



Special Education Undergraduate

Student Handbook

Fall 2022/Spring 2023

Department of Special Education
West Chester University
West Chester, Pennsylvania 19383
(610) 436-2579

Welcome to the Department of Special Education!

Congratulations on your decision to pursue a teaching career. We have prepared this handbook to assist you as you progress through our undergraduate programs towards a Bachelor of Science in Education (B.S.Ed.) in Special Education. This document along with a copy of the *WCU Undergraduate Catalog* should be referenced for policies, guidelines, course selection and other important information that will impact you as a student in the Special Education department and at the university.

Effective teachers are developed from strong professional programs. Such programs incorporate broad knowledge of the world and its people, human development, and pre-professional experiences. Professional growth also involves understanding the ways children can be helped to interact with the curriculum to make learning the most productive experience possible. Furthermore, knowledge of and the ability to use a variety of teaching strategies effectively, is a measure that distinguishes the master teacher. In an atmosphere of mutual respect between faculty and students, the Department of Special Education prepares future teachers to be effective educators.

Best wishes for a successful and rewarding undergraduate experience.

DEPARTMENT OF SPECIAL EDUCATION

Recitation Hall, Room 304
(610) 436-2579

Office Coordinator:	Office Location	Phone	Campus E-Mail
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Faculty:

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Department Administration:

Department Chair: Dr. Beatrice Adera
Assistant Chair: Dr. Dawn Patterson
Graduate Coordinator: Dr. S. Christy Hicks
Student Teaching Coordinator: Dr. Dawn Patterson
Assessment Coordinator: Colleen Commisso

Mission of the Special Education Program

We, the faculty of the Special Education Program, are committed to supporting the development of teachers who acquire the knowledge, skills, and dispositions to construct effective, high quality educational programs for children with disabilities. Our mission is to foster knowledgeable, passionate, competent, and reflective program graduates who will serve as eloquent and articulate advocates for all children, families, and the special education professionals.

BSED Programs in Special Education

The focus of the PK-12 Special Education certificate will be to equip teacher candidates with the knowledge, competencies, and skills necessary to teach in different settings/different grade levels serving students with disabilities. Students will have the opportunity to pursue Special Education certification as a stand-alone or a double major with another certification area [early grades Pk-4 or middle grades 4-8]. General education requirement areas are consistent across all majors - students are required to complete courses within the different distributive areas. However, depending on your specific program, there will be general education requirements that are specific to your program - you are strongly advised to reference your guidance sheet and/or consult with special education faculty advisor for clarification of any special education program-specific information.

<https://catalog.wcupa.edu/undergraduate/general-education-requirements/>

Teacher Candidacy is the process that confirms your intent to pursue teacher certification at West Chester University in a teacher education program. Access to designated advanced professional education courses is restricted to teacher candidates who have applied and received the Teacher Candidacy status. Also, to be cleared for graduation, all undergraduate students must complete the following requirements:

1. Complete all coursework - refer to [undergraduate catalog/program guidance sheet](#)
2. [Achieve Teacher Candidacy Status](#)
3. Minimum [cumulative GPA of 3.0](#) with [grades of C and above in all special education courses](#)

Upon completion of the degree program and achievement of passing scores on state certification exams, the student qualifies for a Pennsylvania Instructional I Certificate which will be valid for six years. Passing scores on state certification exams are not required for graduation, however, you will not be recommended for certification without passing scores.

Program Structure

Our program provides its students with field placements and experiences in the same block of courses where they are concurrently learning characteristics, teaching methods, application, and theory. Integral to the success of such experience is the necessity to provide students with opportunities to reflect and question what they observe and experience in the different placements. In this way, students will always have the opportunity to integrate theory and practice.

The field experiences are designed to give students first-hand experience with children with disabilities served in different kinds of placements across the continuum. The course work taken concurrently provides students with the theory and research necessary to become an effective teacher. In addition, there are a variety of supporting courses and other special education requirements.

Students must get a C or better in all Special Education Courses, maintain a 2.90 GPA, and achieve a GPA of 3.0 to be eligible for graduation with a B.S.Ed.

ADDITIONAL PROGRAMS OF STUDY

Students will have the option to seek additional certification in any one of the following areas: Early Grades Preparation (EGP) or Middle Grades Preparation (MGP). Also, students may opt to pick a minor in any of the different areas of study.

UNDERGRADUATE CATALOG

All students should consult the West Chester University Undergraduate Catalog <http://catalog.wcupa.edu> for the year they entered. The catalog is the official guide for completing requirements for graduation and certification.

Professional Dispositions and Requirements

PROFESSIONAL DISPOSITIONS AND REQUIREMENTS

The Educator Preparation Programs at West Chester University in the College of Education and Social Work have developed professional dispositions and requirements essential for the profession. These dispositions are based on the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. Candidates have the opportunity to demonstrate dispositions in courses (assignments, interactions with others) and out in the field with mentor teachers and students in Pk-12 settings.

PROFESSIONAL DISPOSITIONS

- Empathy
- Open-Mindedness
- Responsibility
- Communication

PROFESSIONAL REQUIREMENTS

- Lifelong Learning
- Professionalism
- Professional Ethics

Please utilize the menus to learn more about the Professional Dispositions and Requirements evaluation process and to access additional resources and forms. Faculty can download Assessing Professional Dispositions for a guided walk-through on how to assess candidates on professional dispositions in a Tk20 course.

