Education Unit

Associate Dean of Education: John J. Vacca, Ph.D.

Education Mission
Saint Joseph’s University Education Unit comprised of the Departments of Teacher Education, Special Education, and Educational Leadership, is dedicated to preparing exemplary teachers, educational leaders, and educational researchers. The Unit seeks to promote a vibrant intellectual community, recognized for preparing reflective teacher educators and leaders committed to social justice and democratic principles; acknowledged for quality undergraduate and graduate teaching, research, and scholarly contributions that enhance educational theory and practice in teacher education, educational leadership, special education, and related disciplines; known for leadership and other educational opportunities; and established as contributing outstanding professional service and outreach.

Department of Teacher Education
Professors: Bernt (Chair), Lazar
Associate Professors: Kong, Nilsson, Sharma, Vacca
Assistant Professors: Firmender, Johnson, Olitsky, Valentine
Visiting Faculty: Schwarz
Graduate Online Director: Rovine

Department of Special Education
Professors: Spinelli
Assistant Professors: Berenato, Cooperman, George
Visiting Faculty: Galbally, Reasons, Thierfelder
Graduate Online Director: Slike
Chair: Bernt

Department of Education Leadership
Professors: Brady, Place (Chair)
Associate Professors: Rodriguez, Wang
Assistant Professors: Terosky

Graduate Program Director--Organizational Development & Leadership: Tilin
Graduate Program Director--Educational Leadership: Gaulin

Office of Certification, Accreditation And Partnerships

Director: Joseph Cifelli, Ed.D.
Office of Student Teaching and Field Experiences
Director: Renee Langmuir, M.S.

Early Childhood Development and Education Lab
Assistant Director: Lauren Galvano, M.S.

Assessment and Accreditation Services
Director: Kevin Clapano, Ed.D.

Teacher Education (Program Overview)
The undergraduate Teacher Education programs are built upon a strong liberal arts curriculum provided through the General Education Program (GEP) at Saint Joseph’s University. This enables students to integrate their understanding of interdisciplinary content with an understanding of child and adolescent learning.

Students balance theory and practice in teaching related courses. Most education courses provide students with the opportunity to investigate theory and research while participating in field experiences in local schools.

Undergraduate students are admitted to Saint Joseph’s University as Elementary, Middle or Secondary Education majors. Secondary education majors are considered double majors as they must also major in a content area (Art, English, Mathematics, Science, Social Studies or Modern Language). Students are also admitted as double majors in Elementary Education and Special Education. There is a separate admissions process to be admitted to a teacher preparation program which leads to a professional teaching certificate in Pennsylvania.

Under the Pennsylvania School Code and Saint Joseph’s University Policy, students may formally apply to a Teacher Preparation Program after they have completed at least 48 college credits with an acceptable GPA and they must meet the basic skills testing requirements. Students must be admitted to a Teacher Preparation Program in order to take any Professional Core education courses. Acceptable GPA is defined as a GPA that is making forward progress towards a final cumulative GPA required for state certification.
Prior to admission to a Teacher Preparation Program, education majors may only take foundational pre-professional education courses.

**List of Pre-Professional Education Courses:**
- Child Development (EDU 121)
- Schools in Society (EDU 150 or EDU 160)
- Educational Psychology (EDU 151)
- Foundations of Early Childhood Education (EDU 155)
- Child and/or Adolescent Development (EDU 157)
- Assessment and Evaluation in Education (EDU 231)
- Introduction to Reading, Writing and Literacy (EDU 232)
- Literacy, Language, and Culture (EDU 246)
- Literacy in the Content Areas (EDU 247)
- Introduction to Special Education (SPE 160)
- Teaching in Inclusive Environments (SPE 200 or SPE 203)

**List of approved PA Instructional I Teacher Preparation Programs**
- Art Education PK-12
- Grades PK-4
- Citizenship Education 7-12
- English 7-12
- Foreign Language PK-12 (Latin, French, Spanish, German or Italian)
- Grades 4-8 (Concentration in English/Language Arts, Mathematics, Science and/or Social Studies)
- Grades PK-4
- Mathematics 7-12
- Science-Biology 7-12
- Science-Chemistry 7-12
- Science-General Science 7-12
- Science-Physics 7-12
- Social Studies 7-12
- Special Education PK-8 or 7-12

Each of the courses in the different programs explores historical and current theories as well as complex issues relevant to the varied areas of study in education. Courses in professional pedagogy focus on elementary or secondary students in the regular classroom, as well as on students with special education needs. Issues of inclusion and least restrictive environment, the effect of socioeconomic background, the challenge for English language learners, and the impact of gender and race on the learning of students are explored in a variety of course offerings.

Field experiences strike a balance between urban and suburban schools, with their differing situations, needs, problems, and opportunities. The capstone course, Student Teaching, provides students with a semester-long opportunity to relate theory to practice with the support of a cooperating teacher, a University supervisor, and a faculty member who conducts the weekly seminar.

