Upon completion of the program and achievement of passing scores on state certification exams, students will qualify for a Pennsylvania Instructional I Certificate in both areas of their dual course of study (if applicable), which is valid for six years of teaching. Passing scores on state certification exams are not required for graduation.

Minor Programs

Minor in Special Education

Current trends, enforced by recent litigation, have increased the need for a general understanding of the individuals with disabilities in our culture, the department also offers a Minor in Special Education, which is designed to introduce students to individuals with disabilities through course work and field experiences. Students who desire admission to the Minor in Special Education must have achieved the minimum cumulative GPA required for their earned credits: 2.65 for students with 12-47 credits, and 2.80 for students with 48 or more credits. Students admitted to this minor must maintain that minimum cumulative GPA in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the minimum required GPA. Such students will not be permitted to take additional course work in the minor until they achieve the minimum cumulative GPA.

Minor in Autism Education

The Minor in Autism Education is an 18-credit program designed to provide students knowledge of, and the opportunity to demonstrate competencies related to, research-based assessment, intervention, instruction, and program management for persons with autism in Pre-K-12 settings. The minor is applicable for future professionals serving students with autism across age/grade levels (preschool through completion of high school) and various ranges of functioning. The need for professionals with working knowledge of autism continues to grow as the prevalence for individuals with autism continues to increase. These minors do not lead to Instructional I teacher certification by the Pennsylvania Department of Education. However, students who complete the Minor in Autism Education are eligible for the PDE Autism Endorsement upon receipt of their Instruction I certification.

Programs

Majors in Special Education

- B.S.Ed. in Special Education - PreK-8 And Early Grades Preparation (PreK-4) (http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-prek-8)
- B.S.Ed. in Special Education - PreK-8 And Middle Grades Preparation (4-8) (http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-4-8)
- B.S.Ed. in Special Education (7-12) (http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-7-12)

Minors in Special Education

- Special Education (http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-minor)
- Early Intervention (http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/early-intervention-minor)

Graduate Opportunities

See the graduate catalog for more information on the Special Education programs. (http://catalog.wcupa.edu/graduate/education-social-work/special-education)
Policies

• See undergraduate admissions information. (http://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

Requirements for B.S.Ed. Programs

In order to be eligible for graduation, an undergraduate student must satisfactorily complete the following requirements:

1. 135 credits for the B.S.Ed. in Special Education/Early Grades Preparation; 135 credits for the B.S.Ed. in Special Education/Middle Grades Preparation; 136–154 credits for the B.S.Ed. in Special Education/secondary (dual program content area) or B.S.Ed. in Special Education/B.A. in History (dual degrees); and 120 credits for the B.S.Ed. - Special Education (7-12) as a single degree
2. Formal Admission to Teacher Education (FATE) (see below)
3. Minimum GPA of 3.0
4. State licensure examinations relevant to each area of the chosen major/dual degrees noted above, which would grant teacher certification in both special education and the selected dual program (if applicable). Exams must be taken prior to student teaching.

Admission to Special Education Degree Programs

For formal admission to the special education degree program, see the Educator Preparation Programs (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs) section of this catalog.

Requirements for Transfer to the Majors in Special Education

Students seeking to transfer in to the Special Education PreK-8 program must simultaneously obtain admission in to the Early Grades Preparation (PreK-4) or Middle Grades Preparation (4-8) programs. Students seeking transfer in to the Special Education 7-12 program may opt--but are not required--to seek enrollment into a secondary content area. These students must secure the signatures from the chair of the Department of Special Education as well as the chair of the department in which the desired dual major program resides.

Students may apply for "external transfer" when transferring from another post-secondary institution. Students already admitted to West Chester University as pre-majors or in another major may apply for "internal transfer." Students seeking external or internal transfer must have a minimum of 12 college-level credits. Students with 12–47 credits must also have a minimum GPA of 2.65. The required minimum cumulative GPA for students with 48-59 earned credits is 2.80. Students with 60 or more earned credits must have a minimum cumulative GPA of 2.90; must have achieved passing scores on either the PPST (if testing was started prior to April 2, 2012) or the PAPA; and must have completed college-level studies in English composition (three credits), literature taught in English (three credits), and mathematics (six credits). External or internal transfer to the major in special education does not represent or confer formal admission to teacher education (See “Formal Admission to Teacher Education” in the Educator Preparation Programs section (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs)).

