EAP 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.

EGP 333. Teaching Young Children with Disabilities. 6 Credits.
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: EGP 333 requires prerequisites of admission to the Early Intervention Minor, up-to-date clearances (FBI, PA Child Abuse, PA Criminal, TB), and the Staff Health Assessment Form.
Typically offered in Fall, Spring & Summer.
Cross listed courses EDA 333, EGP 333.

EGP 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.

EGP 335. Teaching Social Studies and Health in the Early Grades. 3 Credits.
This course is a study of social studies and health education curricula, instruction and assessment. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the disciplines.
Pre / Co requisites: EGP 335 requires a prerequisite of Teacher Candidacy.
Typically offered in Fall, Spring, Summer, Winter.

EGP 400. Classroom Management. 3 Credits.
This course offers a detailed investigation of the elementary teacher’s role in classroom management and provides research-based knowledge and practical strategies that encourage student cooperation in the development of optimum learning environments.
Pre / Co requisites: EGP 400 requires a prerequisite of Teacher Candidacy and a prerequisite or corequisite of EDR 317.
Distance education offering may be available.
Typically offered in Fall, Spring, Summer, Winter.

EGP 402. Engaging Learners: Integrating Academic/Social Development for High Achieving Equitable Classrooms. 3 Credits.
Study of the elementary classroom as a unique social system and intentional learning community. Applications of interpersonal and group development theories plus interpersonal learning models in light of diverse sociocultural contexts. Development of knowledge and skills essential to plan for and facilitate high levels of achievement, cooperation, social competence, and supportive peer interactions in a dynamic classroom learning system.
Pre / Co requisites: EGP 402 requires prerequisites of Formal Admission to Teacher Education and EDR 317 or EGP 322.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.
EGP 410. Student Teaching, 6 Credits.
A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.
Pre / Co requisites: EGP 410 requires prerequisites of Teacher Candidacy, field clearances, and meets all coursework required for the major.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

EGP 411. Student Teaching, 6 Credits.
A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.
Pre / Co requisites: EGP 411 requires prerequisites of Teacher Candidacy, field clearances, and meets all coursework required for the major.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.