**Program of Studies**

**General Education Program**

Saint Joseph’s University has established a General education program for all undergraduate students: The following courses must be included as GEP courses for education majors:

**GEP Signature Courses (See Curricula):** six courses

**GEP Variable Courses (See Curricula):** six to nine courses

Required courses for the Education majors include

**One Science Course with Lab**

**GEP Overlays (See Curricula)**
- Diversity Intensive: EDU 150, EDU 246
- Writing Intensive: EDU 151
- Ethics Intensive: SPE 160

**GEP Integrative Learning Component:** three courses
- HIS 201 or 202 U.S. History
- MAT 111 or MAT 118
- SPE 160 Introduction to Special Education

**GEP Electives (for PK-4 major only) – six courses**

**Education Programs**

**There are FIVE undergraduate Education Majors**

1. Elementary Education: PK-4
2. Middle Years Education: 4-8
3. Art Education PK-12*
4. Secondary Education:7-12 (includes Foreign Language PK-12)
5. Special Education PK-8 (Information listed below in the Special Education Department section).

*Interdisciplinary major offered by the departments of Teacher Education & Art Department

**Education Programs Of Study**
Elementary Education: PK-4

Learning Goals and Objectives

**Goal 1:** The student will demonstrate an understanding of learner development.

**Objective 1.1:** The student will explain how learning occurs—how learners construct knowledge, acquire skills and develop disciplined thinking processes.

**Objective 1.2:** The student will identify readiness for learning and explain how development in one area may affect performance in others.

**Goal 2:** The student will demonstrate an understanding of learning differences.

**Objective 2.1:** The student will identify and explain reasons for differences in children's learning and performance.

**Objective 2.2:** The student will articulate learner strengths based on their individual experiences, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

**Goal 3:** The student will demonstrate an understanding of the central concepts of PK-4 teaching.

**Objective 3.1:** The student will identify and describe major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to PK-4 teaching.

**Objective 3.2:** The student will identify and describe PK-4 content standards and learning progressions.

**Goal 4:** The student will plan instruction that supports PK-4 student learning.

**Objective 4.1:** The student will plan for instruction based on appropriate curriculum goals and content standards.

**Objective 4.2:** The student will plan instruction that is responsive to the identified strengths and needs of individual learners.

**Goal 5:** The student will demonstrate understanding and effective use of multiple methods of assessment.

**Objective 5.1:** The student will define and interpret types of valid and reliable education assessments (including screening, diagnostic, formative, summative, and authentic) and identify principles of their effective use.

**Objective 5.2:** The student will analyze and interpret assessment data to identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners and their guardian.

**Goal 6:** The student will demonstrate an understanding of educating for social justice.

**Objective 6.1:** The student will describe key elements of interacting positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

**Objective 6.2:** The student will identify and describe practices and policies that reinforce inequalities and that undermine PK-4 student learning, as well as what can be done to challenge such practices in order to create a more just society.

List of Courses

*F* indicates that course includes a field component

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 121</td>
<td>Child Development</td>
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<tr>
<td>EDU 150/150F</td>
<td>Schools in Society (GEP Fr Year Seminar)</td>
</tr>
<tr>
<td>EDU 151/151F</td>
<td>Development, Cognition and Learning (GEP)</td>
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<tr>
<td>EDU 231/231F</td>
<td>Assessment and Evaluation in Education</td>
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<tr>
<td>EDU 155/155F</td>
<td>Foundations of Early Childhood</td>
</tr>
<tr>
<td>EDU 232/232F</td>
<td>Reading Literature I</td>
</tr>
<tr>
<td>EDU 240/240F</td>
<td>Reading Literature II</td>
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List of Courses

<table>
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<tr>
<td>EDU 242/242F</td>
<td>Technology-Enhanced Curriculum &amp; Instruction PK-8</td>
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<tr>
<td>EDU 246/246F</td>
<td>Literacy, Language and Culture</td>
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<tr>
<td>EDU 362/362F</td>
<td>Social Studies Through the Arts: PK-4</td>
</tr>
<tr>
<td>EDU 363/363F</td>
<td>Science Methods PK-4</td>
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<tr>
<td>EDU 365/365F</td>
<td>Math and Technology PK-4</td>
</tr>
<tr>
<td>SPE 160/160F</td>
<td>Introduction to Special Education</td>
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<tr>
<td>SPE 200/200F</td>
<td>Teaching in an Inclusive Environment</td>
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<tr>
<td>SPE 379</td>
<td>Family, School &amp; Community in a Diverse Society</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Student Teaching PK-4</td>
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Middle Years Education: 4-8

Learning Goals and Objectives

**Goal 1:** The student will demonstrate an understanding of young adolescent learner development.

**Objective 1.1:** The student will understand and accurately interpret key concepts, principles, theories, and research about young adolescent development in social context.

**Objective 1.2:** The student will identify the diverse developmental needs and abilities of 4-8 learners and use this information effectively when selecting instructional strategies and making curricular decisions.

**Goal 2:** The student will understand and apply central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter.

**Objective 2.1:** The student will describe and explain the philosophical foundations of middle level education and apply this knowledge in analyzing classroom management and instructional design.

**Goal 3:** The student will understand and use developmentally appropriate instructional strategies.

**Objective 3.1:** The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of middle school students.

**Objective 3.2:** The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

**Goal 4:** The student will demonstrate understanding and effective use of multiple methods of assessment.

**Objective 4.1:** The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

**Objective 4.2:** The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

**Goal 5:** The student will demonstrate an understanding of educating for social justice.

**Objective 5.1:** The student will describe key elements of interacting positively and respectfully with those of different racial, ethnic, language, and socioeconomic backgrounds and sexual orientations.

