

# SPECIAL EDUCATION, MINOR

Requirements for a minor may be completed at any campus location offering the specified courses for the minor. Students may not change from a campus that offers their major to a campus that does not offer their major for the purpose of completing a minor.

## Program Description

This minor provides undergraduate students with the opportunity for concentrated work in instructional practices to support the achievement of students with special education needs in general education classrooms. Students will learn strategies for creating a positive classroom environment that will promote student growth and achievement, effective instructional practices for students with special education needs, and techniques for assessing the academic progress of students. The targeted instructional practices have been demonstrated to be effective both with students with and those without special education needs.

The minor in Special Education responds to the growing need to provide appropriate instructional services to students with special education needs in general education classrooms.

## What is Special Education?

Our goal is an educational system in which teachers, families, and communities share responsibility and commitment for preparing students to live independent, productive, and personally satisfying lives to the fullest extent possible. This goal includes: Having a positive influence on the inclusion of persons who are culturally, physically or intellectually diverse; Providing national leadership in the development of new knowledge in special education; Preparing teachers to use effective practices in special education. Teachers will be eligible to earn PA Teaching Certification in Pre-K through age 21 upon completion of the program.

## You Might Like This Program If...

- You are interested in learning instructional strategies and techniques to improve educational, vocational, and societal outcomes for people with disabilities.
- You enjoy designing educational programs that address the interests and aspirations of persons with a wide range of abilities and experiences.
- You appreciate that we are most effective as teachers when we create educational experiences that incorporate student interests and address outcomes valued by the learner.

## Program Requirements

Requirement	Credits
Requirements for the Minor	24

## Requirements for the Minor

A grade of C or better is required for all courses in the minor, as specified by Senate Policy 59-10 (<https://senate.psu.edu/students/policies-and-rules-for-undergraduate-students/59-00-minors-and-certificates/>). In addition, at least six credits of the minor must be unique from the prescribed courses required by a student's major(s).

Code	Title	Credits
<b>Prescribed Courses</b>		
<i>Prescribed Courses: Require a grade of C or better</i>		
EDPSY 14	Learning and Instruction	3
SPLED 400	Inclusive Special Ed Foundations: Legal, Characteristics, Collaboration, Assessment, and Management	4
SPLED 419	Assistive Technology for General Education Teachers	2
SPLED 461	Introduction to Autism Spectrum Disorders: Issues and Concerns	3
<b>Additional Courses</b>		
<i>Additional Courses: Require a grade of C or better</i>		
SPLED 403A	Evidence-Based Instruction for Elementary Students with Disabilities in Reading, Math, and Writing	3
	or SPLED 403B Evidence-Based Methods for Teaching Secondary Students with Disabilities in Inclusive Settings	
Select one of the following:		3
EDPSY 10	Individual Differences and Education	
HDFS 229	Infant and Child Development	
HDFS 239	Adolescent Development	
Select 6 credits of the following:		6
CSD 146	Introduction to Communication Sciences and Disorders	
CSD 218	American Sign Language I	
CSD 269	Deaf Culture	
CSD 300	Developmental Considerations in the Assessment and Treatment of Language Disorders	
RHS 100	Introduction to Disability Culture	
RHS 402	Children and Families in Rehabilitation Settings and Human Services	
RPTM 277	Inclusive Leisure Services	

## Academic Advising

The objectives of the university's academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee's unit of enrollment will provide each advisee with a primary academic adviser, the information needed to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY (<https://senate.psu.edu/students/policies-and-rules-for-undergraduate-students/32-00-advising-policy/>)

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## **Berks**

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## **Career Paths**

The minor in Special Education enhances the education of students who anticipate working with people with disabilities as educators, speech language pathologists, and/or therapists. The minor will enhance graduate study preparation for many students interested in working with people in applied settings, as well as persons who wish to pursue certification as a special education teacher.

## **Careers**

Education, speech language pathology, occupational therapy.

## **Opportunities for Graduate Studies**

Students who complete the Special Education minor will complete coursework that will prepare them for graduate study in special education.

MORE INFORMATION ABOUT OPPORTUNITIES FOR GRADUATE STUDIES  
(<https://sites.psu.edu/spledatspsu/41-m-ed/>)

## **Contact**

### **University Park**

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