

EARLY CHILDHOOD EDUCATION (PK-4)/SPECIAL EDUCATION (PK-12), BACHELOR OF SCIENCE IN EDUCATION (BSED) - CONCENTRATION IN INTERNATIONAL EDUCATION

Students who elect to complete Early Childhood Ed (PK-4)/Special Education (PK-12) - International Education will choose from already established rock studies courses that focus on international and global perspectives. They will also complete a care break, spring break trip, or field experience in an international setting. The capstone will be the completion of an international student teaching experience.

All candidates completing this program and student teaching are eligible to receive Pennsylvania certification after achieving a passing or qualifying score on Pennsylvania Department of Education required exam(s). If you are interested in teaching in another state, please contact the Department of Education in that state.

The mission of the International concentration is to equip, inspire and empower teacher candidates by providing them opportunities to develop their personal and professional global awareness; to deepen their understanding of culturally responsive teaching and to experience international teaching in order to be prepared for teaching in the 21st century.

PROGRAM LEARNING OUTCOMES

Program Student Learning Outcome 1 – Child Development and Learning

Pre-service teachers will understand how children develop intellectually, socially, emotionally, and physically and will use this knowledge to design meaningful and developmentally appropriate instruction.

Aligned SRU Outcomes: 2 (Apply critical thinking to argument and problem solving), 5 (Develop as a whole person)

Program Student Learning Outcome 2 – Diversity, Equity, and Cultural Responsiveness

Pre-service teachers will demonstrate respect for diversity and the ability to create inclusive, culturally responsive classrooms that support learners of varied linguistic, cultural, and socioeconomic backgrounds.

Aligned SRU Outcomes: 8 (Act ethically), 9 (Develop a worldview that acknowledges diversity and global interdependence), 7 (Be civically engaged)

Program Student Learning Outcome 3 – Professional Knowledge of Special Education Foundations

Candidates will demonstrate knowledge of the historical, philosophical, and legal foundations of special education, including IDEA, Section 504, and Chapter 14, and will apply this knowledge to protect students' rights and promote access in the least restrictive environment.

Aligned SRU Outcomes: 8 (Act ethically), 5 (Develop as a whole person)

Program Student Learning Outcome 4 – Assessment and Data-Driven Decision Making

Candidates will select, administer, interpret, and apply multiple forms of assessment to make data-informed instructional and behavioral decisions within a multi-tiered system of support.

Aligned SRU Outcomes: 2 (Apply critical thinking to argument and problem solving), 4 (Apply quantitative reasoning in appropriate contexts)

Program Student Learning Outcome 5 – Instructional Design and Evidence-Based Practice

Pre-service teachers will design, implement, and evaluate evidence-based instruction in literacy, mathematics, and content areas that meets individual learner needs and is aligned with state standards.

Aligned SRU Outcomes: 2 (Apply critical thinking), 5 (Develop as a whole person)

Program Student Learning Outcome 6 – Classroom Management and Positive Behavior Support

Candidates will establish and maintain safe, inclusive learning environments by applying positive behavior interventions and supports, data-based decision making, and social-emotional learning practices.

Aligned SRU Outcomes: 5 (Develop as a whole person), 8 (Act ethically)

Program Student Learning Outcome 7 – Collaboration and Communication

Pre-service teachers will collaborate effectively with families, educators, related service providers, and community agencies to plan and implement educational programs for all learners.

Aligned SRU Outcomes: 1 (Act as effective communicators), 7 (Be civically engaged), 9 (Develop a worldview that acknowledges diversity)

Program Student Learning Outcome 8 – Technology and Accessibility

Candidates will integrate assistive and instructional technologies to enhance engagement, accessibility, and learning outcomes for all students, including those with disabilities.

Aligned SRU Outcomes: 10 (Act as responsible digital citizens), 5 (Develop as a whole person)

Program Student Learning Outcome 9 – Transition and Lifespan Development

Candidates will plan and support transitions across educational and developmental stages, including early childhood to elementary and secondary to post-school outcomes, promoting self-determination and independence for students with disabilities.