Note: A candidate's violation of professional expectations (i.e., academic, behavioral, dispositional) may also be a violation of university-wide policy. In this case, the violation should be filed with the appropriate University or College bodies.

For additional details, refer to the professional dispositions' webpage via link below.

<https://wcupa.edu/education-socialWork/assessmentAccreditation/dispositions.aspx>

ADVISING

Although advisement in the department is facilitated by faculty members from the department, it is the *responsibility of the student* to become familiar with university and department procedures and policies; degree program, including course prerequisites and requirements; and university registration procedures. We firmly believe that the more ownership you have to the successful completion of your degree program at the university, the better prepared you will be when you graduate. It is important that you check the following on an ongoing basis:

- MyWCU portal
- Degree Progress Report
- WCU email
- Bulletin boards in Recitation Hall
- WCU/CESW social media Pages

Students accomplish self-scheduling using the “MyWCU portal” which can be accessed from any computer including those in the computer labs in Recitation Hall, Anderson Hall, Sykes Union, Lawrence Center, the residence halls (for their residents), and the terminals at the Registrar’s and financial aid offices. Everything needed for scheduling is available on “MyWCU portal.” Every student in the Department of Special Education is assigned a faculty advisor. Students enrolled in a minor program will also be assigned a separate minor advisor.

The guidance sheet for your program of study can be found at the back of this handbook. The Degree Progress Report, as well as “WCU Display All Grades,” in the MyWCU portal shows what courses you have taken and what grades you have earned. It should be accessed periodically and checked for accuracy.

Self-scheduling occurs near the middle of the semester, and involves the following steps:

- 1) Log in to MyWCU portal:
 - a. Access and review your “WCU Display All Grades.” Review the classes you have taken and the grades you earned in them.
 - b. Review your Degree Progress Report
 - c. Identify your “scheduling window” which is the start day/time when you will be allowed to schedule.
- 2) Use the “tentative schedule” function in myWCU to create a tentative schedule for the classes you want to take the following semester.

Class	Section	Days & Times	Room	Instructor	WCU Instruction Mode
6346	01-LEC Regular	MoWeFr 9:00AM - 9:50AM	Recitation Hall 104	ZSTAFCE D	In Person

- 3) *Advising Appointment advisor* - you **must** meet your faculty advisor to remove your scheduling hold, so you are able to self-schedule. Some advisors require students to sign-up for appointments, while others have walk-in appointments. It is important that you bring your "tentative schedule" with you, as well as your guidance sheet and your department student handbook (if required by your advisor).

- 4) During your appointment, your advisor will discuss your “tentative schedule” and discuss other issues that may be relevant (i.e., your grades, your teacher candidacy status, etc.).
- 5) When your scheduling window opens, self-schedule on myWCU. Schedule as soon as possible following your appointed time; seats in classes fill up fast! Remember to logoff properly if using a computer in a public computer lab!
- 6) Your faculty advisor is assigned by the department and noted on your MyWCU portal.

Every student in the Special Education major is assigned a special education faculty advisor. Our Student Success Coordinator is also available for additional academic advising support.

Ms. Michelle Adkins	201B Recitation Hall	Madkins@wcupa.edu	610-436-2521
Mr. Thom Nixon	201A Recitation Hall	Tnixon@wcupa.edu	610-436-3408

FIELD COURSES

Students must leave time available for field experiences as noted on the MyWCU schedule of classes (see #2 under self-schedule) and must have plans in place for transportation to field - WCU does not provide transportation to field. Most field placements are within a one-hour radius from WCU and most of the areas may not have reliable public transportation.

Students must obtain clearances for each course containing field experiences in accordance with state statutes. Pennsylvania Criminal Record Checks, FBI fingerprinting and Pennsylvania Child Abuse Record checks are required for all who enter a school. The Pennsylvania Criminal Record Checks, FBI fingerprinting and Pennsylvania Child Abuse Record checks are valid for one calendar year and must be completed prior to the first field course in which you enroll and updated every year. For Special Education double majors with Early Grades Preparation, the TB Test must be no older than 3 months before the first field class for a program (not the first field class for the academic year or semester). If you currently have a TB test that is less than a year from the read date, please contact the Office of Candidate Services at 610-436-2999. All other majors - no retest is needed until applying for student teaching except in rare cases. Some school districts hosting early field students and student teachers require a TB test issued within the year they begin their school district assignment. **NOTE:** School district requirements take precedence over University policy - it is recommended not to retest until one year after the "date read" of previous TB report.

Failure to maintain a current set of clearances will prevent you from enrollment and/or may require your dismissal from field-based courses, blocked classes, and student teaching.

TEACHER CANDIDACY STATUS

All students seeking a B. S.Ed. must meet the following requirements to achieve the Teacher Candidacy status. Requirements include:

- Enrolled in a program leading to teacher certification or educational specialist
- Earned a minimum of 48 credits at the college level (100 level or above)
- Earned a minimum cumulative GPA of 2.9
- Earned 3 credits in college-level English composition
- Earned 3 credits in literature taught in English

- Earned 6 credits in college-level mathematics
- Achieved passing scores on the Basic Skills Assessment (SAT/ACT/CORE/PAPA)

Only students who have achieved teacher candidacy status will be eligible to enroll for designated advanced professional education coursework. These students must maintain the required GPA to continue taking advanced professional education coursework.

