

# Special Education (Pre-K-12) BSEd

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## Overview

Offered by the the Department of Teaching and Learning, the **Bachelor of Science in Education in Special Education (Pre-K-12)** equips teachers with deep understandings of the sociocultural context of education, high-impact instructional practices, and empirically-supported, preventative approaches to provide equitable education to children with disabilities.

The program features uphold and further both the College of Education and Human Development's and the university's mission in the following ways:

- Promoting evidence-based practice and effective implementation in the classroom;
- Recognizing and ameliorating the impact of socio-cultural factors on the education of children with disabilities;
- Advocating inclusive practices both within schools and within society as a whole; and,
- Emphasizing preventative approaches to support improved teaching and learning.

**Campus Location:** Main

**Program Code:** ED-SPPK-BSED

## Accreditation

The program is approved as a teacher preparation program by the Pennsylvania Department of Education.

## Licensure/Certification

Upon successful completion of the program requirements, candidates may apply for a Pennsylvania Instructional I Teaching Certificate. Please note, Pennsylvania requires assessment of candidates in General Knowledge, Professional Knowledge and/or Subject Area Knowledge prior to issuance of a certificate. Please refer to the PDE web site for testing requirements.

## Contact Information

Undergraduate Advising, College of Education and Human Development  
edadvising@temple.edu

Jason Travers, Program Coordinator  
jason.travers@temple.edu

Kristie Newton, Teaching and Learning Department Chair  
KJNewton@temple.edu

Learn more about the Bachelor of Science in Education in Special Education (Pre-K-12).

*These requirements are for students who matriculated in academic year 2024-2025. Students who matriculated prior to fall 2024 should refer to the Archives to view the requirements for their Bulletin year.*

## Summary of Requirements

### University Requirements

All students are required to complete the university's General Education (GenEd) curriculum.

All students (including transfer students) must take a minimum of two writing-intensive (WI) courses at Temple University. Writing intensive course numbers end in 96, 97 and 98.

### College Requirements

Students receive a Bachelor of Science in Education degree by meeting the following minimum College requirements:

- Completion of program requirements as detailed on the academic plan.
- Earn a "C-" or above in all required Education Courses.
- Earn a "C-" or above in all required University General Education Courses.
- Additional University and College requirements are located on the College of Education and Human Development's Academic Policies and Regulations page in this *Bulletin*.

## Program Requirements

Code	Title	Credit Hours
MATH 1015	Introduction to Numbers & Figures <sup>1</sup>	4
EDUC 1016 or MATH 1021	Mathematics for Educators <sup>1</sup> College Algebra	4
EDUC 2103	Socio-cultural Foundations of Education in the United States <sup>1</sup>	3
EDUC 2109	Adolescent Development for Educators <sup>1</sup>	3
SPED 2128	Assistive Technology and Universal Design for Learning	3
SPED 2201	Language Development and Communication Strategies	3
SPED 2231	Introduction to Special Education <sup>1</sup>	3
ABA 3302	Analyzing and Changing Behavior	3
ECED 3107 or MGSE 3404	Learning Mathematics for the Primary Grades: First through Fourth Grade Teaching and Learning Math in the Middle Grades	3
ECED 3187 or SPED 3187	Junior Practicum I Integrated Literacy and Special Education Practicum	3
ECED 3197 or MGSE 3196	Language and Literacy Development and Instruction I Teaching and Learning Literacy in the Middle Grades	3
SPED 3201	Effective Instructional Strategies for Students with Moderate to Significant Disabilities	3
SPED 3211	Effective Instructional Strategies for Students with Disabilities	3
SPED 3287	Practicum for Diverse Learners	3
SPED 3304	Effective Teaching Strategies and Academic Interventions	3
TESL 3631	Principles and Practice for Teaching English Learners	3
SPED 4103	Classroom Management and Positive Behavior Support	3
SPED 4105	Assessment in Special Education	3
SPED 4196	Literacy Instruction for Students with Disabilities	3
SPED 4201	Effective Transition for Students with Disabilities	3
SPED 4331	Family and Interdisciplinary Collaborative/Consultation Skills	3
SPED 4801	Senior Seminar and Performance Assessment in Special Education	3
SPED 4888	Student Teaching in Special Education	9
<b>Total Credit Hours</b>		<b>77</b>

<sup>1</sup> These courses must be completed with a C- or better to be eligible for Candidacy approval; EDUC 2109 must be completed before Candidacy approval. Pre-Candidacy coursework includes a variety of courses, including a minimum of 1) two college-level math courses totaling at least six credits, 2) one college-level writing/composition course with a minimum of three credits (GenEd Analytical Reading and Writing), and 3) one literature course with a minimum of three credits (Intellectual Heritage I: The Good Life or Intellectual Heritage II: The Common Good); no 0700 or pre-college level courses can count toward these requirements.