Aligned SRU Outcomes: 5 (Develop as a whole person), 7 (Be civically engaged)

Program Student Learning Outcome 10 – Professionalism, Ethics, and Lifelong Learning

Pre-service teachers will demonstrate ethical conduct, reflective practice, and a commitment to continuous professional growth aligned with state and national standards for the teaching profession.

Aligned SRU Outcomes: 5 (Develop as a whole person), 8 (Act ethically)

Related Links

Early Childhood Education (PK-4)/Special Education (PK-12) - International Education, BSED Program Page (<https://www.sru.edu/academics/majors-and-minors/early-childhood-/special-education-international-education/>)

Professional Licensure/Certification Page (<https://www.sru.edu/students/student-consumer-information/professional-licensure/>)

Curriculum Guide

GPA Requirement

- GPA must be 3.0 or higher for Teacher Candidacy.
- A 3.0 GPA and passing subject area assessment (PECT) or A 2.8 GPA and a *qualifying* passing subject area assessment (PECT) score (as determined by PDE) is required for certification.
- Students must complete 50% of credits required for the Major from a PASSHE university.

Summary*

Code	Title	Hours
Rock Studies 2 Requirements		42
Other Basic Requirements		0-3
Major Requirements		98

* All undergraduate degree programs require a minimum of 120 credits. Some courses meet multiple requirements, but are only counted once toward the 120 credit total required to graduate.

Rock Studies 2 Requirements

Code	Title	Hours
The Rock		
SUBJ 139	Foundations of Academic Discovery ¹	3
ENGL 102	Critical Writing	3
ENGL 104	Critical Reading	3
MATH 210	Mathematics for Elementary Teachers I	3
Select one of the following: 3		
COMM 200	Civil Discourse: Theory & Practice	
PHIL 110	Ethics and Civil Discourse	
POLI 235	Civil Discourse and Democracy	
Subtotal		15
Integrated Inquiry		
<i>Creative and Aesthetic Inquiry</i>		
Select 3 Credits (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/)		3
<i>Humanities Inquiry</i>		
Select 3 Credits (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/)		3
<i>Social Science Inquiry</i>		
Select 3 Credits (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/)		3
<i>Natural Sciences Inquiry</i>		
SCI 101	Science of Life	3
<i>Physical Sciences Inquiry</i>		
SCI 102	Understanding the Physical World	3
Subtotal		15
Additional Rock Studies 2 Requirements (12 credits)		
MATH 310	Mathematics for Elementary Teachers II ²	3
PHED 243	Educational Movement in Health & Wellness ²	3
or DANC 223	Creative Dance for Children	
SPEd 121	Overview of Special Education ²	3
Select One of the Following: 3		
SOWK 105	Human Diversity	

GES 201	Latin America and the Caribbean
HIST 351	Latin America to 1830
HIST 352	Latin America Since 1830
POLI 370	Latin American Politics and Development

Total Hours 42

¹ Course offered in multiple subjects; cannot take course in first major subject.

² Required as per PA Department of Education Certification Policy.

Basic Math Requirement

Check with your adviser or a current degree audit report to see if you have been exempted from this course. The credit earned in this course will not be counted toward the 120 credit hour minimum needed to earn a degree.

Code	Title	Hours
Complete one of the following:		0-3
Meet required minimum SAT or ACT math score OR		
ESAP 110	Beginning Algebra	

Total Hours 0-3

DIVERSITY, EQUITY, AND INCLUSION REQUIREMENT

Students must take and pass a course with the Diversity, Equity, and Inclusion (DEI) designation prior to graduation. Students can meet this requirement by taking any DEI - designated course in any program at any time during their undergraduate career.