**Objective 5.2:** The student will identify and describe practices and policies that reinforce inequalities and undermine 4-8 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

List of Courses

*F indicates that course includes a field component*
4-8 Major Additional Content Requirements

Students who complete the 4-8 program can be certified to teach all subjects in grades 5-6. They must choose one or two disciplines and take additional introductory and advanced courses in order to be certified to teach the selected subject(s) in grades 7-8. The following options are available:

Option 1: One concentration and three generalist academic content areas
This option for teacher candidates is to complete a minimum of 30 credit hours in one of the four content areas of mathematics, science, English/language arts and reading or social studies as well as 12 credits in each of the two remaining content areas.

Option 1A  English/Language Arts/Reading
Option 1B  Mathematics
Option 1C  Science
Option 1D  Social Studies

Option 2: Concentration in two content areas
The second option permitted under the Elementary/Middle Level program design requires a concentration in two content areas. Teacher candidates are to complete a minimum of 21 credits in each content area concentration, as well as 12 credits in each of the two remaining content areas.

Option 2A  English/Language Arts/Reading and Science
Option 2B  English/Language Arts/Reading and Mathematics
Option 2C  Science and Mathematics

The specific number of content courses will vary among the disciplines depending on which option the student chooses. Students may select from a wide variety of offerings in each discipline. All GEP content courses and Education literacy courses are applied to the content course requirements.

Art Education PK-12

Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of child and adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about child and adolescent (K-12) development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of K-12 learners and use this information effectively when selecting instructional strategies and making curricular decisions with respect to language learning.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners’ competence in the area of learning a second language.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of art education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of art education.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact
of instruction on student motivation and learning and will adjust teaching accordingly.

**Goal 4:** The student will demonstrate understanding and appropriate use of multiple methods of assessment.

**Objective 4.1:** The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

**Goal 5:** The student will demonstrate an understanding of educating for social justice.

**Objective 5.1:** The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

**Objective 5.2:** The student will identify and describe practices and policies that reinforce inequalities and undermine K-12 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

**List of Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>EDU 151/151F</td>
<td>Development, Cognition and Learning (GEP)</td>
</tr>
<tr>
<td>EDU 232/232F</td>
<td>Reading Literature I</td>
</tr>
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<td>EDU 246/246F</td>
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<td>SPE 160/160F</td>
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</tr>
<tr>
<td>SPE 379</td>
<td>Family, School &amp; Community in a Diverse Society</td>
</tr>
<tr>
<td>EDU 497</td>
<td>Student Teaching 7-12 (equivalent to four courses, 12 credits)</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Introduction to Art History and Appreciation I, or the equivalent*</td>
</tr>
<tr>
<td>ART 102</td>
<td>Introduction to Art History and Appreciation II, or the equivalent*</td>
</tr>
<tr>
<td>ART 121</td>
<td>Introduction to Studio Art, or the equivalent*</td>
</tr>
<tr>
<td>ART 144</td>
<td>Introduction to Ceramics, or the equivalent*</td>
</tr>
<tr>
<td>ART 157</td>
<td>Music History, or the equivalent*</td>
</tr>
<tr>
<td>ART 172</td>
<td>Traditional Photography I, or the equivalent*</td>
</tr>
<tr>
<td>ART 221</td>
<td>Art Education in the Schools</td>
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<tr>
<td>ART xxx</td>
<td>Intermediate Studio Art or the equivalent*</td>
</tr>
<tr>
<td>ART 495</td>
<td>Senior Project I</td>
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<tr>
<td>ART 496</td>
<td>Senior Project II</td>
</tr>
</tbody>
</table>

* "equivalents" to be determined with signed recommendation of the academic advisor

**Secondary Education: 7-12**

**Learning Goals and Objectives**

**Goal 1:** The student will demonstrate an understanding of adolescent learner development.

**Objective 1.1:** The student will understand and accurately interpret key concepts, principles, theories, and research about adolescent development in social context.

**Objective 1.2:** The student will identify the diverse developmental needs and abilities of adolescent learners and use this information effectively when selecting instructional strategies and making curricular decisions.

**Goal 2:** The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in a specific subject matter area.

**Objective 2.1:** The student will describe and explain the philosophical and historical foundations of comprehensive high school education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

**Goal 3:** The student will understand and use developmentally appropriate instructional strategies.

**Objective 3.1:** The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of the subject matter.

**Objective 3.2:** The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.
Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine high school student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

List of Courses

*EDU 410/410F Instructional Tech for English/Field Experience
EDU 412/412F Instructional Tech for Social Studies/Field Experience
*EDU 414/414F Instructional Tech for Foreign Language/Field Experience
EDU 416/416F Instructional Tech for Mathematics/Field Experience
EDU 418/418F Instructional Tech for Science/Field Experience
EDU 497 Student Teaching 7-12 (12 credits)

*English and foreign language majors are required to take one linguistics course: LIN 101, LIN 317, or EDU 420

Foreign Language Education: PK-12

Learning Goals and Objectives

Subject Areas: French, German, Italian, Latin, and Spanish.

