

SPECIAL EDUCATION PK-12 MAJOR WITH READING MINOR

Recommended Course Sequence

Special Education Major —this major will prepare you to teach students with special needs from Birth-21 years of age

Mission

The mission of the Special Education Major is to develop competent, caring, and ethical educators who are able to meet the diverse learning needs of all students across a variety of age, grade, and ability levels. The preparation program will facilitate competence in areas of academic, social, and emotional growth, and methods of maximizing a student's capabilities through diagnostic and instructionally adaptive practices.

A Special Education major leads to certification in Special Education (PK-12) with an embedded minor in Reading Education. Special Education majors will have experiences working with students with a variety of learning differences and ages and in a variety of settings.

Total minimum number of credits required for a major in Special Education degree – 124.

PK-12 Special Education Major

Four-Year, semester-by-semester suggested course sequence

First Semester

FYF 101 First-Year Foundations	3
PSY 101 General Psychology	3
HST 101 Historical Foundations of the Modern World	3
ENG 101 Composition	4
ED 180 Educational Psychology	3
	16

Second Semester

Area II (no lab)	3
ED 190 Effective Teaching *40	3
ED 191 Integrating Technology into the Classroom	3
PS 111 Introduction to American Politics	3
Area IV	3
Area III	3
	15

Third Semester

MTH 103 Mathematics for Elementary School Teachers I	3
ENG 120 Introduction to Literature and Culture	3
AREA II w/Lab	3
EDSP 210 Intro. to Special Needs	3
ED/EDSP 263 Child Development and Cognition I *15	3

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Fourth Semester

HST 125 American History I	3
MTH 104 Mathematics for Elementary School Teachers II	3
ED 220 Teaching Culturally and Linguistically Diverse Learners	3
CS 115 Computers and Applications	3
*EDSP 225/501 High Incidence Dis	3
Area I	3
	18

Fifth Semester

**EDSP 301 Infants, Todd, Child. w/sp needs	3
ED 310 Health, Physical Education, and Safety	3
ED 321 Literacy Foundations I *30	3
ED 324 Children's & Adol. Literature	3
ED 325 Reading Strategies	3
	15

Sixth Semester

EDSP 300 Sp.Ed Assess and Eval	3
ED 322 Literacy Foundations II	3
ED 341 Language Arts in EL and EC Ed	3
ED 323 Diff. Read. Methods	3
ED 363 Fam., School & Comm	3
	15

Seventh Semester

*EDSP 226/502 Low Incidence Dis	3
*EDSP 302/505 Sec. Sp. Ed Transition	3
*EDSP 319 Principles of Law/Sp. Ed. Law/519	3
ED 380 Content Area Literacy	3
*EDSP 227/503 Beh Inter. & Supp	3
	15

Eighth Semester

ED 390 Student Teaching with Seminar **40	12
EDSP 388 Inclusionary Practices	3
	15

***=cross listed classes**

****=new course**

124 credits total (38 courses)

ED. EDUCATION

ED-180. EDUCATIONAL PSYCHOLOGY (FORMERLY ED 200)

Credits: 3

This course is designed to present Education Psychology as a distinct discipline concerned with understanding the processes of learning and teaching and developing ways of improving these processes. In this course, students will identify and apply knowledge derived from the behavioral sciences to the solutions of educational problems. The course focuses on the psychology and the development of learners, psychosocial principles of learning and motivation, and their applications, and research based classroom management techniques. Emphasis is placed on effective classroom communication and interpersonal relationships. Offered fall and spring semesters.

ED-190. EFFECTIVE TEACHING WITH FIELD EXPERIENCE

Credits: 3

Education 190 emphasizes concepts and skills for effective teaching. These skills include instructional techniques, research, writing, and field experiences. Students will be involved in their first 40-hour field experience. [[ED-190]], Effective Teaching, provides a critical overview of historical, intellectual, social and political foundations of American education. Analysis of differing views on the relationship of public schools and American society is stressed. The course explores current controversies and issues that will impact schools and teachers in the years ahead. Departmental permission required. Offered fall and spring semesters.

