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

## 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 | FYRST Seminar * | 1 |
| SUBJ 139 | Foundations of Academic Discovery [1] | 3 |
| Creative & Aesthetic Inquiry (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/) | | 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 |
| Humanities Inquiry (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-program/) | | 3 |
| Social Science Inquiry (https://catalog.sru.edu/undergraduate/rock-studies/rock-studies-quick-guide/) | | 3 |
| | **Hours** | **18** |
| **Second Year** | | |
| **Fall** | | |
| SPED 230 | Early Intervention Practices for Students with Disabilities | 3 |
| ELEC 230 | Field-Based Child Development Typical | 3 |
| ELEC 237 | ELL Strategies and Practice for Early Childhood Education | 3 |
| ELEC 281 | Family and Community Diversity and Partnerships | 3 |
| MATH 310 | Mathematics for Elementary Teachers II | 3 |
| SCI 101 | Science of Life | 3 |
| | **Hours** | **18** |
| **Spring** | | |
| ELEC 238 | Literacy Practices for the Emergent Learner, PK-1 | 3 |
| ELEC 285 | Integrating Creative Expression through the Arts | 3 |
| Select one of the following: | | 3 |
| COMM 200 | Civil Discourse: Theory & Practice | |
| PHIL 110 | Ethics and Civil Discourse | |
| POLS 235 | Civil Discourse and Democracy | |
| SCI 102 | Understanding the Physical World | 3 |
| SOWK 105 | Human Diversity | 3 |
| SPED 245 | Technology in Special Education | 3 |
| | **Hours** | **18** |
| **Third Year** | | |
| **Fall** | | |
| 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 |
| PE 243 | Educational Movement in Health & Wellness | 3 |
| | **Hours** | **16** |
| **Spring** | | |
| 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 | 3 |
| | **Hours** | **18** |
| **Fourth Year** | | |
| **Fall** | | |
| 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** | | |
| SPED 440 | Seminar in Special Education | 1 |
| SPED 455 or ELEC 475 | Student Teaching - Special Education or International Student Teaching: Early Childhood | 6 |
| ELEC 455 | Student Teaching: Early Childhood | 6 |
| | **Hours** | **13** |
| | **Total Hours**** | **135** |

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

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

*** This document is meant to serve as a guide. Some planners may show more than 120 credits because faculty have created flexibility in choosing courses. However, only 120 credits are required to obtain a degree. Please consult with your academic adviser and refer to your curriculum guide prior to registering for courses. This plan should be reviewed, and verified, by you and your academic adviser at least once each academic year.*

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