PENNSYLVANIA TESTS

To receive Pennsylvania Department of Education state approval, any person seeking an Instructional I certificate in Special Education in the Commonwealth of Pennsylvania must achieve at least the minimum scores on the PAPA/PRAXIS tests determined by the Pennsylvania Department of Education.

All PA tests required by your major must be taken prior to student teaching.

Important Note: Since tests change often, you are strongly advised to confirm this information with the CESW Certification Office [610] 436-2413] before registering for tests.

STUDENT TEACHING

Students who have completed all prerequisite professional education, specialized preparation courses, and achieved Teacher Candidacy status prior to the student teaching semester will be eligible for student teaching.

Everyone must attend a Student Teaching Meeting at least one full year prior to their student teaching semester. Pay close attention to emails sent from the Office of Clinical Experiences and Candidate Services and also look for signs posted in Recitation Hall announcing the meeting dates and times.

Applications for student teaching should be directed to the Office of Clinical Experience and Candidate Services. Placement of student teachers is the prerogative of the College of Education and the Department of Special Education. **Students may not seek to make their own placement agreements with schools or teachers.**

CERTIFICATION

To teach in the public schools in Pennsylvania, you must graduate from a teacher education program and demonstrate that you have completed all requirements for certification. Upon this demonstration, the Dean of College of Education will recommend you to PDE for certification. To be recommended to Pennsylvania Department of Education you must complete the following:

1. A state-approved teacher education program including a student teaching experience.
2. Pass all PA tests required for your major(s).
3. Complete an online application to the Pennsylvania Department of Education-for additional information please visit: <https://www.wcupa.edu/education-socialWork/certificationInfo.aspx>
4. Minimum cumulative GPA of 3.0.

GRADUATION

Graduation from West Chester University is not automatic - each student must apply for graduation online through the myWCU portal at least one full semester prior to the date of graduation. All requirements for your program must be completed before graduation. Any students who plan to finish their course work in the summer (in order to graduate in August) may “walk” at the May ceremony.

DEADLINES FOR APPLYING FOR GRADUATION

<u>Graduation</u>	<u>Deadline for Application</u>
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December	June 30
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May	December 30
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(Names of students who apply after these deadlines may not be printed in the Graduation Program.)

CO-CURRICULAR OPPORTUNITIES

A variety of organizations and activities are available to students in our department. In the areas of special education, the Department offers student membership in the Council for Exceptional Children (CEC) and Best Buddies. Pennsylvania Student Education Association (PSEA) is a co-curricular club representing every department and for honors students, a chapter of Kappa Delta Pi (education) and a chapter of Alpha Upsilon Alpha (reading) are active on campus.

MINOR PROGRAMS OF STUDY

In addition to your major, you are encouraged to pursue a minor program. There are some distinct advantages to having a minor in your undergraduate program. Minors outside of the College of Education, for example, Literacy, Mathematics etc. provide educators with the opportunity to deepen their knowledge and skills in an area that complements their major studies. Students interested in pursuing a minor program of study within the Special Education Department should consult with their faculty advisor first. Students interested in pursuing a minor program outside of the Department should consult with the chairperson of the department that offers the minor.

	Credits Earned
Autism Education Minor	University minimum
Special Education Minor	12-47
Early Intervention Minor	University minimum
Elementary Education Minor	27
Early Childhood Education	27
Literacy (Reading)	30-47

Note

The WCUPA Undergraduate Catalog houses all university policies. The Special Education Student Handbook serves as an additional resource for special education majors but does not supersede Undergraduate Catalog policy. The Department of Special Education reserves the right to change any provisions and/or requirements at any time.

INTERNATIONAL OPPORTUNITIES FOR SPECIAL EDUCATION MAJORS/MINORS

Qualified students will have the opportunity to participate in international experiences. Contact the following faculty to discuss different opportunities:

- **Eleuthera** - Dr. Claire Verden at cverden@wcupa.edu and Dr. Christy Hicks shicks@wcupa.edu
- **Kenya and Guatemala** - contact Dr. Beatrice Adera at badera@wcupa.edu or Dr. Dawn Patterson at dpatterson@wcupa.edu
- **England/Ireland** - Dr. Claire Verden at cverden@wcupa.edu and Dr. Mary Houser at mhouser@wcupa.edu

College of Education and Social Work Mission,

Vision, & Conceptual framework

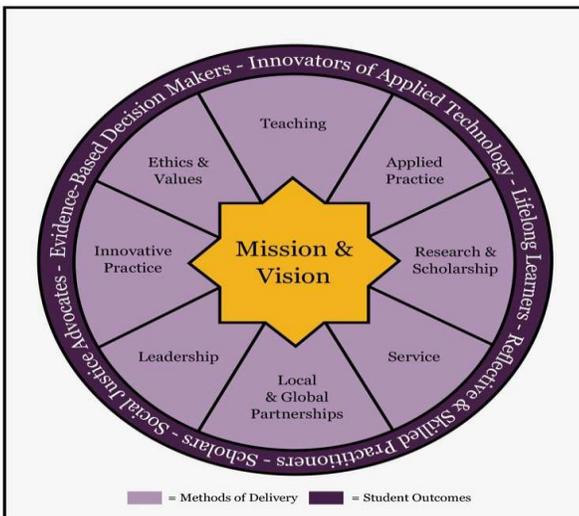
Mission

The College of Education and Social Work (CESW) prepares highly skilled and ethical professionals to become fair-minded critical thinkers and change agents who act with integrity in the pursuit of knowledge and strive for excellence within their professions. The CESW fosters a culture of reflection, evidenced-based practices, intellectual discourse, and respect for human diversity. CESW empowers students to make a significant impact on the world to improve individual and family lives and strengthening educational, health or community systems.