Goal 1: The student will demonstrate an understanding of child and adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about child and adolescent (K-12) development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of K-12 learners and use this information effectively when selecting instructional strategies and making curricular decisions with respect to language learning.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in the area of learning a second language.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of foreign language education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

List of Courses

F indicates that course includes a field component

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<tr>
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<td>EDU 150/150F</td>
<td>Schools in Society (GEP Fr Year Seminar)</td>
</tr>
<tr>
<td>EDU 157/157F</td>
<td>Adolescent Development</td>
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<td>EDU 246/246F</td>
<td>Literacy, Language and Culture</td>
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<td>EDU 247/247F</td>
<td>Literacy in the Content Areas</td>
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<tr>
<td>SPE 160/160F</td>
<td>Introduction to Special Education</td>
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<tr>
<td>SPE 203/203F</td>
<td>Teaching Adolescents in an Inclusive Environment</td>
</tr>
<tr>
<td>SPE 310/310F</td>
<td>Assessment: Identification &amp; Progress Monitoring (Secondary)</td>
</tr>
</tbody>
</table>

Select one of the appropriate techniques course for area:
Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of learning a foreign language.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine high school student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

List of Courses
See Secondary Education List of Courses

5. Special Education: PK-8
(Special Education PK-8 must be a double major with Elementary PK-4)

SEE SPECIAL EDUCATION DEPARTMENT SECTION

Certification
All inquiries regarding certification should be directed to the Office of Certification, Accreditation and Partnerships. Director: Joseph K. Cifelli, Ed.D., 610-660-3482, jcifelli@sju.edu

Available certifications Teacher Education Level
1 PA Certification

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<th>Code</th>
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<tbody>
<tr>
<td>1405</td>
<td>Art Education K-12</td>
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<td>8825</td>
<td>Citizenship Education 7-12</td>
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<tr>
<td>3230</td>
<td>English 7-12</td>
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<tr>
<td>2825</td>
<td>Grades PK-4</td>
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<tr>
<td>3100</td>
<td>Grades 4-8 (with 1 or 2 subject area concentrations)</td>
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<tr>
<td>6800</td>
<td>Mathematics 7-12</td>
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<td>7650</td>
<td>Reading Specialist K-12</td>
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<td>Social Studies 7-12</td>
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<td>4410</td>
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<td>Special Education PK-8</td>
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<td>9227</td>
<td>Special Education 7-12</td>
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Teacher Certification Program: Admission and Retention
In addition to fulfilling the university degree requirements, education majors must meet Saint Joseph’s University and the Pennsylvania Department of Education requirements to be formally admitted to and retained in a teacher certification program.

Applying to the SJU Teacher Certification Program
All Education and/or Special Education majors must apply to the SJU Teacher Certification Program to be eligible for PA Teacher Certification upon completion of their degree. The application process and admission requirements are explained below.

The application process for admission into the SJU Teacher Certification Program begins in October of the candidate’s sophomore year when meeting with his/her advisor about registration. The advisor will provide the student information regarding the application process. The candidate must complete the application and requirements for admission by January 31st of his/her sophomore year. **Students will not receive their registration PIN for the**
following semester if this application has not been completed and submitted to their advisor.

Completed applications for admission into the SJU Teacher Certification Program will be reviewed by the Education Transition committee and submitted to the Teacher Education and Special Education Department Chairs, as appropriate. Students will be notified in regards to the acceptance decision.

Admission Requirements for the SJU Teacher Certification Program

- Must have completed a minimum of 45 credits by end of Fall semester sophomore year
- Must have completed ENG 101 and ENG 102
- Must have completed 6 mathematics credits
- Must have B- average (2.7) or better in all major courses taken: EDU 150, EDU 151*, EDU 231*, EDU 246 & SPE 160. * Note that EDU 151 and EDU 231 are not applicable for Secondary Education Majors.
- Must have P in accompanying field experiences to the above Education/Special Education courses
- Must have an acceptable GPA. Acceptable GPA is defined as a GPA that is making forward progress towards a final cumulative GPA required for state certification.
- Must meet Basic Skills Testing Requirements in at least one of the following assessments:
  - Qualifying PAPA scores
  - Qualifying SAT scores
  - Qualifying ACT scores
  - Qualifying ETS Core scores

Professional Testing Requirements

Current information on testing requirements in Pennsylvania may be located at:


NOTE: Candidates must request that all test scores are sent directly from the testing company to the PA Department of Education. This is free at the time of registration. Fees will be charged to have score reports sent after a test has been taken. PDE will only accept scores that have been received directly from the testing company. Neither the candidate nor Saint Joseph’s University may upload scores into a certification application.

Five-Year Combined B.S./M.S. in Biology, Chemistry, Physics, General Science, and Mathematics

This program allows a student to complete in five years the requirements for both the B.S. in one of the sciences or mathematics and the M.S. in Education with certification to teach at the secondary level. Interested students should consult the description of the program provided in the curriculum section of this catalog that deals with the content field in which they wish to major.

Education Studies Minor

A minor in Educational Studies is available for undergraduates who are interested in building a foundation in education without pursuing PDE certification. Six courses are required for the minor:

Required Core (complete ALL THREE):

- EDU 150/150F  Schools in Society
- EDU 246/246F  Literacy, Language and Culture
- SPE 160/160F  Introduction to Special Education

One Developmental Course (select ONE):

- EDU 151/151F  Learning, Cognition, and Development
- EDU 121  Child Development
- EDU 157/157F  Adolescent Psychology

Any Two Additional Courses:

- EDU 155/155F  Foundations of Early Childhood Education
- EDU 231  Educational Assessment
- EDU 232/232F  Reading / Literature I
- EDU 247  Literacy in the Content Areas
- SPE 200/200F  Teaching in an Inclusive Environment
- SPE 203/203F  Teaching Adolescents in an Inclusive Environment

Substitutions may be made only with the advance approval of the Chair of the Teacher Education Department.