Major Requirements

- 49 major credits must be taken at SRU or PASSHE
- 49 major credits must be taken at the 300 level or above

Code	Title	Hours
Early Childhood Education Courses		
ELEC 100	Early Childhood Education Theory & Practice ^{1,2}	3
ELEC 200	Child Development Typical ^{1,2}	3
or CDEV 248	Human Development and Education	
PHED 243	Educational Movement in Health & Wellness ¹	3
or DANC 223	Creative Dance for Children	
SPEd 121	Overview of Special Education ^{1,2}	3
SPEd 222	Introduction to Special Education Law	3
SPEd 230	Early Intervention Practices for Students with Disabilities ^{1,2}	3
SPEd 245	Technology in Special Education	3
Subtotal		21
Diversity Block		
ELEC 230	Field-Based Child Development Typical ^{1,2}	3
ELEC 237	ELL Strategies and Practice for Early Childhood Education ^{1,2}	3
or CIEL 326	Teaching Multi Language Learners	
ELEC 281	Family and Community Diversity and Partnerships ^{1,2}	3
Subtotal		9
Early Literacy Block		

ELEC 238	Literacy Practices for the Emergent Learner, PK-1 ^{1,2}	3
ELEC 285	Integrating Creative Expression through the Arts ^{1,2}	3
Subtotal		6

Early Childhood Major Courses

Must be admitted to College of Education and complete both Diversity and Literacy Blocks.

Block 1

ELEC 311	Mathematics & Literacy Teaching Lab Pre K - 4 ^{1,2}	1
ELEC 316	Developmental Formal and Informal Assessments ^{1,2}	3
or CIEL 316	Diagnostic, Formative, and Summative Assessment Strategies	
ELEC 330	Literacy Practices for the Developing Learner, Grades 2 - 4 ^{1,2}	3
ELEC 340	Mathematics Methods and Strategies for PRE K - 4 Teachers ^{1,2}	3
SPED 350	Universal Intervention	3
Subtotal		13

Block 2

Must complete Block 1 first

ELEC 420	Early Childhood Field Experience ^{1,2}	3
ELEC 460	Instructional Strategies for Science and Technology ^{1,2}	3
ELEC 470	Social Studies & Citizenship ^{1,2}	3
ELEC 480	Assessment for Differentiation of Literacy Instruction ^{1,2}	3
SPED 360	Targeted Instructional and Behavioral Interventions for Neuro-Diverse Learners	3
Subtotal		15

Block 3

Must complete Blocks 1 and 2 first

SPED 431	Intense Behavioral and Emotional Interventions for Neuro-Diverse Learners ^{1,2}	3
SPED 432	Intensive ELA Interventions for Neuro-Diverse Learners ^{1,2}	3
SPED 433	Assessment Strategies in Special Education ^{1,2}	3
SPED 434	Professional Collaboration and Ethical Practices ^{1,2}	3
SPED 435	Processes and Procedures in Special Education	3
SPED 436	Intensive Mathematics Interventions for Neuro-Diverse Learners	3
Subtotal		18

Student Teaching

All previously listed coursework must be completed prior to Student Teaching

ELEC 405	Overview of and Immersion in Global Education	3
ELEC 455	Student Teaching: Early Childhood ^{1,2,3}	6
or CIEL 455	Student Teaching: Elementary or Secondary School	

SPED 440	Seminar in Special Education	1
SPED 455	Student Teaching - Special Education ^{1,2}	6
Other: Must complete one study abroad program or other global experience approved by international program coordinators.		
Subtotal		16
Total Hours		98

- ¹ Course counts for 50% of Major requirements but not for Major GPA
- ² Grade of "C" or better must be earned in this course to qualify for Student Teaching and/or graduation.
- ³ Students not in the International Concentration may still student teach abroad.
- * Some courses may require pre-requisites. Please see course descriptions to determine if there are any pre-requisites for that specific course.

Co-curricular and Experiential Learning

Students are encouraged to explore additional curricular and co-curricular opportunities. There is a strong correlation between long-term student success and participation in the following types of programs and activities:

1. International study programs
2. High-Impact Practice (HIP) designated classes
3. Student-Faculty research and Student Leadership development
4. Career Education and Development
5. Internships/Field Experiences
6. Student teaching (required)

Important Information

Prerequisites for Admission to Teacher Candidacy

- Minimum grade of "C" required.