Vision

The West Chester University College of Education and Social Work embraces a transformative vision of learning as a life-long endeavor. We will be a leader in preparing professionals who advance social justice and address the contemporary challenges of a global society.

Conceptual Framework



**Program Guidance Sheet
B.S.Ed. Special Education Pk-12
(120 Credits) (Amended 08/2022)**

I. ACADEMIC FOUNDATIONS (19 credits)	Course	Credits	Grade
English Composition	WRT 120	3	_____
	WRT 200, 204, 205, 206, 208 or 220	3	_____
Mathematics	MAT 101	3	_____
Diverse Communities	^LAN 382	3	_____
Interdisciplinary	EDF 255	3	_____
First Year Experience	FYE	4	_____

II. DISTRIBUTIVE REQUIREMENTS (21 credits)

Science

The Carbon Cycle	SCI 101	3	_____
	or		
Electricity w/ Physical & Biological Applications	SCI 102	3	_____
	and		
Basic Biological Science	BIO 100	3	_____

(Transfer students who have completed two science courses in two different disciplines (BIO, ESS, PHY, CHE) before enrolling in EGP at WCU, may substitute these courses for SCI 101 and SCI 102. All course substitutions must meet general education requirements. See the approved general education course listing in the undergraduate catalog.

Behavioral and Social Sciences

PSC, GEO	GEO 101 is required	3	_____
	PSC 100 is required	3	_____

Humanities

Literature	LIT 220 is required	3	_____
History (American History survey course is required)	HIS 150 is required	3	_____

The Arts

	MDA 240 is required	3	_____
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III. ELECTIVES (9 credits)

Students wishing to graduate in 120 credits must utilize their electives to complete their professional core courses. See reverse.

IV. WRITING EMPHASIS COURSES (9 credits)

The following program requirements will meet the writing emphasis requirement:

EDR 305, EDA 203, EDA 414

Three writing emphasis courses are required for students with 0-39 transfer credits; two for students with 40-70 transfer credits; one for students with more than 70 transfer credits. **These credits are counted below in the Professional Core.**

PROFESSIONAL PREPARATION REQUIREMENTS

Teacher Candidacy Requirements: 48 earned college level credits; 2.9 cumulative GPA; Passing scores on Basic Skills tests (see WCU CESW website for options); 3 earned credits in college level English composition; 3 earned credits in English literature; 6 earned credits in college-level mathematics; Departmental approval. Apply for Candidacy before 60 credits.

V. PROFESSIONAL CORE COURSES (68 credits plus 12 credits of student teaching)

MAT 102 Math for Teachers of Children II (MAT 101)	3	
EDP 250 Educational Psychology	3	
+EDR 305 (3) Teaching Language Arts Pk-8 (W; S) (EDP 250)	3	
+ EDR 303 (3) Foundations in Reading Pk-8 (EDP 250)	3	
^+EDR 317 Reading Instruction and Practicum PreK – 4 (EDR 305, 309, EDP 250)	6	
MAT 351 Methods for Teaching Children Mathematics I (MAT 101, 102)	3	
MAT 352 Methods for Teaching Children Mathematics II (MAT 101, 102, 352)	3	
EDA 103 Foundations of Special Education	3	
^EDA 203 Field: Students with Exceptionalities (W) (EDA 103)	3	
EDA 314 Curriculum and Instruction I (EDA 103, 203)	3	
+EDA 316 Development and Instructional Methods for Students with Exceptionalities (EDA 103, 203)	3	
^EDA 321 Behavior Management and Field Experience (EDA 103, 203)	6	
EDA 324 Trauma Informed Education (EDA 103)	3	
EDA 325 Culturally Responsive Teaching for Diverse Exceptional Learners (J) (EDA 103)	3	
+EDA 327 Educating Students with Significant and Complex Support Needs (EDA 103, 203, 321)	2	
EDA 362 – Assessment for Students with Exceptionalities I (EDA 103, 203)	3	
+EDA 363 – Assessment for Students with Exceptionalities II (E) (EDA 103, 203, 362)	3	
+EDA 413 – Life Transitions for Students with Exceptionalities I (EDA 103, 203, 362, 363)	3	
+EDA 414 – Life Transitions for Students with Exceptionalities II (W) (EDA 103, 203, 362, 363, 413)	3	
^+EDA 421 Curriculum & Instruction II & Field (S) (EDA 103, 203, 314, 321, 327, 361 or 362, 363)	6	
^+EDA 416/417 Student Teaching – Special Education (S) (all special education courses)	12	

Students attend pre-registration meetings scheduled one year before student teaching.

^ **Current Field Clearances Required:** Criminal background, PA Child Abuse, FBI Fingerprinting and tuberculosis test results.

Review MyWCU Class Notes for field requirements including days and times.

+ **Candidacy required**

(W) **Writing Emphasis, (J) Diversity Course, (I) Interdisciplinary Course, () courses listed in parentheses are prerequisites**

Graduation: Students must attain a 3.0 GPA for graduation and a minimum grade of ‘C’ in all Special Ed courses.

