Education Unit

Graduate Arts and Sciences

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

Degrees and Certificates

Graduate students may elect to pursue a Masters or Doctorate degree in Education only; a professional Instructional I, Administrative I, Supervisory I, Program Specialist Certificate, or Letter of Eligibility (Superintendent) only; or a both degree and one or more certificates. Degrees are governed and conferred by Saint Joseph’s University per the policies and procedures contained in this catalog. Professional Certificates are issued by the Pennsylvania Department of Education and are subject to legislative and regulatory changes. Students are responsible to meet the state requirements in place at the time of their application for a given certificate. Pennsylvania is a member of NASDTEC (National Association of State Directors of Teacher Education and Certification). The NASDTEC Interstate Agreement facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the agreement. As agreements vary from state to state and regulations are subject to change, Saint Joseph’s University cannot guarantee the reciprocity of a given certificate outside of Pennsylvania.

The Education Departments offer Master’s degree programs designed to meet the interests and needs of pre-service and in-service PK-12 educators.

The following programs are available in certification areas approved by the Pennsylvania State Department of Education: secondary school (grades 7-12) areas of General Science, Biology, Chemistry, Physics, Mathematics, Citizenship Education, English, German (PK-12), Italian (PK-12), Latin (PK-12), French (PK-12), and Spanish (PK-12). Initial certification programs are also available in Early Childhood Education (PK-4) and Elementary/Middle (4-8). Initial certification in Special Education as an additional certification is available at the post baccalaureate level for only those students who already hold a teaching certification at either the early childhood, elementary, or secondary levels. The certifications for those applying for Special Education certification are PK-8, 7-12, and Hearing Impaired PK-12.

The Departments also have programs leading to certification in the areas of curriculum supervision and principal certification at the elementary and secondary levels, as well as Instructional Technology Specialist and Superintendent’s Letter of Eligibility. Specialization programs are also available in other areas of professional education. Professional programs lead to certification in the Commonwealth of Pennsylvania, and students interested in out-of-state licensing are encouraged to seek the advice of the Department of Education of the state to which they are applying for certification.

The teacher education, special education, and educational leadership certification programs seek to increase students' awareness of the function of schools in a contemporary, pluralist society, as well as to develop the concept of teaching as a career of vital service. The programs are intended to develop and refine competencies in prospective teachers so that they will be able to meet the demands of teaching in a variety of school environments, public and private, urban and suburban. Each of the courses in the programs, in its own way, explores historical and current theories, as well as problematic issues relevant to the varied areas of study in education. Each course in professional pedagogy focuses on students in the regular classroom, as well as on students with exceptional educational needs. Issues of the least restrictive environment, the effect of socioeconomic background, and the impact of gender, race, and class on the learning of students are explored in a variety of course offerings. Complementary field experiences/observations are included as part of appropriate courses, which strike a balance between urban and suburban schools, with their differing situations, needs, problems and opportunities.

The Departments also offer certification programs in education that do not lead towards the Master’s degree. Students interested in any of the certification areas listed above, but not interested in a formal advanced degree, should consider the Post-Baccalaureate Certification Program described below. Admission to this program is based on the standards for admission to the Master’s degree programs listed in this Catalog.

Scheduling is tailored to part-time students. Courses are offered in the late afternoon and evening, and selected courses are available during summer sessions. Students are required to speak
with their advisors on a continuing basis so that they might plan their sequence of courses with care.

The Education Unit currently offers certification programs that can be completed online (with on-location field experiences): Secondary Education (OATCERT), Special Education (PK-8, 7-12), Education of the Deaf and Hard of Hearing (PK-12), and Instructional Technology Specialist.

A Curriculum Center is maintained in Drexel Library for the use of all interested students. Instructional materials representing a wide variety of grade levels and subject areas are available for student use. Microcomputers and appropriate software for courses taught within the Department are available in the Barbelin computer lab and in the Drexel Library. A number of courses in the Instructional Technology Studies (ITS) program demonstrate and encourage the use of technology in the teaching/learning process.