Special Education - Program Overview

Saint Joseph’s University Department of Special Education centers its philosophical and practical
mission on attaining social justice and democracy through the education of reflective, activist-oriented teacher candidates and practicing teachers. Faculty members are committed to a disposition of academic rigor and professional integrity across our undergraduate, post-baccalaureate, and graduate programs. This commitment is informed by the ideals of fairness, equity, and individuality. We strive to challenge routine societal structures and mindsets in order to promote vibrant learning environments among faculty and students that focus on character education, reflective inquiry-based teaching, and cultural/individual fairness and diversity. Central to our mission, is the delivery of a quality teacher preparation program that encourages future educators to adopt pedagogical practices that recognize the inherent strengths that all children bring to school.

The Special Education Department is focused on helping teachers respect the knowledge traditions of students from non-dominant cultural communities as these students have been historically excluded from educational curricula. Such practices provide a framework that incorporates all aspects of learning, cognitive, linguistic, social-emotional, and cultural variables. This includes recognizing students’ “funds of knowledge” and the diversity of cultural capital that exists in all homes and communities. Department faculty strive to support future teachers’ adoption of practices that celebrate the unique personality traits, talents and learning differences of individual learners. This will prepare future teachers to help their students become resilient to unwanted peer pressure and bullying, and who actively challenge these and other negative influences.

Consistent with the mission of Saint Joseph’s University, we strive to create teachers who are broadly educated in the liberal arts and who consistently enhance their knowledge of various content areas to inform instruction. We embrace the goal of interdisciplinary teaching that requires teachers to make visible the connections between content areas. Future teachers must also be prepared for the technologies of the 21st Century. We are committed to providing students with the technological capacity that will help them teach in ways that enhance student knowledge and engagement.

The Department of Special Education is committed to creating teacher researchers who systematically study aspects of learning and teaching within their schools in order to inform their own instructional practice and contribute to the theoretical and practical knowledge base in education. The notion of teacher-as-researcher is central to building relationships between theory and practice. We also strive to create teacher activists who assume leadership positions within their schools and are committed to challenging practices and policies that undermine students’ achievement.

Consistent with the Magis it is our hope that our teacher candidates will strive to continue to grow throughout their experiences in and beyond the classroom and embrace the true meaning of Cura Personalis: To improve oneself in order to better serve others.

BS in Education with Special Education PK-8 Certification

Learning Goals and Objectives

Goal 1: Students will demonstrate knowledge of PK-8 learner development and curricular content

Objective 1.1: The student will be able to identify individual differences and to respond to the needs of individuals with exceptionalities.

Objective 1.2: The student will be able to use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

Goal 2: Students will demonstrate the ability to create positive PK-8 learning environments

Objective 2.1: The student will demonstrate the ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

Objective 2.2: The student will demonstrate an understanding of ways to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

Goal 3: Students will demonstrate the use of assessment for diagnosis and progress monitoring
Objective 3.1: The student will be able to select and use technically sound formal and informal assessments that minimize bias.

Objective 3.2: The student will assess performance and provide feedback.

Goal 4: Students will demonstrate knowledge of research-based instructional planning and strategies

Objective 4.1: The student will be able to identify an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

Objective 4.2: The student will be able to use strategies and technology to enhance language development and communication skills of individuals with exceptionalities.

Goal 5: Students will demonstrate knowledge of professional ethical practice

Objective 5.1: The student will demonstrate an understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Objective 5.2: The student will demonstrated the ability to develop a variety of education and transition plans for individual with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.

Double Major: PK-4 and Special Education PK-8

List of Courses

"F" courses are those that have field assignments

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COURSE DESCRIPTIONS

Department of Teacher Education

EDU 121 Child Development

This course examines the physical, intellectual, emotional, and social development of the child from birth through the childhood years (0-12), including the study of how children learn and acquire knowledge. Special attention will be given to leading theories of development and their implications in the early childhood and elementary classrooms as well as critiques of these theories.

EDU 150 / 150F Schools in Society (3 credits)

The course studies American education structurally. The origins, evolution, and realities of contemporary public and private schools are examined through critical readings. Visits to elementary classrooms in multicultural settings provide a strong link to the teacher’s world and the course content. Satisfies Freshman Seminar GEP requirement.

EDU 151/151F Development, Cognition and Learning (3 credits)

This course provides students with the opportunity to apply theories of human development to teaching practices. Special attention is directed
towards intrinsic and extrinsic motivation, social dynamics in the classroom, tests and measurements, and various instruction models. Enrollment in Field Experience is required with this course. **Satisfies a Social/Behavioral Science GEP requirement.**

**EDU 155/155F Foundations of Early Childhood Education (3 credits)**
This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs. **Prerequisites:** EDU 150, EDU 151.

**EDU 157/157F Adolescent Development (3 credits)**
The course addresses the dynamic complexities of adolescent development, through discussion of classic and emerging theories. The text readings and class assignments make use of research-based, real-world, and cross-cultural examples. The primary aim of the course is to foster the students ability to recognize and apply the connections among developmental domains and of theory and research with application as applied to the ever changing field of human development. The course takes a longer age range approach to adolescence by expanding coverage into the early twenties and giving attention to changes and continuities in development that take place during this period of "emerging adulthood."