In addition to the general requirements for Formal Admission to Teacher Education, B.S.Ed. candidates who are admitted to the major in special education must also complete 20 hours of pre-approved, unpaid community service for agencies/organizations serving children and/or youth and/or adults with special needs and/or families (at least ten of these hours must be provided in one setting); and (2) a written reflection that has been assessed as satisfactory on how this service has influenced their development as teachers. The nature of the service must provide a direct, concrete benefit to the population(s) an agency/organization serves. The hours that candidates devote to this community service requirement may not also be used to fulfill any requirement for a credit-bearing course.

Application and Approval for Student Teaching

Students must apply through the Office of Field Placements and Student Teaching for approval for student teaching placements. Prerequisites for student teaching include the following:

• Formal Admission to Teacher Education (FATE)
• 96 credits, including all professional educational courses and all specialized preparation courses with necessary grade prerequisites, with a cumulative GPA of 2.8
• Completion of the following forms: student teaching application, child abuse history clearance form, request for criminal record check, FBI records check, and a TB test. Students should allow enough time to receive responses for clearance. All clearance forms are valid for one year, except the TB test, which is valid for the duration of attendance at WCU but must be administered within three months prior to entering the initial field placement.

The application for student teaching must be filed within one full year prior to the academic semester in which student teaching is to be scheduled. Application meetings will be announced at the beginning of the fall semester each year. Students register for student teaching as they would for any other University courses.

Field Placement in Schools

All field placements, including student teaching, are arranged by the department. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student.

West Chester University does not place students at religiously affiliated schools when public schools are available for a student teaching experience. In addition, the University will make every attempt to first place students into public (vs. private) schools for student teaching and related activities. Further, students will not be assigned student teaching or other related duties at nonsectarian private schools or agencies unless they specifically request such placement. Each request will be considered individually to ensure that the private entity does not receive special benefit from the arrangement that outweighs the benefit to the University and its students.

Faculty

Professors

Vicki A. McGinley (vmcginley@wcupa.edu) (1997)
B.A., University of Pittsburgh; M.A., Ph.D., Temple University
Claire Verden (cverden@wcupa.edu) (2006)
B.S., West Chester University; M.Ed., Temple University; Ed.D., Arcadia University
Donna Wandry (dwandry@wcupa.edu) (1999)
B.S., University of Wisconsin - Éau Claire; M.Ed., University of Utah; Ph.D., University of Florida

Associate Professors

Beatrice Adera (badera@wcupa.edu) (2010)
Chairperson, Special Education
Courses

EDA

EDA 103. Foundations of Special Education. 3 Credits.
This course is designed to acquaint the prospective teacher with the historical legal evolution of the field, as well as characteristics of individuals with disabilities. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

EDA 175. Introduction to Autism: Characteristics & Etiology. 3 Credits.
This course is designed to inform students about the characteristics and etiology of autism. Students will complete observations of individuals with autism in multiple school- and community-based settings. Pre / Co requisites: EDA 175 requires prerequisite EDA 103 or KIN 205 and KIN 206. Typically offered in Fall.

EDA 195. Workshop. 1-3 Credits.
Intensive examination of a selected area of study in the field of special education. Topics will be announced in advance. Typically offered in Summer. Repeatable for Credit.

EDA 203. Field: Students with Exceptionalities. 3 Credits.
This course is designed to have the prospective teacher observe and reflect upon the characteristics of students with disabilities within the context of school and clinical settings. The content will focus on issues relative to special education in a diverse society and will rely heavily on reflective teaching and learning. Pre / Co requisites: EDA 203 requires prerequisite EDA 103. Typically offered in Fall, Spring & Summer.

EDA 212. Understanding Disability through Cultural Perspectives. 3 Credits.
This course will provide students with a general introduction to social justice theory, human rights issues, and social constructs surrounding disability on a global scale. Content will include perspectives of individuals with disabilities and will be delivered through a multimedia format. This course is designed for any student who is interested in learning more about disability within the context of today's society. Typically offered in Fall.