Code	Title	Hours
Basic Courses		
Select one of the following:		3
COMM 200	Civil Discourse: Theory & Practice	
PHIL 110	Ethics and Civil Discourse	
POLI 235	Civil Discourse and Democracy	
ELEC 100	Early Childhood Education Theory & Practice	3
ELEC 200	Child Development Typical	3
or CDEV 248	Human Development and Education	
ELEC 230	Field-Based Child Development Typical	3
ENGL 102	Critical Writing	3
ENGL 104	Critical Reading	3
Math Requirement for BS in Education		
Prior to Admission to Teacher Candidacy		
Minimum grade of "D" required.		
MATH 210	Mathematics for Elementary Teachers I	3
MATH 310	Mathematics for Elementary Teachers II	3
Total Hours		24

BSED Early Childhood (PK-4)/Special Education (PK-12) Grade Requirements

- Grades in each of the following courses must be "C" or better to qualify for Student Teaching and/or Graduation

Code	Title	Hours
ELEC 100	Early Childhood Education Theory & Practice	3
ELEC 200 or CDEV 248	Child Development Typical Human Development and Education	3
ELEC 230	Field-Based Child Development Typical	3
ELEC 237 or CIEL 326	ELL Strategies and Practice for Early Childhood Education Teaching Multi Language Learners	3
ELEC 238	Literacy Practices for the Emergent Learner, PK-1	3
ELEC 281	Family and Community Diversity and Partnerships	3
ELEC 285	Integrating Creative Expression through the Arts	3
ELEC 311	Mathematics & Literacy Teaching Lab Pre K - 4	1
ELEC 316 or CIEL 316	Developmental Formal and Informal Assessments Diagnostic, Formative, and Summative Assessment Strategies	3
ELEC 330	Literacy Practices for the Developing Learner, Grades 2 - 4	3
ELEC 340	Mathematics Methods and Strategies for PRE K - 4 Teachers	3
ELEC 405	Overview of and Immersion in Global Education	3
ELEC 420	Early Childhood Field Experience	3
ELEC 455 or CIEL 455	Student Teaching: Early Childhood Student Teaching: Elementary or Secondary School	12
ELEC 460	Instructional Strategies for Science and Technology	3
ELEC 470	Social Studies & Citizenship	3
ELEC 480	Assessment for Differentiation of Literacy Instruction	3
PHED 243 or DANC 223	Educational Movement in Health & Wellness Creative Dance for Children	3
SPED 121	Overview of Special Education	3
SPED 222	Introduction to Special Education Law	3
SPED 230	Early Intervention Practices for Students with Disabilities	3
SPED 245	Technology in Special Education	3
SPED 350	Universal Intervention	3
SPED 360	Targeted Instructional and Behavioral Interventions for Neuro-Diverse Learners	3
SPED 431	Intense Behavioral and Emotional Interventions for Neuro-Diverse Learners	3
SPED 432	Intensive ELA Interventions for Neuro-Diverse Learners	3

SPED 433	Assessment Strategies in Special Education	3
SPED 434	Professional Collaboration and Ethical Practices	3
SPED 435	Processes and Procedures in Special Education	3
SPED 436	Intensive Mathematics Interventions for Neuro-Diverse Learners	3
SPED 440	Seminar in Special Education	1
SPED 455	Student Teaching - Special Education	3-12

Important Curriculum Guide Notes

This Curriculum Guide is provided to help SRU students and prospective students better understand their intended major curriculum. Enrolled SRU students should note that the My Rock Audit may place already-earned and/or in progress courses in different, yet valid, curriculum categories. Enrolled SRU students should use the My Rock Audit Report and materials and information provided by their faculty advisers to ensure accurate progress towards degree completion. *The information on this guide is current as of the date listed. Students are responsible for curriculum requirements at the time of enrollment at the University.*

PASSHE - Pennsylvania State System of Higher Education Institutions

Early Childhood Education PK-4 - BSED (1192)

Concentration in International (INTE)

