and professional coursework. This intense program typically requires a minimum of 135 credits. The length varies and can be more than 138 credits, depending on the student's mathematics and foreign language background, and other choices made by the student. In most cases, students enroll for more than 15 credits in a semester and/or take summer courses (at SU or other colleges) to complete the degree within four years. Therefore, prospective students not already enrolled in the School of Education are encouraged to consult with the School of Education as early as possible.

Code	Title	Credits
Liberal Arts Requirements		
WRT 105 or WRT 109	Studio 1: Practices of Academic Writing Studio 1: Practices of Academic Writing (Honors)	3
WRT 205 or WRT 209	Studio 2: Critical Research and Writing Studio 2: Critical Research and Writing (Honors)	3
MAT 117	Foundational Mathematics via Problem Solving I	3
MAT 118	Foundational Mathematics via Problem Solving II	3
SCI 104	Science-Questions and Quests: Physical Phenomena I	3
SCI 105	Science-Questions and Quests: Physical Phenomena II	3
	U.S. History	3
	History II (diversity within the U.S. or Global History)	3
	Geography	3
	Citizenship, Economics, and Government	3
	Global Perspectives	3
	Literature	3
	Other liberal arts breadth (3 credits) Choose one course from the program's list of approved fine arts, philosophy, religion, mathematics, or scientific perspectives courses.	3
	Language Other than English - One course (minimum 3 credits) in a language other than English (including American Sign Language), or equivalent competency established by examination or passing level three of high school study	3
Human Development and Family Science/Social Science Concentration		
HFS 201	Family Development	3
HFS 202	Development of Children	3
HFS 331	Play, Childhood Development and Early Education	3
HFS 345	The Developing Infant	3
HFS 395	Risk, Resilience, and Intervention	3
HFS 467 or HFS 482	Child and Family in Cross-Cultural Perspectives Development in Immigrant & Refugee Families	3
	Select one of the following:	3
HFS 447	Principles and Practices in Parenting	
HFS 479	Power, Conflict, Violence, and the Family	
HFS 487	Critical Incidents in Family Development	
	Three social science courses (9 credits) used to meet distribution requirements above. At least one must be 300 level.	9
Professional Education Requirements		
EDU 103	Introduction to Inclusive Schooling	3

EDU 104	Experience in Inclusive School	1
SPE 311	Perspectives on Disabilities	3
IDE 201	Integrating Technology into Instruction I	1
HFS 492	Child Internship	3
HFS 335	Issues and Perspectives in Early Childhood Education	3
CSD 303	Communication in the Classroom	3
EDU 366	Safe and Healthy Learning Environments	1

Arts in Education

Select two of the following:		2
EDU 431	Art in the Classroom	
EDU 432	Music in the Classroom	
EDU 433	Speech and Drama in the Classroom	

Total Credits	92
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Assessment

Both this program and the teaching profession are demanding, requiring not only appropriate attitudes about children and skills in working with them, but also knowledge of the content to be taught, excellent writing skills, critical thinking skills, and much more. Students' progress is reviewed several times through the program against specific proficiencies and other assessment criteria. Effective for those entering the program Fall 2014 or later, to be eligible for Block I, students must have a 3.0 cumulative GPA; a 3.0 average for and no grade below a B- in EDU 103 Introduction to Inclusive Schooling, EDU 104 Experience in Inclusive School, SPE 311 Perspectives on Disabilities, and HFS 492 Child Internship (if taken before Block I); a B- or better grade in each writing course taken; and a B- or better average with no grade below a C in both the two required mathematics courses and the two required natural science courses, with at least one B- grade in each before entering Block I. In addition, they must have satisfactory ratings on the proficiencies and dispositions that are part of the professional courses and field experiences. Reviews also take place to determine eligibility to enter subsequent professional blocks, and additional information about this is available from the program faculty teaching in the blocks.

Code	Title	Credits
Block I		
EED 314	Teaching Strategies for Inclusive Education	3
RED 215	Foundational Literacy Methods	3
EDU 220	Field Experience and Seminar I	2
Block II		
EDU 438	Mathematics Methods and Curriculum	3
EDU 320	Field Experience and Seminar II	2
EDU 336	Social Studies Methods and Curriculum	3
EED 362	Block II Field Seminar	1
SPE 212	Differentiation for Inclusive Education	3
EDU 434	Creative Movement for the Classroom	1
IDE 301	Integrating Technology into Instruction II	1
Early Childhood Block III		
EED 445	Inclusive Early Childhood Education Integrated Methods and Curriculum	6
EED 446	Inclusive Early Childhood Special Education PreK Field Experience	3
IDE 401	Integrating Technology into Instruction III	1

Student Teaching

All students must complete EDU 366 Safe and Healthy Learning Environments before the student teaching semester.

Code	Title	Credits
EED 464	Student Teaching Seminar/Inclusive Education	3
EDU 508	Student Teaching (Inclusive Early Childhood Special Education)	12
SPE 434	Inclusive Pedagogy and Practice	3

A Bridge to the City

A Bridge to the City provides Inclusive Early Childhood teacher candidates with a student teaching experience in the vibrant urban environment of New York City. This is a unique opportunity for these students to sharpen their skills and broaden their perspectives on cultures, families, and professional practices. Interested students work with their advisors beginning in the first year in order to plan for this, apply for this opportunity during their junior year, and if selected will student teach in NYC during the fall of their senior year.

Undergraduate University Requirements

The following requirements and experiences apply to all Syracuse University Undergraduate matriculated degree programs.

- IDEA Course Requirement (<https://coursecatalog.syracuse.edu/undergraduate/idea-course-requirement/>)
- First Year Seminar (<https://coursecatalog.syracuse.edu/undergraduate/courses/fys/>)