**EDU 160/160F Schools in Society (3 credits)**
See description for EDU 150. Appropriate for students who did not take EDU 150 in their freshman year. **Equivalent to EDU 150/150F; HOWEVER, does not satisfy the First Year Seminar GEP requirement.**

**EDU 221 (ART 221) Art Education in the Schools (4 credits)**
Certain qualified students will be invited to take part in a supervised practicum, teaching at a local grammar school. In this course there will be lectures in methods of teaching, followed by an eight-week intensive experience of working with a partner, team-teaching a group of fifteen primary school students. While this is being done, the students will keep a weekly diary from which they will construct a ten-page term paper on the meaning of the experience.

**EDU 231/231F Assessment and Evaluation in Education (3 credits)**
Assessment and Evaluation in Education is designed to provide education majors with an in-depth understanding of the different types of assessment strategies, and how to use multiple assessment data for a wide range of educational decisions. Content coverage will include an overview of assessment models using authentic, diagnostic, dynamic, formative, and summative assessment techniques. In addition, course topic will include an examination of technical qualities of assessment tools, different types of educational decisions, current assessment legislation and regulation, and test modifications/accommodation.

**EDU 232 / 232F Reading/Literature I (3 credits)**
This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of Basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas. **Prerequisite:** EDU 151.

**EDU 240 / EDU 240F Reading/Literature II (3 credits)**
The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction,
poetry, picture books, and fantasy selections. Included in this course is an investigation of multicultural literature and the writing process. 

**EDU 241 Social and Motor Development (3 credits)**

This course examines the role of cognitive and psychomotor influences on young children's social development. Topics studied include: purposes of play and play behavior; motor development and the goals of physical development programs; and behavioral structures that promote prosocial competencies. Special attention will also be directed towards the use of art, music, and movement as central tools to support learning and development.

**EDU 246/246F Literacy, Language and Culture (3 credits)**

This course introduces education majors to key theories, issues, and practices related to promoting the language and literacy development of culturally and linguistically diverse students (Pre-K - 8), with a special focus on English language learners (ELLs). Candidates will learn how to use the PA Language proficiency standards and PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, videos, library and online.

**EDU 247/247F Literacy in the Content Areas (3 credits)**

Teaching and using of reading skills in various content fields in middle and secondary schools; problems in reading textbooks, special needs in different curriculum areas, general and specific reading skills, study methods, critical reading, and adjustment to individual differences. Special focus on the use of audiovisual materials in the classroom is a core element of the course. 

**EDU 357 Education and the Jesuit Mission in Latin America (3 credits)**

This course takes students into the reality of schools in Latin American where poverty, ethnic marginalization and political disenfranchisement define the lives of most communities. The course focuses on the Jesuit ethic in Latin America and highlights the tradition of the theology of liberation which understands the school as a forum for advocacy, social empowerment, and personal spirituality.

**EDU 362/362F Social Studies through the Arts PK-4 (3 credits)**

The purpose of this course is to connect theory and practice in the teaching of elementary school social studies through the visual and performing arts. Strategies for planning, implementing, and evaluating social studies instruction are designed with a focus on preparing children to be critical thinkers and young citizens in a global, technological and culturally diverse world. 

**EDU 363/363F Science Methods PK-4 (3 credits)**

This course is designed to provide students with the opportunity to investigate teaching modalities relevant to elementary school science. Emphasis is placed upon the philosophy, curriculum planning and organization, skill development, instrumental methodology, and classroom resources for the natural sciences. 

**EDU 365/365F Mathematics and Technology PK-4 (3 credits)**

This course provides an overview of the development of mathematics as a part of the elementary school curriculum. Emphasis will be placed upon current research and the development of techniques useful in the presentation of mathematical concepts. Included in this course is a thorough investigation into the Standards and of the National Council of Teachers of Mathematics and examination of gender bias in the mathematics classroom.

**EDU 410/410F Instructional Techniques for English (3 credits)**

A course designed to introduce pre-service and in-service secondary school teachers of English to instructional processes, strategies, materials, assessment practices and classroom management theory that will be of practical value in the classroom. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Emphasis is on lesson planning that utilizes questioning and discovery strategies, inductive and deductive teaching skills, process writing procedures and traditional grammar, plus oral English skills as demonstrated on a video-taped mini lesson. 

**EDU 412/412F Instructional Techniques for Social Studies (3 credits)**
This course introduces pre-service and in-service secondary schools and classroom management techniques that will be of practical value in the classroom. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Investigations involve studies of the integration of social, economic, and political impact upon groups. Instruction is designed to explore the structure of the discipline with a focus on preparing students to be critical thinkers and citizens in a global, technological and culturally diverse world. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Prerequisites: EDU 150, EDU 157, and SPE 160

EDU 414/414F Instructional Techniques for Foreign Languages (3 credits)
This Course introduces the student or teacher to the substance and strategies of proficiency-oriented second-language instruction(K-12). Students will be placed in a K-12 classroom where they will study issues related to teaching pedagogy. The course will enable the student to compose a working definition of proficiency, and explore possible approaches (instructional techniques) for attaining the goals indicated by this definition. Attention is also given to selected topics in both first and second language acquisition theory and practice. An introduction to general linguistics is helpful but not required. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.
Prerequisites: EDU 150, EDU 157, and SPE 160

EDU 416/416F Instructional Techniques for Mathematics (3 credits)
This course is intended to assist students in the development of their individual approaches to instructional styles and strategies. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Emphasis will be placed upon the current research and the development of techniques useful in the presentation of mathematical concepts at the secondary level. Included in this course is a thorough investigation of the National Council of Teachers of Mathematics’ Standards and examination of Gender Bias in the mathematics classroom.
Prerequisites: EDU 150, EDU 157, and SPE 160.