**Admission Requirements and Procedures**

Applicants should submit or have sent to the Office of Graduate Operations the following:

- A completed Saint Joseph’s University graduate application.
- Official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate, the Office of Graduate Operations will obtain your SJU transcripts for you.
- A current resume
- Two letters of recommendation (at least one from a college professor) appraising the candidate’s promise and capacity for graduate study, reflecting, from a professional’s point of view, the candidate’s ability to pursue a rigorous, independent course of study at the graduate level.
- A personal statement outlining the candidate’s professional goals and educational objectives for the program, including the applicant’s rationale for program choice and professional study.
- $35 application fee – waived if applicant attended an Open House or applicant is an SJU graduate.
- Students applying for supervisory or principal certification should be aware of the specific application requirements for these programs stated in the Educational Leadership Program section.
- Students must have achieved a 3.0 Grade Point Average (GPA) in their undergraduate work for full admission. Candidates with a GPA below 3.0 may be considered for a provisional acceptance.
- First certification applicants must also have taken two English courses and two math courses in their previous coursework in higher education.
- For PK-4 (ECE) certification applicants, a U.S. History course, a general history course, a social science course, and a natural science course are additional requirements.
- K-12, 4-8 and 7-12 teacher candidates must meet all content prerequisites prescribed by their certification area.

Admission to all programs is done on a rolling basis. Students are responsible for verifying that the Graduate Operations Office has received all materials required for application. Students who are not fully accepted into the master’s or post-baccalaureate programs may register for courses on a non-matriculated basis during their first semester of coursework; however, they must meet with their program advisor prior to such registration.

Financial aid is available to graduate students in the form of student loans. A limited number of graduate assistantships are also available. Applications for these positions are accepted each spring for the coming academic year. For more information, contact the departmental administrative assistant at 610-660-1583.

**Course Load**

All courses must be completed at the 500 level or above. A full-time course load is three courses (9 credits) per term for fall and spring semesters and four courses (12 credits) for the summer term. Working professionals generally do not register for more than two courses (6 credits) for the fall and spring terms, and they may not register for more than two courses (6 credits) for each summer term. The Director of Graduate Education must approve any exceptions to this policy. Students requesting full time status should submit a letter in writing to the Director of Graduate Education stating that they are working less than 20 hours per week during the semester(s) for which full-time status is being requested.

All certification programs meet the General and Specific Standards of the Bureau of Teacher
Preparation and Certification of the Department of Education in the Commonwealth of Pennsylvania. Candidates are required to meet certification standards in force at the time of their application for certification. Those students taking a leave of absence for more than one semester may be required to meet new certification standards should the Pennsylvania Department of Education adopt new standards during the interim.

Criteria for certification are demonstrated by professional behavior in the classroom and in field placements. Students who do not meet the high standards of professionalism established by the Department will not be recommended for certification to the Pennsylvania Department of Education.

The contact information for Graduate Admissions is as follows:
Graduate Operations Office Saint Joseph’s University, 5600 City Avenue, Philadelphia, PA 19131. Telephone: 610.660.1101. Fax: 610.660.1224 http://www.sju.edu/admissions/graduate/

Domestic students (U.S. Citizens, Permanent Residents, Refugees & Asylees) must complete and submit the Application Form, along with all credentials, application documents, and the required $35 USD application fee directly to the Graduate Operations Office. For applications submitted as a result of attendance at an Open House information session, the application fee is waived.

Applicants for admission must possess a Bachelor’s degree from a regionally accredited institution and must provide evidence of their ability and preparedness necessary for the satisfactory completion of graduate work. Specific requirements differ among the programs, and students are advised to consult the appropriate program requirements listed in each program section.

Domestic students who have received degrees from outside the U.S. should visit the International Students section of the Graduate Arts & Sciences webpage for information on required documentation: http://www.sju.edu/information/international-students/graduate-arts-sciences-international-students

All documents submitted in support of an application will become the property of the University and are not returnable.

Terms of Acceptance
An applicant is afforded full acceptance when all admission criteria have been met and all required application materials have been submitted.

“Provisional acceptance” is provided if an application is complete, but academic credentials have not been satisfied. In this case an applicant is allowed to register for 9-12 credits. A student who is provisionally accepted must achieve grades of B or higher in their initial 3-4 graduate courses in order to be fully accepted into the master’s program and to continue taking courses. A registration hold is activated if a student’s admission status is not updated to full admission (via the Registrar’s office) after taking his or her first 9-12 credits (3-4 courses).

Applicants whose application package is incomplete may receive “conditional acceptance,” and permitted to register for up to 6 credits in the first semester. Typically, at least an application form and unofficial transcript have been received. A registration hold is activated after the initial semester if the file is not complete and admission status is not updated to full admission (via the Registrar’s office).

Applications that do not meet at least provisional academic requirements are generally not accepted.