EDA 230. Inclusive Classroom. 3 Credits.
The purpose of this course is to prepare preservice early childhood, elementary and special education students to teach students with disabilities effectively in general settings. The course will be co-taught by special education and early childhood education faculty. Gen Ed Attribute: Diversity Requirement.

EDA 250. Inclusive Practices in Music Education. 1 Credit.
Designed to acquaint music educators with the philosophy of inclusive education and provide them with skills to accommodate students with disabilities in music classes. For music educators only.

EDA 275. Autism: Families, Inter-agency, and Community Collaboration. 3 Credits.
This course is designed to foster professional relationships between future service providers and families that are supporting an individual with autism and make those relationships meaningful, cooperative, and productive. Pre / Co requisites: EDA 275 requires a prerequisite of EDA 175; field clearances. Typically offered in Summer.

EDA 280. Integrating the Arts. 3 Credits.
Fine art, music, puppetry, and dance are combined as creative processes to be adapted for use with children with disabilities. Typically offered in Fall & Spring.

EDA 303. Special Ed: Processes/Procedures for General Educators. 2 Credits.
The purpose of this course is to prepare preservice students to teach students with disabilities effectively in general education settings. Pre / Co requisites: EDA 303 requires prerequisite EDA 103 and Formal Admission to Teacher Education. Typically offered in Fall & Spring.

EDA 304. Special Ed Processes/Procedures for Secondary Educators. 3 Credits.
The purpose of this course is to prepare pre-service students to teach students with disabilities effectively in secondary general education settings. Pre / Co requisites: EDA 304 requires prerequisite EDA 103, EDP 250 and field clearances. Typically offered in Fall & Spring.

EDA 307. Families and Special Education. 3 Credits.
This course is designed to help pre-service teachers foster family professional relationships that are meaningful, cooperative, and productive. Roles that parents have played in the education of children and youth with disabilities will be emphasized. This course bases its objectives on the knowledge that involvement of families of individuals with disabilities is essential for the person's education and well being, and is necessary from a legal perspective. The family is studied so that the perspective teacher can best know how to work with diverse families of children with disabilities, and within family systems. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall & Spring.

EDA 312. Introduction to Early Intervention. 3 Credits.
This course is an overview of the field of early childhood special education. Students will explore the processes of early intervention including screening, assessment, instructional programming, integrating children with and without disabilities, and family involvement.

EDA 314. Curriculum and Instruction for Individual Learning Differences I. 3 Credits.
This course is designed to prepare students to assist children with disabilities achieve skills in academics and functional life domains. Emphasis is placed on understanding and analysis of learning problems, and the design and planning of instructional interventions. Pre / Co requisites: EDA 314 requires prerequisites of EDA 103, EDA 203, and Formal Admission to Teacher Education. Typically offered in Fall, Spring & Summer.

EDA 320. Behavior Management. 3 Credits.
An exploration of current practices in management of behavior with emphasis on teacher-delivered systems. Pre / Co requisites: EDA 320 requires prerequisites of EDA 104 co-requisite of EDA 347.

EDA 321. Behavior Management & Field Experience. 6 Credits.
An exploration of current practices in management of behavior with emphasis on teacher-delivered systems. It includes a field placement in a school where students will assess and develop interventions for a child with behavioral challenges. Pre / Co requisites: EDA 321 requires prerequisite of EDA 103 and EDA 203. Typically offered in Fall, Spring & Summer.
EDA 331. Early Intervention for Infants and Toddlers with Disabilities. 6 Credits.
LEC (3), DIS (3)
This is a methods and field course that focuses on learning to work with infants and
toddlers with disabilities and their families. It will include an exploration of the following:
characteristics of typical development and the implications of disabilities on the development
of young children; impact on the family; modification of the educational and care giving
environments; and approaches to curriculum and assessment. Students will have the
opportunity to work with infants or toddlers in an early intervention agency or family home
environment. For this course, 3 credit hours will consist of instructor lecture of course content
and 3 credit hours will consist of a minimum of 40 hours in the field, which provides students
with the opportunity to apply content through observations and interactions with families
and children, ages 0 to 3 years old, with regular observations completed by the course
instructor.
Pre / Co requisites: EDA 331 requires a prerequisite of admission to the Early Intervention
Minor, department consent required for up-to-date clearances (FBI, PA Child Abuse, PA
Criminal, TB), and Staff Health Assessment Form.
Typically offered in Fall, Spring & Summer.
Cross listed courses EDA 331, EGP 331.