EDU 418/418F Instructional Techniques for Science (3 credits)

This course is intended to assist students in the development of their individual instructional styles and strategies. Well-conceived and effective curriculum and instruction are based upon both an understanding of the adolescent and the nature of science. Instructional techniques ranging from lecture and demonstrations to laboratory and computer simulations will be modeled and analyzed. Issues in classroom management and safety, among other topics, will be explored. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. All of these courses in instructional methodology include discussion of and practice in instructional management, student motivation, the implications of learning theory for classrooms, the identification of instructional resources, and procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.
Prerequisites: EDU 150, EDU 157, and SPE 160.

EDU 422/422F Instructional Techniques and History of Art Education (3 credits)
This course is designed to introduce pre-service teachers of Art to instructional processes, teaching strategies, materials, lesson planning, assessment practices, and classroom management theory that will be of practical value in the classroom. Students will be placed in a K-12 art classroom where they will study issues related to teaching pedagogy.

EDU 424 English Linguistics (3 credits)
This course is an introduction to linguistics through the lens of educational research. First, we will overview the broad field of linguistics. Then, we will focus on an analysis of recent research in discourse analysis and explore particular contexts of discourse such as legal fields, family interactions, the workplace, and the classroom. Special attention will be given to language classroom discourse. We will focus on substantive issues addressed by the research and theoretical frameworks used to structure the inquiry.

EDU 469 Perspectives of Women in Education (3 credits)
This course is designed to provide teachers and teacher candidates with an overview of the issues, including women’s perspective, in considering the role of gender in educational settings. Specifically, the course will provide an historical perspective of women’s role in education, a feminist view of education and the necessity for integrating
EDU 471 Writing in the Classroom (3 credits)
A practical course in the teaching of writing across the curriculum. Practice in personal, creative, and expository writing. Methods of teaching writing and steps in the writing process (pre-writing, drafting, revising, editing, publishing) are emphasized in the course.

EDU 479 Independent Study (3 credits)
This course is designed to accommodate those students who have an interest in a research- or internship-worthy topic that can be examined on an independent basis. The student will work closely with a professor on an education-related topic that will require the identification of that topic, a literature review, appropriate methodology/field experience, and analysis.

EDU 486 Literature for Adolescents (3 credits)
An exploration of fiction, poetry, and biography likely to appeal to students in grades seven through twelve. Major points of focus will include identification of themes which reflect developmental concerns, delineation of parallels between contemporary literature for young adults and selected classics, evaluation of standards for selecting and strategies for using bibliographical resources.

EDU 495 PK-4 Student Teaching (12 credits)
This experience is designed as the capstone professional course for the PK-4 education major; it is to be the final course taken in the major sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, the student attends a seminar once each week in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, the use of technology, using reading, language, and literacy skills in all classrooms, the identification of instructional resources, and the assessment of student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the Office of Student Teaching according to the application deadlines established by the Department. These deadlines are more than one semester in advance of student teaching. See Education Department home page at for on-line application and guidelines.

EDU 496 Student Teaching 4-8 (12 credits)
This experience is designed as the capstone professional course for the 4-8 Certification program; it is to be the final course taken in the educational coursework sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, each week students attend a seminar in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student will have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, using technology in the classroom, identifying instructional resources, and assessing student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the Office of Student Teaching according to the application deadlines established by the Department. These deadlines are more than one semester in advance of student teaching. See Education Department home page at for on-line application and guidelines.

EDU 497 Student Teaching 7-12 (12 credits)
This experience is designed as the capstone professional course for the Secondary Education Certification program; it is to be the final course taken in the educational coursework sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, each week students attend a seminar in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student will have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, using technology in the classroom, identifying instructional resources, and assessing student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the Office of Student Teaching according to the application deadlines established by the Department. These deadlines are more than one semester in advance of student teaching. See
Education Department home page at for on-line application and guidelines.
http://www.sju.edu/academics/education

**SPE 160/160F Introduction to Special Education (3 credits)**
This introductory course is designed to provide teachers in-training with an understanding of the child with a disability in various instructional settings. Students will be provided with an overview of Special Education with emphasis on historical and emerging perspectives. Topics to be examined will include types and natures of exceptionalities; legal and ethical responsibilities of teachers; least restrictive environment; various instructional settings; the inclusion of exceptional children in regular education; services and programs for the exceptional child.

*This course is a prerequisite for all other Special Education courses.*

**SPE 200/200F Teaching in Inclusive Environments (3 credits)**
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress.

This course of study will focus on the unique needs of students as well as the development of proactive approaches to classroom and school environments. This will enable teachers to increase the amount of academic learning time in which to address the needs of all students in inclusive classrooms and to increase achievement. In addition, the course study will include a focus on understanding how behaviors are influenced by pedagogical practices.

**SPE203/203F Teaching Adolescents in Inclusive Environments**
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, practices; organizes the environment, including school-wide, class-wide, and individual supports; measures and reports progress.

In addition, course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. While general education curriculum is appropriate for the majority of students with disabilities, secondary learners who are at-risk for academic and behavioral failure, including those with disabilities, have specific learning and behavioral characteristics that can undermine progress through general education curriculum. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring...
information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. Furthermore, course study will focus on the unique psychosocial problems of adolescents, social and interpersonal skill training priorities of young adults, classroom management and motivational strategies for adolescents, and validated learning strategies for adolescents and young adults.

