Required Coursework for the Grades Pre K-4 Early Childhood Education Major

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 315: 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.

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 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 440: 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 208: Health and Motor Development (1 cr): This course addresses the developmental foundations of health, fitness and motor development. Content includes teaching strategies, selection of materials, and assessment to promote the development of movement concepts and ways to foster a positive attitude toward physical activity and health choices.
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 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. Time in this course will be dedicated to Early Childhood Praxis preparation.

ED 313: Managing Classroom Learning Communities (3 cr): This course will prepare teachers to be educational leaders who effectively manage their classrooms. It will focus on taking a pro-active approach to create a positive learning environment for all students. This course will operate from a perspective that it is the teacher’s responsibility to bring an enhanced level of professionalism and strong sense of ethical behavior to the classroom. Special attention will be given to the recognition that today’s classrooms are inclusive and contain students with a variety of needs and learning styles that need to be accommodated. A successful learning environment requires effective lesson plans and appropriate communication with students, parents, administration, and community resources. Co- requisite: ED 306 (Secondary Education Students).

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 400: Assessment and Evaluation (3 cr): Assessment and Evaluation is an introductory course in measurement and evaluation in education. It is an attempt to acquaint the student with the relationship between assessment and the teaching process. The student will be introduced to the testing process in schools, techniques for preparing teacher made tests and interpreting standardized tests.

ED 402: Professional Seminar (3 cr): This course focuses on the development of dispositions required in the teaching profession. The concept of professionalism will be defined and discussed in depth. Other topics will include the importance of effective communication, building and sustaining relationships, and practicing professional responsibilities. These topics will be studied with regards to diversity of ethnicity, culture, socio-economic status, and family structures that influence and shape policies in schools today.
Teacher candidates will also become thoroughly familiar with the evaluation instruments used to assess teacher competence and professionalism in Pennsylvania public schools. Co-requisite: ED 436 (Early Childhood Education students).

**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 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.