ED-191. INTEGRATING TECHNOLOGY INTO THE CLASSROOM (FORMERLY ED 215)

Credits: 3

This course is designed to build upon a basic foundation in educational technology. Future teachers develop knowledge and skills in selection, evaluation, and utilization of various instructional technologies. The application of new technologies to teaching and learning will be emphasized, along with performance-based activities in instructional design. A major portion of the course is devoted to the integration of technology-based instructional activities in the PK-12 curriculum.

Pre-Requisites

[[ED-190]]. Offered fall and spring semesters.

ED-220. TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS (OPO COURSE)**Credits:** 3

This course will address the urgent need for multicultural education by covering topics such as racism, bias, and cultural information in order to help students develop strategies for creating within their classrooms knowledge of, appreciation of, and respect for diversity. Teaching strategies for English Language Learners and issues relevant to ELLs, particularly immigration and globalization, will be discussed. The course will also help students develop the knowledge base and instructional skills necessary to teach their future students basic world geography in order to understand the cultural and political effects that geography has had on the diverse cultural groups included in the American educational system.

Pre-Requisites

[[ED-190]]. Offered fall and spring semesters.

ED-263. CHILD DEVELOPMENT AND COGNITION**Credits:** 3

This course is designed for students to understand developmental patterns of change and physical cognitive, and psychosocial areas for each stage of development (birth to age 5). Multiple influences on the development and learning will be studied including biological, psychological and sociological, cultural, familial, environmental, gender, family and community, language differences, brain development, and health, nutrition, and safety. Students will observe and record children's behavior in their 15-hour field experience. Departmental permission is required.

Pre-Requisites

[[ED-190]]. Offered fall semesters.

ED-264. CHILD DEVELOPMENT AND COGNITION -- CLASSROOM APPLICATION**Credits:** 3

Through this course, students must learn and be able to apply major concepts and theories related to the development of young children and they must be able to develop, implement, assess, and modify curriculum and lessons. Students must demonstrate understanding of the way in which classroom environments influence children's learning. Students must demonstrate proficiency with Pennsylvania's Early Childhood Learning Standards. A 30-hour field experience accompanies this course. Departmental permission is required.

Pre-Requisites

[[ED-190]] and [[ED-263]]. Offered spring semesters.

ED-300. TEACHING OF FOREIGN LANGUAGE WITH FIELD EXPERIENCE**Credits:** 3

This course is a study of instructional methodology in foreign language acquisition at the secondary education level. A 40-hour field experience is required. Departmental permission is required.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-310. HEALTH, PHYSICAL EDUCATION AND SAFETY**Credits:** 3

This course is a study of the methods and materials appropriate for teaching health, physical education, and safety. Emphasis is on understanding the developmental levels, needs, and interests of children in these areas from infancy to early adolescence.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-321. LITERACY FOUNDATIONS I**Credits:** 3

This course will provide students with basic concepts of literacy instruction: emphasis on the nature of literacy development; the nature of the learner; and literacy development as an interactive process. This course requires completion of a 30-hour field experience. Departmental permission is required.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-322. LITERACY FOUNDATIONS II**Credits:** 3

The course is designed to investigate and analyze major instructional methods for teaching literacy. The material is based upon current research theories and findings and includes topics recognized by theorists and practitioners as being most critical to developing effective school literacy programs. The course will include literature based reading programs, classroom organization, and assessment. The class will also require students to become more familiar with Pennsylvania standards and anchors and apply that knowledge to their planning.

Pre-Requisites

Admission to the Teacher Education Program. Offered spring semesters.

ED-323. DIFFERENTIATED READING**Credits:** 3

The purpose of this course is to develop knowledge and skill in classroom-based reading assessment to diagnose students' reading strengths and needs. A range of assessment devices and their use in the diagnosis of reading difficulties will be studied. An analysis of data and the determination of instructional interventions will be emphasized.

Pre-Requisites

Admission to the Teacher Education Program and [[ED-321]]. Offered fall semesters.