Certification: Students must pass all tests as required by The Pennsylvania Department of Education for PA teacher licensures.

See CESW website

Program Guidance Sheet

B.S.Ed. Special Education Pk-12

B.S.Ed. Early Grades Preparation Pre-Kindergarten through Grade 4

(144 Credits) (Amended 08/2022)

ACADEMIC FOUNDATIONS (19 credits)	Course	Credits	Grade
English Composition	WRT 120	3	_____
	WRT 200, 204, 205, 206, 208, 220	3	_____
Mathematics	MAT 101	3	_____
Diverse Communities	LAN 382 (J)	3	_____
Interdisciplinary	EDF 255	3	_____
First Year Experience	FYE	4	_____

DISTRIBUTIVE REQUIREMENTS (21 credits)

Science

The Carbon Cycle	SCI 101	3	_____
Electricity w/ Physical & Biological Applications	SCI 102	3	_____

(Transfer students who have completed two science courses in two different disciplines (BIO, ESS, PHY, CHE) before enrolling in EGP at WCU, may substitute these courses for SCI 101 and SCI 102. Transfer students who have completed one science course will be required to complete SCI 101 or SCI 102. SCB 102 and ESS 102 are considered "I" courses and will not be accepted as meeting the science requirements) Any course substitutions must meet general education requirements. See the approved general education course listing in the undergraduate catalog.

Behavioral and Social Sciences

PSC, GEO	GEO 101 is required	3	_____
	PSC 100 is required	3	_____

Humanities

Literature	LIT 219 is required	3	_____
History (American History survey course is required)	HIS 150 is required	3	_____

The Arts

	MDA 240 is required	3	_____
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III. ELECTIVES (9 credits)

Students wishing to graduate in 144 credits and be eligible for Early Grades PreK-4 and Special Education PreK-12 certifications, must utilize their electives to complete their professional core courses. See reverse.

IV. WRITING EMPHASIS COURSES (3 courses)

The following program requirements will meet the writing emphasis requirement:

EGP 220, EGP 322, EDR 304, EDA 203

Three writing emphasis courses are required for students with 0-39 transfer credits; two for students with 40-70 transfer credits; one for students with more than 70 transfer credits.

PROFESSIONAL PREPARATION REQUIREMENTS

Teacher Candidacy Requirements: 48 earned college level credits; 2.9 cumulative GPA; Passing scores on Basic Skills tests (see WCU CESW website for options); 3 earned credits in college level English composition; 3 earned credits in English literature; 6 earned credits in college-level mathematics; Departmental approval. Apply for Candidacy before 60 credits.

V. PROFESSIONAL CORE COURSES (92 credits plus 12 credits of student teaching)

MAT 102 Math for Teachers of Children II	3	_____
^EGP 209 Child Development – Prebirth through 5 years	3	_____
^EGP 210 Middle Childhood and Adolescent Development	3	_____
EDP 250 Educational Psychology	3	_____
EDA 103 Foundations of Special Education	3	_____
^EDA 203 Field: Students with Exceptionalities (EDA 103) (W)	3	_____
^EDA 321 Behavior Management and Field Experience (EDA 103, EDA 203)	6	_____
EDA 314 Curriculum & Instruction for Individual Learning Differences I (EDA 103, EDA 203)	3	_____
+EDA 361 Assessment & Special Education (EDA 103, EDA 203)	3	_____
EDA 324 Trauma Informed Education (EDA 103)	3	_____
EDA 325 Culturally Responsive Practices for Diverse Exceptional Learners (EDA 103) (J)	3	_____
+EDA 327 Educating Students with Significant and Complex Support Needs (EDA 103, 203, 321)	2	_____
+EDA 380 PreK-12 Transition for Individuals with Disabilities (EDA 103, 203, 361)	3	_____
^+EDA 421 Curriculum & Instruction for Individual Learning Differences II & Field (EDA 103, 203, 314, 321, 327, 361)	6	_____
^EGP 220 Theory and Field Experience in the Early Grades (EGP 210) (W)	3	_____
EDR 304 Language Arts in Early Education PreK-4 (EGP 210) (W, SE)	3	_____
EDR 307 Foundations in Reading PK-4 (EGP 210)	3	_____
^EGP 322 Pre-Kindergarten Methods and Field Experiences (EGP 209 & EGP 220) (W)	6	_____
EGP 326 Families and Community Relations (EGP 209, EGP 210) (J)	3	_____
LAN 382 Teaching English Language Learners (ELLs) PK-12 (credits are listed with Academic Foundations)	3	_____
EDR 345 Literacy Development & Students in Inclusive Classrooms (EDA 103; EDR 304, 307)	3	_____
ERM 353 Assessment for Learning: Early Grades (EGP 220) (E)	3	_____
MAT 351 Methods for Teaching Children Mathematics I (MAT 101, MAT 102)	3	_____
+SCE 320 Science Methods for Grades PK-4	3	_____
+EGP 335 Teaching Social Studies and Health in Early Grades	3	_____
^+EDR 317 Reading Instruction & Practicum PreK-4 (EGP 220, EDR 304, EDR 307)	6	_____
+EGP 400 Classroom Management (pre or coreq. EDR 317)		
(*EGP 400 is the only class allowed with student teaching)	3	_____
+EGP 402 Engaging Learners (EGP 322 or EDR 317) (W)	3	_____
^+EGP 410/411 (SE) and EDA 416/417 (SE) Student Teaching (all coursework)	12	_____

Students attend pre-registration meetings scheduled one year before student teaching.