EDA 332. Family Systems in Early Intervention. 3 Credits.
This course introduces the theory and practice of family intervention with diverse populations
including families of infants, toddlers, and preschoolers with disabilities. It bases its objectives
on the knowledge that the involvement of families is essential to the education and well
being of young children. The methods of service delivery for young children with disabilities
and their families are discussed in addition to the key aspects of collaboration, services
coordination and family centered services with culturally responsive practices.
Typically offered in Fall, Spring & Summer.
Cross listed courses EDA 332, EGP 332.

EDA 333. Teaching Young Children with Disabilities. 6 Credits.
LEC (3), DIS (3)
This is a methods and field course that focuses on building skills in working with preschoolers
with disabilities. The course covers curricula, instructional strategies, and classroom
environments that facilitate development and learning for young children 3-5 years old
with disabilities. For this course, 3 credit hours will consist of instructor lecture of course
content and 3 credit hours will consist of a minimum of 40 hours in the field, which provides
students with the opportunity to apply content through observations and interactions with
professionals, families and children, ages 3 to 5 years old with regular observations completed
by the course instructor.
Pre / Co requisites: EDA 333 requires a prerequisite of admission to the Early Intervention
Minor, department consent required for up-to-date clearances (FBI, PA Child Abuse, PA
Criminal, TB), and Staff Health Assessment Form.
Typically offered in Fall, Spring & Summer.
Cross listed courses EDA 332, EGP 333.

EDA 334. Assessment for Early Intervention. 3 Credits.
This course is designed to provide the student with the knowledge and skills needed for
assessment appropriate to young children with disabilities and those who are considered
to be "at-risk". We will cover norm and criterion referenced assessment, developmental
assessment and alternative assessment methodologies. This course bases its objectives
on the knowledge that all early intervention professionals will need to know how to work with
a diverse group of young children with disabilities. It will acquaint the student with the legal
mandates of serving young children with disabilities in the least restrictive setting, as well
as the characteristics of those children with disabilities, including family characteristics. Also,
emphasis will be placed on working within the team structures, as appropriate to inclusive
practices, and the various roles each professional takes on.
Typically offered in Fall, Spring & Summer.
Cross listed courses EDA 334, EGP 334.

EDA 341. Inclusion & Reading in the Content Area. 3 Credits.
This course is co-taught by special education faculty and literacy faculty. It will help prepare
secondary education and special education majors to effectively teach all students, including
those with disabilities, in general education, content-specific settings. Practical guidelines,
content literacy strategies, and adaptations will be emphasized to prepare pre-educators
to meet the academic, social and affective needs of all students in the inclusive secondary
classroom.
Pre / Co requisites: EDA 341 requires prerequisites of EDP 250, and EDF 100 or EDF 300. Honors
students take HON 312 in lieu of EDF 300.
Gen Ed Attribute: Diversity Requirement.
Cross listed courses EDA 341, EDR 341.

EDA 361. Assessment and Special Education. 3 Credits.
An introduction to instructional assessment in special education and the development of
relevant educational plans to meet federal regulations.
Pre / Co requisites: EDA 361 requires prerequisites of EDA 103, EDA 203, and Formal Admission
to Teacher Education.
Typically offered in Fall, Spring & Summer.

EDA 375. Autism Studies: Assessment & Instruction I. 3 Credits.
This course is designed to inform students about assessment and instructional planning for
individuals with autism. Emphasis will be placed on students demonstration of planning for
and implementing assessments across the range of domains including behavior.
Pre / Co requisites: EDA 375 requires prerequisite EDA 175; Field Clearances.
Typically offered in Summer.