ED-324. CHILDREN'S LITERATURE**Credits:** 3

This course will involve students in actively reading a wide range of children's and adolescent literature accompanied with an analysis of literary elements and genre. Emphasis will be placed on instructional methods that incorporate the use of literature across the curriculum with attention given to the careful selection of books to match the instructional levels of young readers.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall and spring semesters.

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ED-325. APPLIED READING STRATEGIES

Credits: 3

This course is designed to extend the foundational knowledge of reading instruction learned in [[ED-321]]: Literacy Foundations I, with an emphasis on the application of this knowledge in the design of instructional planning and delivery. Application of the course content is demonstrated in the teaching of children enrolled in the Wilkes University Reading Academy or in a regional school. The ability to develop effective reading plans and activities and apply these strategies with children in an interactive setting is the essence of this course.

Pre-Requisites

Admission to the Teacher Education Program, [[ED-321]], [[ED-323]] and permission of the instructor. Offered spring and summer semesters.

ED-326. ADOLESCENT LITERATURE

Credits: 3

This course will involve students in actively reading a wide range of adolescent literature accompanied with an analysis of literary elements and genre. Emphasis will be placed on instructional methods that incorporate the use of literature across the curriculum with attention given to the careful selection of books to match the instructional levels of young readers.

Pre-Requisites

Admission to the Teacher Education Program. Offered spring semesters.

ED-330. MATHEMATICS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Credits: 3

This course is designed to present a study of research, concepts and methodologies pertinent to the teaching of mathematics from the PK through 4th grade levels. In this course, emphasis is placed on 1) the knowledge necessary to guide children to become mathematically literate, 2) the implementation of planning and instructional techniques based on the NCTM Curriculum Standards, the PA Academic Standards and the PDE Assessment Anchors as well as principles of the NAEYC, and 3) the use of concrete manipulation to facilitate the learning process.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-338. TEACHING ESL: MATERIALS AND METHODOLOGY

Credits: 3

This course will address the methodology and materials needed for professional educators who wish to teach English as a Second Language to non-native speakers, grades K-12. Students will explore the mechanics involved in second language acquisition and will apply that knowledge in developing instructional strategies appropriate for the ESL Classroom. Students will examine cross-cultural information in order to develop an understanding of the richly diverse members of the ESL classroom, with the goal of creating a supportive and safe classroom environment, free from cultural and political bias, in which English usage is developed and acculturation is supported. Students will review current ESL instructional materials and software. All classroom activities are designed to develop the students' knowledge of and respect for diversity while enhancing their instructional skills. A 15-hour field experience in ESL is incorporated into this course.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-341. LANGUAGE ARTS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION (OPO COURSE)

Credits: 3

The purpose of this course is to inform and actively involve prospective teachers in the most developmentally effective methods for teaching language arts at the early childhood and elementary school levels. The course focuses on the language arts skills of writing, speaking, listening, viewing, and reading with emphasis on the writing process, literature-based lesson planning, and integrated language arts approaches. The incorporation of children's literature and the study of various genres are fundamental to this course.

Pre-Requisites

Admission to the Teacher Education Program. Offered spring semesters.

ED-344. ASSESSMENT IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Credits: 3

This course acquaints students with guidelines for use of developmentally appropriate formal and informal assessment for early childhood education and early intervention programs. Feature are commonly used standardized evaluation instruments, tests aligned with PA Early Learning Standards, as well as systems of authentic assessment.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-345. ASSESSMENT IN EDUCATION

Credits: 3

This course will address a number of different professional areas both of theoretical importance and practical significance. Assessment concepts will provide a framework to critically analyze any assessment, whether commercial or teacher-made. Practical skills will enable the pre-service teacher to assess a wide variety of learning goals and teaching experiences within cognitive, affective, and psychomotor domains. Finally, these assessment concepts and skills will be examined within the context of Pennsylvania Academic Standards and the Pennsylvania mandated assessment (PSSA).

Pre-Requisites

Admission to the Teacher Education Program. Offered spring semesters.

ED-350. THE ARTS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Credits: 3

This course is designed as an exploration of the importance of the arts in the development of children in the cognitive, affective, and psychomotor domains. Students will discover how the arts are related to our natural and manmade environments and learn specific teaching methodologies that foster creativity and the integration of the arts with other subject areas.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall and summer semesters.