^ **Current Field Clearances Required:** Criminal background, PA Child Abuse, FBI Fingerprinting, and tuberculosis test results.

Review MyWCU Class Notes for field requirements including days and times.

+ **Candidacy required**

(W) **Writing Emphasis, (J) Diversity Course, (I) Interdisciplinary Course, () courses listed in parentheses are prerequisites**

Graduation: Students must attain a 3.0 GPA for graduation and a minimum grade of ‘C’ in all Special Ed courses.

Certification: Students must pass all tests as required by The Pennsylvania Department of Education for PA teacher licensures. See CESW website

**Degree Guidance Sheet
Special Education Pk-12
Middle Grades Preparation—Grades 4 through 8
(Variable Credits: 141 - 163) (Amended 08/2022)**

GENERAL EDUCATION REQUIREMENTS

I. Academic Foundations (19 credits) (6 credit overlap with IV. Content Areas)

English Composition I WRT 120 (3)	First Year Experience Course FYE 100 (4)
English Composition II WRT 200, 204, 205, 206, 208 or 220 (3)	Diverse Communities Course ^LAN 382 (3) (J) Teaching English Language Learners (ELLs) PK-12
Mathematics MAT 101 (3) Utilized for 4-8 certification math requirement.	Interdisciplinary Course ESS 102 (3), SCB 102 (3), or SCB 210 (3) Utilized for 4-8 certification science requirement.

II. General Education Distributive Requirements (21 credits) (15 credit overlap with IV. Content Areas)

Sciences (6 credits)	Behavioral and Social Sciences (6 credits)	Humanities (6 credits)	Arts (3 credits)
SCI 101 BIO 110 or BIO 100 Please see reverse for options that can be utilized for 4-8 certification science requirements.	GEO 101 PSC 100 GEO 101 and PSC 100 are utilized for 4-8 certification social-studies requirements.	LIT 220 Children’s Literature HIS 150 or 151 (if social studies concentration) See reverse for HIS options for 4-8 certification social-studies requirements.	MDA 240

III. General Education Electives (9 credits)

Nine credits of general-education electives are required for graduation. Students wishing to be eligible for grades 4-8 certification and special education Pk-12 certification must utilize their electives to complete their chosen area(s) of concentration. See reverse.

IV. Writing Emphasis Courses

The following program requirements will meet the writing emphasis requirement: MGP220, MGP 335, EDR 306
Three writing emphasis courses are required for students with 0-39 transfer credits; two for students with 40-70 transfer credits; one for students with more than 70 transfer credits. One must be at the 300 level.

PROFESSIONAL PREPARATION FOR GRADES 4-8 AND SPECIAL EDUCATION PK-12 TEACHER CERTIFICATION

I. Candidacy and Testing Requirements

Candidacy Requirements: 48 earned college level credits; 2.9 cumulative GPA; Passing scores on Basic Skills tests (see WCU COE website for options); 6 earned credits in college-level English composition and literature taught in English; 6 earned credits in college-level mathematics; Departmental approval. <i>Submit Declaration of Concentrations with candidacy application.</i>
Testing Requirements: BASIC SKILLS TESTING: PAPA (Pearson): Complete before earning 48 credits. 3 modules: Reading, Mathematics, & Writing (see WCU COE website for SAT/ACT/CORE alternative passing option) Praxis for all EDA students: Special Education: Core Knowledge and Applications (5354); Praxis II for all MGP students: PA Grades 4-8 Core Assessment (5152); Praxis II tests for concentrations: PA G 4-8 SC: English Language Arts (5156); PA G 4-8 SC: Mathematics (5158); PA G 4-8 SC: Science (5159); PA G 4-8 SC: Social Studies (5157)

II. Middle Level Core--required of all students wishing to obtain grades 4-8 certification (21 credits)

	^+ERM 354 Assessment for Learning—Middle Grades (3) (MGP 220) (E)
^EDP 250 Educational Psychology (3)	^+SCE 330 Science Methods for Middle Level (4-8) Education (3)
^ EDP 201 Young Adolescent/Adolescent Development and Learning Theories (3)	^+MGP 335 Teaching Social Studies in Middle Grades (3) (MGP 220) W
^ MGP 220 Field Experiences and the Middle-Level Environment (3) (EDP 200, EDP 201) W	EDR 347 Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms (3) (EDR 306 and EDR 308)

Special Education Core – required of all students wishing to obtain special education certification (35 credits)

EDA 103 Foundations of Special Education (3)	EDA 325 - Culturally Responsive Practices for Diverse Exceptional Learners (3) (Prereq. 103) J
^EDA 203 Special Ed. Seminar and Field (3) (Prereq. EDA 103) W	+EDA 327 Educating Students with Significant and Complex Support Needs (2) (Prereqs. EDA 103, 203, 321)
EDA 314 Curriculum and Instruction I (3) (Prereqs. EDA 103, EDA 203)	+EDA 361 Assessment and Special Education (3) (Prereqs. EDA 103, EDA 203)
^EDA 321 Behavior Management and Field (6) (Prereqs. EDA 103, EDA 203)	+EDA 380 Pk-12 Transition for Individuals with Disabilities (3) (Prereqs. EDA 103, EDA 203)
EDA 324 - Trauma Informed Education (3) (Prereq. EDA 103)	^+EDA 421 Curriculum and Instruction II (6) (Prereqs. EDA 314, EDA 361)