This program is effective as of Summer 2023

Revised 02.17.2026

UCC 01.17.2026

Recommended Four-Year Plan

Course	Title	Hours
First Year		
Fall		
SPED 121	Overview of Special Education	3
ELEC 100	Early Childhood Education Theory & Practice	3
ENGL 102	Critical Writing	3
ESAP 101	FIRST Seminar *	1
SCI 101	Science of Life	3
SUBJ 139	Foundations of Academic Discovery	3
Hours		16
Spring		
SPED 222	Introduction to Special Education Law	3
ELEC 200	Child Development Typical	3
ENGL 104	Critical Reading	3
MATH 210	Mathematics for Elementary Teachers I	3
Select one of the following:		3
COMM 200	Civil Discourse: Theory & Practice	
PHIL 110	Ethics and Civil Discourse	
POLI 235	Civil Discourse and Democracy	
Creative & Aesthetic Inquiry (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/)		3
Hours		18

Second Year

Fall

Diversity Block		
SPED 230	Early Intervention Practices for Students with Disabilities	3
ELEC 230	Field-Based Child Development Typical ²	3
ELEC 237	ELL Strategies and Practice for Early Childhood Education ²	3
ELEC 281	Family and Community Diversity and Partnerships ²	3
MATH 310	Mathematics for Elementary Teachers II	3
Humanities Inquiry (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/)		3
Hours		18

Spring

Early Literacy Block		
SPED 245	Technology in Special Education	3
ELEC 238	Literacy Practices for the Emergent Learner, PK-1 ²	3
ELEC 285	Integrating Creative Expression through the Arts ²	3
SCI 102	Understanding the Physical World	3
SOWK 105	Human Diversity	3
Social Science Inquiry (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/)		3
Hours		18

Third Year

Fall

Block I		
SPED 350	Universal Intervention	3
ELEC 311	Mathematics & Literacy Teaching Lab Pre K - 4	1
ELEC 316	Developmental Formal and Informal Assessments	3
ELEC 330	Literacy Practices for the Developing Learner, Grades 2 - 4	3
ELEC 340	Mathematics Methods and Strategies for PRE K - 4 Teachers	3
PHED 243 or DANC 223	Educational Movement in Health & Wellness or Creative Dance for Children	3
Hours		16

Spring

Block II		
SPED 360	Targeted Instructional and Behavioral Interventions for Neuro-Diverse Learners	3
ELEC 348	Leadership, Advocacy & Program Development	3
ELEC 420	Early Childhood Field Experience	3
ELEC 460	Instructional Strategies for Science and Technology	3
ELEC 470	Social Studies & Citizenship	3
ELEC 480	Assessment for Differentiation of Literacy Instruction ^{2,5}	3
Hours		18

Fourth Year

Fall

SPED ProSem		
SPED 431	Intense Behavioral and Emotional Interventions for Neuro-Diverse Learners	3
SPED 432	Intensive ELA Interventions for Neuro-Diverse Learners	3
SPED 433	Assessment Strategies in Special Education	3
SPED 434	Professional Collaboration and Ethical Practices	3
SPED 435	Processes and Procedures in Special Education	3
SPED 436	Intensive Mathematics Interventions for Neuro-Diverse Learners	3
Hours		18

Spring

Student Teaching		
SPED 440	Seminar in Special Education	1
SPED 455 or ELEC 475	Student Teaching - Special Education (Ireland/Mexico) or International Student Teaching: Early Childhood	6
ELEC 455	Student Teaching: Early Childhood	6
Hours		13
Total Hours**		135

² Early Literacy and Diversity Block can be done either semester. Blocks I and II must be completed in sequence.

* Students are encouraged to take ESAP 101 as a Free Elective.

Must complete 1 spring break, care break, or early field experience in an international setting.

***This document serves as a guide. Earning a degree requires at least 120 credits, though some majors require more. Before registering for courses, consult your academic adviser and review your curriculum guide. Be sure to review and confirm your plan with your adviser at least once each academic year.*

Major Code: 1192

Concentration: INTE

Revised date: 09.23.2025