EDA 380. Career Development and Transition. 3 Credits.
This course is a study of life-span issues for individuals with disabilities. It stresses curriculum
content and instructional strategies that are sensitive to human diversity and promote career
development and transition.
Pre / Co requisites: EDA 380 requires prerequisites of EDA 104; EDA 320/347 or
EDA302/350/360; and formal admission to teacher education.

EDA 410. Independent Study. 1-3 Credits.
Special topics or projects initiated by the student that will enable her or him to do extensive
and intensive study in an area of special education.
Consent: Permission of the Department required to add.
Repeatable for Credit.

EDA 413. PreK-8 Aspects of Transition. 3 Credits.
This course will address support structures that serve students with disabilities as they
transition from homebound to and throughout K-8 school based instruction, stressing
legislative foundations, interagency linkages, school partnerships, referral processes, and
systems of service delivery. The teacher practitioner as change agent will be an underlying
theme.
Pre / Co requisites: EDA 413 requires prerequisite Formal Admission to Teacher Education,
EDA 103, EDA 203.
Distance education offering may be available.
Typically offered in Fall & Spring.

EDA 414. Secondary Career Development and Transition. 3 Credits.
This course will address support structures that serve students with disabilities as they
transition from middle high school and to adult life, stressing legislative foundations,
interagency linkages, school partnerships, referral processes, and systems of service delivery.
The teacher practitioner as change agent will be an underlying theme. We will examine
the life span issues for persons with disabilities - addressing assessment, planning, and
instructional strategies that promote career development and transition education at
secondary age levels. Attention will be given to curricular benchmarks and standards, and how
functional outcomes interact with those benchmarks and standards.
Pre / Co requisites: EDA 414 requires prerequisites of EDA 103, EDA 203, and Formal Admission
to Teacher Education.
Distance education offering may be available.
Typically offered in Fall & Spring.

EDA 416. Student Teaching for Exceptional Learners. 6 Credits.
Participation in teaching and all other activities in the student teaching role related to the
teachers work. PREREQ: 96 semester hours including all professional education courses and all
specialized preparation courses with standards. Field clearances required.
Pre / Co requisites: EDA 416 requires formal admission into teacher education, EDA 103,
EDA 203, EDA 314, EDA 321, EDA 361, EDA 413, EDA 421, and EDA 429.
Typically offered in Fall & Spring.

EDA 417. Student Teaching for Exceptional Learners. 6 Credits.
Participation in teaching and all other activities in the student teaching role related to the
teachers work. PREREQ: 96 semester hours including all professional education courses and all
specialized preparation courses with standards. Field clearances required.
Pre / Co requisites: EDA 417 requires formal admission into teacher education and
prerequisites of EDA 103, EDA 203, EDA 314, EDA 321, EDA 361, EDA 413, EDA 421, and
EDA 429.
Typically offered in Fall & Spring.
EDA 421. Curriculum and Instruction for Individual Learning Differences II and Field. 6 Credits.
This course and field is designed to prepare students to assist children with disabilities achieve skills in academics and functional life domains. Emphasis is placed on understanding and analysis of learning problems, and the design, plan and implementation of instructional interventions. Field clearances required.
Pre / Co requisites: EDA 421 requires prerequisites of EDA 103, EDA 203, EDA 314, EDA 321, EDA 361, and formal admission to Teacher Education.
Typically offered in Fall, Spring & Summer.

EDA 429. Communication Development and Assistive Technologies for Students w/ Disabilities. 3 Credits.
This course will provide a broad overview of normal and atypical communication development. Importance will be given to communication disorders, characteristics of students with disabilities and the impact of high and low technology.
Pre / Co requisites: EDA 429 requires prerequisite EDA 103, EDA 203 and Formal Admission to Teacher Education.
Typically offered in Fall & Spring.

EDA 475. Autism Studies: Assessment & Instruction II. 3 Credits.
Students will use the science of applied behavior analysis to evaluate the strengths and weaknesses of current instructional strategies for students with autism. Students will demonstrate evidence-based instructional strategies and apply these strategies in field settings supporting individuals with autism.
Pre / Co requisites: EDA 475 requires prerequisite EDA 375; Field Clearances.
Typically offered in Summer.