**SPE 310/310F Assessment: Identification and Progress Monitoring (Secondary)**

**SPE 319/319F Assessment: Identification and Progress Monitoring (3 credits)**

This course will provide an in-depth presentation of the complex issue of assessment in early care and education. The content of this course will provide students with an in-depth review of informal evaluation procedures and classroom-based data collection strategies for young children in inclusive early care and education settings. Focus will include academic, affective, work-study skill, adaptive functioning, fine motor, and environmental measures. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques and include an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting with a focus on procedural considerations in the assessment of development and learning in the early childhood years. Related foci for discussion will also include the challenges in both assessing young children and using assessment data to design meaningful, developmentally appropriate activities for children and their families.

Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania's Standards Aligned System. By using [http://www.pdesas.org](http://www.pdesas.org), candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

**SPE329 Educating Students with High Incidence Disabilities (3 credits)**

This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning and programmatic organization of instruction for children with learning problems. Content will cover curriculum design, development of programs of differential instruction involving evidence-based interventions that meet students’ needs based on formative assessment, developmental and educational information; integrated learning experiences; specialized adaptations and resources; practices and procedures validated for specific characteristics of learners and settings; prevention and intervention strategies from multiple theoretical approaches for individuals at-risk for academic or behavioral failure; systematic implementation of instructional variables; and systems management necessary for effective instruction of children with disabilities. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements, and concepts and teaching practices related to the development and implementation of effective instructional programs for students with high incidence disabilities.

Candidates will develop effective, evidence-based instructional strategies for all levels of support (PK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania’s Standards Aligned Systems ([http://www.pdesas.org](http://www.pdesas.org)). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student’s education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.
SPE339/339F Educating Students with Low Incidence Disabilities (3 credits)
This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curricula. Characteristics are addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in the areas of instruction, assistive learning, and language-communication. This includes research validated instructional strategies, adaptive and assistive technologies including augmentative communication systems, and communication and social interaction alternatives for non-speaking individuals. In addition, the course reviews behaviorally-based educational models for students with autism and other moderate and severe disabilities, and presents methods aimed at enhancing functional skill development in major life domains, with emphasis on community-based training and self-determination.

Candidates will develop effective, evidence-based instructional strategies for all levels of support (PK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania's Standards Aligned Systems (http://www.pdesas.org). Candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student's education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.

SPE 349/349F Literacy Intervention Strategies (3 credits)
This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading to students with disabilities, including exceptional children in regular classroom, with emphasis on applying findings from research in reading to classroom practices, including children who are linguistically and culturally diverse. Content will include diagnostic-prescriptive techniques for remediation of reading and written language and associated learning disabilities.

Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania's Standards Aligned System. By using http://www.pdesas.org, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

SPE 359/359F Math and Content Area Intervention Strategies (3 credits)
This course is an intensive and comprehensive study of research practices for the instruction of Mathematics, Science, and Social Studies for students with high incidence disabilities. Content will cover diagnostic planning, curriculum design, progress monitoring, and the development of student-specific programs involving evidence-based interventions. This course centers around the Response to Intervention model and most of the strategies discussed are based on the research which supports multi-sensory instruction, integrated learning experiences, and the multiple intelligences. Focus will also be given to the development of appropriate goals and the implementation of research-based curriculum, concepts, and instructional strategies which are most effective for students with high incidence disabilities.

Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania’s Standards Aligned System. By using , candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.
SPE 369/369F Educating Students with Emotional, Social and Behavioral Disabilities (3 credits)
This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of disciplines and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior and record keeping.

Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania’s Standards Aligned System. By using http://www.pdesas.org, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

SPE 379/379F Family, School, and Community in a Diverse Society (3 credits)
This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children’s educational needs and social-emotional development and the network of community services and resources to individuals, families and groups affected by social, environmental, health and related problems.

Candidates will develop effective, evidence-based instructional strategies for all levels of support (PK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania’s Standards Aligned Systems (http://www.pdesas.org). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student’s education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.

SPE 495 Special Education Student Teaching (6 credits)
This experience is designed as the capstone professional course in the Special Education program. It is to be the final course taken in the Special Education sequence. The student teaching experience approximates a full-time working experience for the fourteen week semester. It includes a supervised teaching experience in the field, as well as a seminar class each week in which issues related to student teaching are studied. Evaluations will be conducted by the seminar instructor, the cooperating teacher, and a university supervisor.

Candidates will develop effective, evidence-based instructional strategies for all levels of support (PK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania’s Standards Aligned Systems (http://www.pdesas.org). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student’s education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting
formal and informal career and vocational assessment approaches.

**Education Mission**
Saint Joseph’s University Education Unit comprised of the Departments of Teacher Education, Special Education, and Educational Leadership, is dedicated to preparing exemplary teachers, educational leaders, and educational researchers. The Unit seeks to promote a vibrant intellectual community, recognized for preparing reflective teacher educators and leaders committed to social justice and democratic principles; acknowledged for quality undergraduate and graduate teaching, research, and scholarly contributions that enhance educational theory and practice in teacher education, educational leadership, special education, and related disciplines; known for leadership and other educational opportunities; and established as contributing outstanding professional service and outreach.