ED-360. SOCIAL STUDIES IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION**Credits:** 3

In this course, students will gain an understanding of teaching Social Studies at the early childhood and elementary school levels. Students will develop their personal philosophy of the purpose of Social Studies, review National curriculum guidelines and PA state standards, and explore a variety of teaching strategies.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-363. FAMILY, SCHOOL, AND COMMUNITY**Credits:** 3

This course focuses on current research and best practices in developing skills, techniques, and attitudes needed to form successful collaboration with diverse family systems and communities in an early childhood education setting.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-370. SCIENCE IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION**Credits:** 3

This course presents a study of the methods and curriculum for teaching science to young children. Emphasis is placed on instruction that is activity oriented and leads to the development of science process skills, problem-solving strategies, and well-developed conceptual frameworks.

Pre-Requisites

Admission to the Teacher Education Program. Offered spring semesters.

ED-371. TEACHING METHODS IN SCIENCE WITH FIELD EXPERIENCE**Credits:** 4

The activities required for this course are aimed to meet the pedagogical needs of the middle level and the secondary science teacher. Emphasis is on content organization, teaching strategies, evaluation of existing curricular materials, literature research, and understanding the cognitive components of science learning, familiarity and competence with current teaching technology and current national and state standards. Additional emphasis will be placed on specific strategies for classroom management to aid the participants in becoming effective middle level and secondary classroom teachers. Department permission is required.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-375. MIDDLE LEVEL AND SECONDARY EDUCATION METHODS WITH FIELD EXPERIENCE**Credits:** 4

This course will address the educational perspectives that pertain to middle level (grades 4-8) and secondary (grades 7-12) instructional methodologies, curriculum, and classroom management, including strategies for transition, inclusion, and differentiation as recommended by the National Middle School Association and the Pennsylvania Department of Education. A 40-hour practicum is required. Departmental permission is required.

Pre-Requisites

Admission to the Teacher Education Program. Offered spring semesters.

ED-380. CONTENT AREA LITERACY**Credits:** 3

This course is designed to provide literacy instruction theory and skills for teaching content area subjects in grades 4 through 12. The course's strategy-based approach includes developing vocabulary, evaluating reading materials, constructing meaning in texts, developing comprehension skills, and learning techniques for the adaptation and development of study materials to address the diverse reading levels of students in middle level and secondary schools.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-381. TEACHING METHODS IN SOCIAL STUDIES**Credits:** 4**Terms Offered:** Fall

This course provides a study of instructional methodology in the concentration area of Social Studies at the middle and secondary level with a 40-hour field practicum. Departmental permission is required.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall semesters.

ED-385. CLASSROOM MANAGEMENT**Credits:** 3

This course is designed for students to establish and maintain a positive social context for learning in Pre-K through grade 4 education by applying developmentally appropriate motivational and management strategies. Researchers and theories will be identified, analyzed, evaluated, and demonstrated.

Pre-Requisites

Admission to the Teacher Education Program. Offered fall and spring semesters.

ED-390. STUDENT TEACHING WITH SEMINAR [PK-4], [4-8], [7-12], AND [K-12] (OPO COURSE)**Credits:** twelve

Student teaching is the capstone learning experience for prospective teachers. Student teachers are assigned to work with experienced classroom teachers. Under supervision, they assume responsibility for teaching and for managing a classroom. Conferences are regularly scheduled with cooperating teachers and college supervisors. In addition to fieldwork, students attend regularly scheduled seminars designed to facilitate the integration of theory and practice. As part of the seminar experience, the student teachers receive workshop training in areas such as classroom management strategies and techniques, health and emergency guidelines, legal, ethical, and professional issues, and in career and certification procedures. In addition, the Gardner's Issues in Education Forum Series offers candidates workshops and lectures based on current topics in teaching and learning. Departmental permission is required.

[Click here for course fees.](#)

Pre-Requisites

Admission to the Teacher Education Program, and completion of all ED course requirements. Co-requisite will be completed in conjunction with [[EDSP-388]]. Offered fall and spring semesters.