Key: ^course with field component, clearances needed: PA Criminal Background, PA Child Abuse, FBI Fingerprinting, and tuberculosis test results; **Review class notes for required field times, and consult Department materials regarding placements and special conditions for field course sections; Follow procedures for scanning field clearances to remain enrolled in field classes; Review course pacing guide for field sequences + course requires Candidacy; J**=Diversity course; E = Ethics Course; S = Speaking Emphasis Course; I =Interdisciplinary course; **W**=Writing Emphasis; () courses listed in parentheses are prerequisites

III. Academic Content Area Concentrations (54 credits)

Students wishing to obtain certification to teach in grades 4-8 must complete a minimum of 54 credits from the academic content areas.

- 12 credit hours of “generalist” coursework in two of four academic content areas: Mathematics, Reading/Language Arts, Science and Social Studies.
- 9 credit hours of “generalist” coursework in one of two academic content areas: History or Science
- 21 credit hours of concentration area coursework in one of the four academic areas
- Degree requirements can be completed within 141 credits, depending on track of interest.

For degree completion, students must complete one of the following content area concentration options:

A. Language Arts Concentration

1. 21 credits Language Arts
2. 12 credits Science
3. 9 credits Social Studies
4. 12 credits Mathematics

B. Science Concentration

1. 12 credits Language Arts
2. 21 credits Science
3. 9 credits Social Studies
4. 12 credits Mathematics

C. Social Studies Concentration

1. 12 credits Language Arts
2. 9 credits Science
3. 21 credits Social Studies
4. 12 credits Mathematics

D. Mathematics Concentration

1. 12 credits Language Arts
2. 12 credits Science
3. 9 credits Social Studies
4. 21 credits Mathematics

Reading/Language Arts

All students must complete the generalist 12 credits. See course catalog for prerequisite courses.		
12 credit generalist area	21 credit concentration	30 credit concentration
EDR 306 (3) Teaching Language Arts 4-8 W (S) (EDP 201) EDR 308 (3) Foundations in Reading 4-8 (EDP 201) ^+EDR 318 (6) Reading Instruction and Practicum (MGP 220, EDR 306 & 308)	12 credit generalist area plus: EDR 420 (3) Content Area Reading +SED 391 (3) Teaching Writing in the Middle School LIT 398 (3) Young Adult Literature (LIT 220)	21 credit concentration plus: ENG 201 (3) <i>and</i> one of the following: EDR 422 (3) or EDR 200 (J) (3), or LIT 360 (3) <i>and</i> one of the following: EDR 321 (3) or LIN/ENG 230 (3)

Sciences

All students must complete a minimum of 12 generalist credits*, nine of which are general education and "I". Students choosing a science concentration must plan generalist credits that serve as prerequisites to upper-level science classes. *Students taking the Social Studies concentration will complete a minimum of nine generalist science courses.		
12 credit generalist area	21 credit concentration	30 credit concentration
All students must complete: ESS 102 (3), or SCB 102 (3), or SCB 210 (3) Select three courses in three of the five areas below: SCIENCE CONCENTRATORS SEE NOTE IN 21 CREDIT LIST [<i>BIO & ESS Recommended</i>] 1. ESS 101 (3) (gives access to courses in 21 cr) 2. BIO 110 (4) <i>or</i> BIO 100 (3)-see note in 21 cr. 3. CHE 107 & CRL 107 (5) <i>or</i> CHE 103 (3) & CRL 103 (1) 4. PHY 130 (4) 5. SCI 102 (3) – Required of double majors	12 credits from generalist area plus: 9 advanced credits chosen from courses below. PREREQUISITES MUST BE COMPLETED IN ORDER TO TAKE ADVANCED COURSES 1. ESS 201, 204, 301, 307, 330, 331, 370 2. BIO 204, 214, 215, 217 (Prereq. BIO 110 <i>or</i> BIO 100 with an A or A- <i>Students are encouraged to take BIO 110</i>) 3. CHE 230 <i>or</i> CHE 104 & CRL 104 4. PHY 140	12 credits from generalist area plus: PREREQUISITES MUST BE COMPLETED IN ORDER TO TAKE ADVANCED COURSES ESS 111 <i>or</i> PHY 105 <i>and</i> 15 advanced credits chosen from advanced courses listed under 21 credit option.

Social Studies

All students must complete a minimum of 9 credits, all of which are general education. Students completing the 21-credit social studies concentration coursework will take 9-credits in the Science generalist area.		
9 credit generalist area	21 credit concentration	30 credit concentration
HIS 150 (3) (soc. st concentrators -HIS 151) GEO 101 (3) PSC 100 (3)	GEO 101, PSC 100, from 9 credit generalist plus: HIS 151 HIS 152 (HIS 151) HIS 101 (GEO 101) ECO 111 (HIS 151) HIS 344	21 credit concentration plus: HIS 102 (HIS 101) ANT 102 PSC 371 (PSC 100)

Mathematics

All students must complete the generalist 12 credits, three of which are general education.		
12 credit generalist area	21 credit concentration	30 credit concentration
MAT 101 (3) Math for Teachers of Children I MAT 102 (3) Math for Teachers of Children II (MAT 101) MAT 351 (3) <i>plus</i> ^+MAT 352 (3) <u>OR</u> ^+MAT 353 (3) (for Math Concentration)	12 credit generalist area plus: MAT 121 Statistics I MAT 312 Algebra for Teachers, Grade 4-8 MAT 313 Geometry for Teachers, Grade 4-8	21 credit concentration plus: MAT 115 (3) Algebra/Trig <i>and</i> MAT 145 Calculus for Life Sciences (3) <i>or</i> MAT 131 (3) Pre-Calculus <i>and</i> MAT 161 (4) Calculus I <i>plus</i> MAT 390 Seminar in Mathematics Ed.

