Required Coursework for the Grades Pre K-4 Early Childhood Education Major and dual certification in Special Education Pre K-8

SPE 100: Overview of Human Exceptionalities (3 cr): Designed for prospective classroom teachers, this course surveys the process and provision of special education services for students with special needs. The causes and characteristics of individuals with mental retardation, learning disabilities, emotional and behavior disorders, autism, and sensory impairment, and the impact of disabilities on families are addressed. This course fulfills the Human Diversity graduation requirement.

SPE 211: Teaching Reading/Language Arts to Students with Disabilities (3 cr): This course addresses the diagnostic and learning needs of exceptional and at risk students, kindergarten through high school, and instructional strategies for teaching reading and literacy to these students in inclusive and/or special education classrooms settings.

SPE 335: High Incidence Disabilities (3 cr): An overview of the historical and educational basis for development of programs for those students who have been identified as needing Learning Support is provided. Introduction to definitions, etiologies, classroom diagnostic procedures, and remediation techniques will be addressed. Prerequisite: SPE 100.

SPE 345: Low Incidence Disabilities (3 cr): The education of persons with mental retardation, autism and multiple disabilities is addressed as a collaborative effort of various individuals whose shared goal is meeting these children’s unique learning needs across the life span. The use of adaptive equipment, assistive technology and issues of inclusion with these populations are explored in this course.

SPE 350: Autism Spectrum Disorders (3 cr): This course presents an understanding of autism through a review of current research as well as through the words and behaviors of those who live it. The impact of this human condition on families and various professionals will be addressed, along with how various treatment approaches and collaboration support the education of these individuals. Prerequisite: SPE 100 or permission of the instructor.

SPE 370: Positive Behavior Support (3 cr): This course will focus upon the identification process for students who might be labeled as having emotional/behavioral disorders, and will address interventions which promote academic learning and appropriate social behavior, measures of students’ progress toward behavioral goals and management objectives, effective classroom management systems, and general systems of care, as well as those assisting agencies and interventions that may be available for this population and their families. Co-requisite: ED 306.

SPE 410: Evaluation and Progress Monitoring with Special Needs Students (3 cr): An overview of the historical foundation and major contributions to the field of progress monitoring will be presented. Introduction to definitions, etiologies and theoretical approaches to curriculum-based management systems and forms of progress monitoring are given. Students will learn about various systems for data collection, charting, and reporting classroom performance as they drive planning and implementation of remediation and intervention programs.

SPE 425: Legal and Professional Practices in Special Education (3 cr): This course will focus on understanding the legal statutes and regulations regarding students with disabilities and the resulting impact on the delivery of services and educational programs. Skills in development and delivery of the Individualized Education Plan, from age 3-21, including effective communication and collaboration, will
be addressed. Discussion of professional dispositions and ethical behaviors of effective special educators will be reviewed. Teacher candidates will become thoroughly familiar with the evaluation instrument used to assess teacher competence and professionalism in Pennsylvania public schools.

**ED 200: Fundamentals of Early Childhood Education** (3 cr): The purpose of this course is to provide prospective teachers with an introductory overview of the historical, philosophical, social and cultural foundations of early childhood education. Topics covered will include becoming a professional, curriculum models and approaches, and assessment and instructional practices for young children birth through age 8. Co-requisite: ED 206.

**ED 204: Human Development and Learning** (3 cr): This course explores the various theories and stages of human development. Physical, cognitive, social, personality and moral development from birth to early adolescence are examined, as well as typical and atypical patterns of language development. Culture and socio-economic status are studied as they relate to human development and learning.

**ED 206: Field Experience Stage I (20 hours)** (1 cr): This experience is an introduction to the teaching profession, which allows students the opportunity to observe classrooms in operation and to apply theory to practice using a lesson plan design that emphasizes small group/whole group instruction. All education majors should do this field experience in an inclusive general education setting with access to a separate special education setting as well. Students will have the opportunity to observe a practicing teacher in action and work with students in the classroom. As described in the Handbook, this experience is the first developmental phase, which provides active observation and participation. Co-requisite: ED 200.

**ED 209: Planning, Instruction & Assessment** (3 cr): Study of research-based teaching methods and education measures for students in diverse classrooms including lesson planning, and implementation, and assessment.

