

EGP: EARLY GRADES PREPARATION

College of Education and Social Work

Courses

EGP 199. Transfer Credits. 1-11 Credits.

Transfer Credits.

Repeatable for Credit.

EGP 209. Child Development: Prebirth - 5 Years. 3 Credits.

This course covers the normative and atypical development of children from prebirth through 5 years across all development domains. The earliest years are exciting, interesting and continually changing time in the lives of children. This course will cover content from research, personal experiences and observations.

Distance education offering may be available.

Typically offered in Fall & Spring.

EGP 210. Middle Childhood & Adolescent Development. 3 Credits.

A survey of characteristic development and behavior of children in middle childhood and adolescence, situated within theories of human development with emphasis on application to classroom settings.

Typically offered in Fall & Spring.

EGP 220. Theory/Field Experiences in the Early Grades. 3 Credits.

Orientation to the curricula, processes and structures of the PreK-4 classroom. Field experiences, minimum 30 hours, related to course topics. Field clearances required.

Pre / Co requisites: EGP 220 requires a prerequisite of either EGP 209 or EGP 210.

Gen Ed Attribute: Speaking Emphasis, Writing Emphasis.

Typically offered in Fall, Spring & Summer.

EGP 322. Pre-K Methods and Field. 6 Credits.

This course is a 6 credit methods and field course. Students will learn to plan and implement developmentally effective curriculum for children three to five years old. Students will be in field placements for six hours each week.

Pre / Co requisites: EGP 322 requires prerequisites of EGP 209, EGP 220, and field clearances.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall, Spring & Summer.

EGP 326. Families and Community Relations. 3 Credits.

Addressing issues, policies, and practices about schools, young children families and communities this course will focus on ethnicity, culture, and social class to provide students with perspectives and understandings that will enable them to teach effectively and function as viable members of learning communities. Understanding the role of parents, guardians and families in each child's educational success and success in life, while embracing and respecting each child's unique individuality, are essential for the contemporary educator.

Pre / Co requisites: EGP 326 requires prerequisite EGP 209 and EGP 210.

Gen Ed Attribute: Diversity Requirement.

Distance education offering may be available.

Typically offered in Fall & Spring.

EGP 331. Early Intervention for Infants and Toddlers with Disabilities. 6 Credits.

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, birth to 3 years old, with regular observations completed by the course instructor.

Pre / Co requisites: EGP 331 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 331, EGP 331.

EGP 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.

Distance education offering may be available.

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 or 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 interactional 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 Teacher Candidacy 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.