IV. Student Teaching (12 credits) Students attend pre-registration meetings scheduled one year before student teaching.

^+MGP 410/411 and EDA 416/417 Student Teaching (12) (S)
Prereqs: Students must have completed all the Middle Level Core requirements listed in II above; all Special Education Core requirements in III above; all generalist coursework and all requirements for one, 21-credit concentrations listed in IV above; attempted all required PA Certification tests.

Middle Grades Preparation (MGP) Academic Content Area Concentrations

Reading/Language Arts

All students complete 12 generalist credits:

EDR 306 Teaching Language Arts 4-8

EDR 308 Foundations in Reading 4-8

EDR 318 Reading Instruction and Practicum 4-8

Students choosing a 21-credit concentration complete:

12 generalist credits, plus

EDR 420 Content Area Reading

SED 391 Teaching Writing in the Middle School

LIT 398 Young Adult Literature

Students choosing a 30-credit concentration complete (adds 9 extra credits to program 144):

21 credit concentration, plus

ENG 201 Introduction to English Studies

EDR 422 Seminar in Reading or LIT 360 Special Topics in Children's/Young Adult Literature or

EDR 200 Literacy, Diversity, and Equity in K-12 Classrooms (J)

EDR 321 Assessment and Instructional Interventions in Reading and Language Arts or

LIN/ENG 230 Introduction to Linguistics

Sciences- Students who choose to concentrate in science must carefully check pre-requisites before choosing science courses

All students complete 12 generalist credits (unless student completes social studies concentration – reduces science to 9 credit generalist);

SCB or ESS 102 Humans and the Environment or SCB 210 The Origins of Life and the Universe plus three courses in three of the five areas below:

1. ESS 101 Introduction to Geology

2. BIO 110 General Biology or BIO 100 Basic Biological Science

3. CHE 107 and CRL 107 General Chemistry (and lab) for Allied Health Sciences or CHE 103 and CRL 103 General Chemistry I (and lab)

4. PHY 130 General Physics I

5. SCI 101 The Carbon Cycle or SCI 102 Electricity with Physical and Biological Applications

If concentrating in science, select from areas 1-4 (BIO, CHE, ESS, PHY)

Students who choose to concentrate in science must carefully check pre-requisites before choosing science courses. BIO and ESS are recommended for science concentrators.

Students choosing a 21-credit concentration complete:

12 generalist credits, plus three additional courses from the following:

ESS 201 Fundamentals of Techniques in Geology, ESS 204 Historical Geology, ESS 301 Environmental Geochemistry, ESS 307 Geology of

the Solar System, ESS 330 Introduction to Oceanography, ESS 331 Introduction to Paleontology, ESS 370 Introduction to Meteorology

BIO 204 Introductory Microbiology, BIO 214 General Microbiology, BIO 215 General Botany, BIO 217 General Zoology

CHE 104 and CRL 104 General Chemistry (and lab) II or CHE 230 Introduction to Organic and Biological Chemistry

PHY 140 General Physics II

Students choosing a 30-credit concentration complete (adds 9 extra credits to program 144):

21 credit concentration, plus

ESS 111 General Astronomy or PHY 105 Structure of the Universe

and 6 additional credits listed as options in 21 credit concentration

Social Studies

All students complete 9 generalist credits:

GEO 101 World Geography

PSC 100 American Government and Politics

HIS 344 History of Pennsylvania

HIS 150 The American Experience (*for students who intend to complete only the 12-credit generalist area*) OR

HIS 151: *History of United States I (for students concentrating in social studies)*

Students choosing a 21-credit concentration complete (and reduce science concentration to 9 credits):

12 generalist credits, plus

HIS 152 History of United States II

HIS 101 History of Civilization I

ECO 111 Principles of Economics I

HIS 344 History of Pennsylvania

Students choosing a 30-credit concentration complete:

21 credit concentration, plus

HIS 102 History of Civilization II

ANT 102 Introduction to Anthropology: Cultural

PSC 371 State and Local Government

Mathematics

All students complete 12 generalist credits:

MAT 101 Mathematics for Teachers of Children I

MAT 102 Mathematics for Teachers of Children II

MAT 351 Methods for Teaching Children Mathematics I

MAT 352 Methods for Teaching Children Mathematics II or MAT 353 if selecting Mathematics Concentration

Students choosing a 21-credit concentration complete:

12 generalist credits, plus

MAT 121 Statistics I

MAT 312 Algebra for Teachers in Grades 4-8

MAT 313 Geometry for Teachers in Grades 4-8

Students choosing a 30-credit concentration complete:

21 credit concentration, plus

MAT 115 College Algebra and Trigonometry and MAT 145 Calculus for Life Sciences

MAT 131 Precalculus and MAT 161 Calculus

MAT 390 Seminar in Mathematics Education