**ED 210: Methods for the Elementary Inclusive Classroom** (3 cr): This course addresses the learning needs of exceptional and at-risk students, kindergarten through high school, and the needed instructional management strategies to be acquired by special education and regular education teachers who will teach these students in inclusive classroom settings. This course fulfills the Human Diversity graduation requirement. Prerequisite: ED 209, SPE 100.

**ED 300 Teaching Science in the Elementary School** (3 cr): Strengthens content background of elementary school science teacher and models methods for presenting this content through hands-on, interactive learning experiences. Evaluation of student outcomes is studied. Topics include: earth and universe; weather; geology; oceanography; energy, matter; life forms. Prerequisite: lab science requirement and ED 209.

**ED/COM 302: Principles of Writing Instruction** (3 cr): This course focuses on the theoretical knowledge and practical strategies for the teaching of language arts with an emphasis on writing. In depth studies of handwriting, spelling strategies, grammar, developmental stages of writing, and the modes of writing including poetry will be accomplished. An additional focus will address the assessment of students' writing progress. This course is restricted to students majoring in Education or English. Prerequisite SPE 211 for education majors only. Cross-listed with COM 302.
ED 306: Field Experience Stage II (20 hours) (1 cr): This experience provides the teaching candidate with the opportunity to apply theory to practice using classroom management and instructional strategies. It will include supervised observations of teaching with an emphasis on management skills, instruction, and assessment. Special Education dual majors should do this field experience in special education. Co-requisite: ED 313 or ED 375.

ED 310: Skills for Early Childhood Education (3 cr): The skills for establishing a learning environment and advancing cognitive, physical, creative, communication, and social development in young children are covered in this course. These skills are derived from the original six competency goals refined by the Council for Early Childhood Professional Recognition sponsored by the National Association for the Education of Young Children.

ED 314: Teaching the Arts in Elementary School (3 cr): The purpose of this course is to look at the role of art and music, specifically in the child’s physical, social, emotional, cognitive, musical, and creative development. The concepts of creativity and aesthetics, and their relationship to enriching the school curriculum content areas: language arts, math, science, and social studies will be explored. Topics will include teaching methods, planning and implementing dramatic play, puppetry, movement, and how to include multicultural holidays into the curriculum.

ED 403: Reading Methods for the Elementary Inclusive Classroom (3 cr): Through engaging instructional experiences teacher candidates will explore current best practices in literacy instruction and balanced literacy development. Candidates will acquire the skills, attitudes, and theoretical knowledge to integrate literacy standards for diverse student populations. Strategies designed to improve thinking skills and communication will help the candidates infuse comprehensive literacy strategies into their repertoires of teaching approaches. Prerequisites: SPE 211 Teaching Reading/Language Arts to Students with Disabilities and ED 302 Principles of Language Arts Instruction.

ED 404: Teaching Mathematics in the Elementary School (3 cr): Study of content, methods and materials for helping elementary school students develop mathematical concepts and problem-solving skills. Emphasis on strategies that take into account students’ developmental levels and need for active participation in the learning process. Includes assessment of student outcomes. Prerequisites: ED 209 & 210.

ED/COM 413: Language Development Through Literature (3 cr): This course is designed to prepare prospective teaching candidates to select, evaluate, and utilize literary materials for children from preschool through the elementary grades. Candidates will develop an understanding and appreciation for the various genres in children’s literature. Instructional methods for using literature for language development, communication, and literacy learning in the elementary classroom will be discussed and examined. SPE 211 is the prerequisite required. Cross-listed with COM 413.

ED 414: Teaching Social Studies in Elementary School (3 cr): As an academic field for young children, social studies include geography, history, economics, environmental science, and current events. The teaching skills covered in this course for creating an integrated social studies curriculum are derived from the Curriculum Standards for Social Studies.

ED 436: Field Experience III (150 hours) (1 cr): This experience provides opportunity to observe and participate in implementing classroom management strategies in the local school sites. It will include
supervised observation and teaching with an emphasis on management skills. Co-requisite: ED 313 for Elementary Education students; ED 430-434 for Secondary Education students.

ED 470: Student Teaching (10 cr): Classroom instruction of early childhood, middle school, secondary, and/or special education students during a fourteen-week period. Prerequisite: Completion of all other coursework and Praxis Tests. Co-requisite: ED 472.

ED 472: Student Teaching Seminar (2 cr): Provides guidance in clinical experiences as well as review of current educational research and development. Co-requisite: ED 470.