



PENNSYLVANIA DEPARTMENT OF EDUCATION SPECIAL EDUCATION PK-12

In response to the increasing demand for certified special education teachers, Delaware Valley University offers a program for Pennsylvania teachers already certified in another area to add special education PreK-12 to their Pennsylvania teaching certificate. The program integrates practical, classroom-based experiences with coursework developed and taught by local special education practitioners. Both coursework and practicum experience help make you more marketable as you pursue employment as a special educator in Pennsylvania public schools.

Candidates seeking Pennsylvania Special Education PK-12 certification must have an active PA Instructional I or Instructional II teaching certificate in a corresponding area.

Educators seeking Delaware Valley University/PDE special education certification are required to complete five courses (16 credits) that focus on the development and application of the knowledge, attitudes, and skills necessary to understand and provide instruction for students who have unique learning needs.



TO APPLY: delval.edu/GradEdApply

- Apply to the special education add-on program by completing an application online
- An official copy of undergraduate and graduate transcripts must be on file before your application will be reviewed. Candidates interested in adding the PK-12 Special Education certificate must possess a valid PA teaching certificate

CONTACT INFORMATION

Leonard H. Schwartz

Graduate Programs in Education, Special Projects Coordinator
e: leonard.schwartz@delval.edu | p: 215.489.4452

Victor D. Lesky Ed.D.

Graduate Programs in Education, Regional Coordinator
e: victor.lesky@delval.edu | p: 484.547.2068

SPECIAL EDUCATION PK-12

GE-6121 Special Education Law, Processes and Best Educational Practices

This course is designed to provide students with an understanding of special education processes, including the evaluation processes, exceptionalities and eligibility, the development and delivery of Individual Education Plans, as well as theories and best educational practices in the field and profession of special education. Students will become familiar with the Individuals with Disabilities in Education Act (IDEA), the cornerstone of special education law, Section 504 of the Americans with Disabilities Act, and Pennsylvania statutes and regulations governing special education law. Issues related to an understanding of the evaluation and determination of exceptionalities in a cultural context will be explored. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students' teaching experiences will inform discussion and learning.

GE-6122 Approaches for Positive Behavior and Social Skills in the School Setting

This course is designed to provide students with a comprehensive understanding of students who present with social, emotional, and behavioral difficulties. The course will focus on the definitions, characteristics, prevalence, causes, and assessment of emotional and behavioral disorders. Effective teaching practices will be integrated in the course, including education service placements, functional behavior assessment and positive behavior supports. Current issues in the field will also be explored. Response to Intervention and Multitiered Systems of Assessment will be discussed as a method for school wide behavioral approaches, as well as cultural implications of understanding behavior and social skills. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students' teaching experiences will inform discussion and learning.

GE-6123 Supporting Students with High Incidence Disabilities in Schools

This course is designed to develop understanding of the strength and needs of students with high incidence disabilities, with a particular focus on students with specific learning disabilities. Emphasis is placed on identifying and implementing assessment, instruction, and intervention practices that have been proven through sound, empirical research to be effective. Strategies for assessment and specialized instruction in general and special education settings are included. In this course, the development of Individualized Education Programs (IEPs) for this population based on assessment data and core curriculum standards are covered, as well as, the transition of the population into various levels of post-secondary settings.

GE-6124 Acquisition, Development and Assessment of Language and Literacy

This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to learners in grade levels PreK-12, as well as, practical and effective modifications for diverse learners (including struggling readers, English language learners, and students with learning disabilities in reading, as well as students with a wide range of disabilities requiring accommodations (cognitive, linguistic, physical, and social)). Formative and summative assessments of emergent and content literacy, including components of literacy (phonological awareness, word analysis, comprehension, vocabulary, fluency) will also be addressed. Also included are factors that influence literacy acquisition as well as life-long literacy for children and adolescents who struggle in literacy

GE-6125 Supporting Students with Low Incidence Disabilities in Schools

The purpose of this course is to teach students problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in 2-3% of the population. We will learn what constitutes disabilities in this population and issues surrounding providing this population with an effective education in the least restrictive environment. Students will explore the ramifications, jargon, specific goals and objectives included with creating and implementing an IEP for students. Students will discuss the appropriateness of various academic environments as children with more encompassing disabilities progress from elementary to secondary education, and transition into adulthood. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. A holistic approach to educating this population, with an emphasis on social, emotional, behavioral, transition and life skills are a focus. In addition, for the duration of the course, students will work with a certified special education teacher to complete the Pennsylvania student teaching requirements. Observations of instruction will occur on multiple occasions with written feedback to assess and report on the mastery of appropriate teacher competencies.