## Suggested Academic Plan

### Bachelor of Science in Education in Special Education (Pre-K-12)

#### Suggested Plan for New Students Starting in the 2024-2025 Academic Year

(Certain courses require that a student secure clearances as per the College of Education and Human Development policy; students should check the current list of courses that require clearances on the College of Education and Human Development web site.)

Year 1		Credit Hours
Fall		
MATH 1015	Introduction to Numbers & Figures <sup>1,3</sup>	4
ENG 0802 or ENG 0812 or ENG 0902	Analytical Reading and Writing [GW] <sup>3</sup> or Analytical Reading and Writing: ESL [GW] or Honors Analytical Reading and Writing [GW]	4
GenEd Breadth Course		3
GenEd Breadth Course		3

GenEd Breadth Course		3
<b>Credit Hours</b>		<b>17</b>
<b>Spring</b>		
EDUC 2103	Socio-cultural Foundations of Education in the United States <sup>3</sup>	3
Select one of the following: <sup>1,3,4</sup>		4
EDUC 1016	Mathematics for Educators	
MATH 1021	College Algebra	
IH 0851 or IH 0951	Intellectual Heritage I: The Good Life [GY] <sup>3</sup> or Honors Intellectual Heritage I: The Good Life [GY]	3
GenEd Breadth Course		3
GenEd Breadth Course		3
<b>Credit Hours</b>		<b>16</b>
<b>Year 2</b>		
<b>Fall</b>		
EDUC 2109	Adolescent Development for Educators <sup>2,3</sup>	3
SPED 2128	Assistive Technology and Universal Design for Learning	3
SPED 2231	Introduction to Special Education <sup>2,3</sup>	3
IH 0852 or IH 0952	Intellectual Heritage II: The Common Good [GZ] <sup>3</sup> or Honors Intellectual Heritage II: The Common Good [GZ]	3
GenEd Breadth Course		3
<b>Credit Hours</b>		<b>15</b>
<b>Spring</b>		
SPED 2201	Language Development and Communication Strategies	3
ABA 3302	Analyzing and Changing Behavior	3
Elective		3
Elective		3
Elective		3
<b>Credit Hours</b>		<b>15</b>
<b>Year 3</b>		
<b>Fall</b>		
ECED 3107 or MGSE 3404	Learning Mathematics for the Primary Grades: First through Fourth Grade <sup>1</sup> or Teaching and Learning Math in the Middle Grades	3
ECED 3187 or SPED 3187	Junior Practicum I or Integrated Literacy and Special Education Practicum	3
MGSE 3196 or ECED 3197	Teaching and Learning Literacy in the Middle Grades [WI] or Language and Literacy Development and Instruction I [WI]	3
SPED 4331	Family and Interdisciplinary Collaborative/Consultation Skills	3
TESL 3631	Principles and Practice for Teaching English Learners <sup>2</sup>	3
<b>Credit Hours</b>		<b>15</b>
<b>Spring</b>		
SPED 3211	Effective Instructional Strategies for Students with Disabilities	3
SPED 3304	Effective Teaching Strategies and Academic Interventions	3
SPED 4201	Effective Transition for Students with Disabilities	3
Elective		3
Elective		3
<b>Credit Hours</b>		<b>15</b>
<b>Year 4</b>		
<b>Fall</b>		
SPED 3201	Effective Instructional Strategies for Students with Moderate to Significant Disabilities	3
SPED 3287	Practicum for Diverse Learners	3
SPED 4103	Classroom Management and Positive Behavior Support	3
SPED 4105	Assessment in Special Education	3

SPED 4196	Literacy Instruction for Students with Disabilities [WI]	3
<b>Credit Hours</b>		<b>15</b>
<b>Spring</b>		
SPED 4801	Senior Seminar and Performance Assessment in Special Education	3
SPED 4888	Student Teaching in Special Education	9
<b>Credit Hours</b>		<b>12</b>
<b>Total Credit Hours</b>		<b>120</b>

- <sup>1</sup> Completion of 1) MATH 1015, 2) MATH 1021 or EDUC 1016, and 3) ECED 3107 constitutes the waiver for the GenEd Quantitative Literacy (GQ) category if the courses are completed with a C- or better.
- <sup>2</sup> Completion of 1) SPED 2231, 2) EDUC 2109 and 3) TESL 3631 constitutes the waiver for the GenEd Human Behavior (GB) category if the courses are completed with a C- or better.
- <sup>3</sup> These courses must be completed with a C- or better to be eligible for Candidacy approval; EDUC 2109 must be completed before Candidacy approval. Pre-Candidacy coursework includes a variety of courses, including a minimum of 1) two college-level math courses totaling at least six credits, 2) one college-level writing/composition course with a minimum of three credits (GenEd Analytical Reading and Writing), and 3) one literature course with a minimum of three credits (Intellectual Heritage I: The Good Life or Intellectual Heritage II: The Common Good); no 0700 or pre-college level courses can count toward these requirements.
- <sup>4</sup> Students selecting MATH 1021 should do so in consultation with a CEHD advisor.