Transfer of Courses
Applicants who have taken graduate courses elsewhere may request transfer of not more than six graduate credits in Arts and Sciences programs. Such requests must be filed at the time of application for admission. Only those courses which are judged to meet program requirements and in which a student has received a grade of B or higher will be accepted. In no instance will courses taken more than five years ago be accepted for transfer credit. Continuing Education units are not accepted for transfer credit. However, (American Council on Education) ACE approved courses are eligible for transfer.

Certification Requirements
Students seeking certification in a secondary subject area (7-12) must provide evidence of an undergraduate major in their specialty area or obtain approval from the Director of Graduate
Education to complete appropriate additional coursework. Early advising in the program is necessary. Students seeking certification in PK-4, 4-8, 7-12, special education or reading specialists should discuss their plans of study with an advisor at the time of admission. No student with a cumulative graduate GPA of less than 3.0 upon completion of the program will be certified in any area. In addition, candidates for secondary certification are expected to have a minimum GPA of 3.0 in their subject matter area; those who do not may be required to take additional coursework in the pertinent content area or to complete necessary Praxis II exams prior to student teaching. All students must also have passed all required Praxis tests for their area in order to be certified.

**Note:** Formerly, first certification graduate students were required to have successfully completed the PPST (basic skills) Praxis tests prior to the application for student teaching. However, Act 24 of 2011 removed the requirement for Basic Skills Tests for fully admitted GRADUATE students. This provision only applies to candidates seeking an Instructional Certificate. There are noted exceptions to this provision.

Several of the programs offered by the Graduate faculty in Education can lead to certification and the Master’s degree. There are selected programs, however, that lead to certification only or to the Master’s Degree without certification. Students are advised to discuss their educational plans before and after the admissions process with the Graduate Education Advisor by calling 610-660-3364 or by email to graduate_education@sju.edu.

All certification programs meet the General and Specific Standards of the Bureau of Teacher Preparation and Certification of the Department of Education in the Commonwealth of Pennsylvania. Candidates are required to meet certification standards in force at the time of their application for certification.

Criteria for certification is demonstrated by professional behavior in the classroom and in field placements. Students who do not meet the high standards of professionalism established by the Department and delineated in the *Student Handbook* will not be recommended for certification to the Pennsylvania Department of Education.

**Test/licensure Requirements**

**Field Experiences (Labs)**

Field Experiences (FE) accompany most graduate courses; courses with field experiences are designated by a FE co-requisite (e.g.: EDU 550/550F). If the student is already teaching, these labs may be completed in his or her own school; if not, the Director of Field Experiences will place the student in an appropriate school. Assignments for the labs are given by the instructor of the course they accompany. Students taking the labs in the summer and unable to complete them in a school at that time will be given an “In Progress” grade until they are able to complete them in the following fall semester. The classroom teacher hosting the field experience student must sign off on a record of attendance.

The Commonwealth of Pennsylvania requires employees working in schools to obtain both a criminal (Act 34) and child abuse (Act 151) background check, as well as a negative TB test. Students conducting a field experience placement must also have these clearances prior to beginning their field placement. The clearances are good for one calendar year. Students conducting a field experience also need to provide their FBI Criminal History Record Check before entering the schools.

**Student Teaching**

Students must apply to the Director of Field Experiences nine months prior to actual enrollment in Student Teaching. Students must demonstrate a 3.0 cumulative grade point average to participate in this program. All students will be expected to demonstrate completion of all prerequisite courses and pass all appropriate Praxis tests.

Middle school (4-8) and secondary (7-12) certification candidates must have a 3.0 GPA for all courses related to their content field. Effective June 1, 2015, all Secondary (7-12) certification candidates are required to complete the appropriate Praxis tests PRIOR TO APPLYING for student teaching.

The Commonwealth of Pennsylvania requires employees working in schools to obtain both a criminal (Act 34) and child abuse (Act 151) background check, as well as a negative TB test. Student teachers must also have these clearances prior to beginning their field placement. Additionally, student teachers need to provide their FBI Criminal History Record Check before entering schools.

**Advising**
For inquiries about any graduate education program, prospective students are encouraged to contact the Graduate Director of Teacher Education Director at 610-660-3285 or graduate_education@sju.edu. All students accepted into the program are required to meet with the Graduate Director of Teacher Education before they register for courses to review the student’s transcripts and to determine whether there is a need for additional courses at the undergraduate level.

Department of Teacher Education
Dr. Frank Bernt, Chair, Teacher Education Programs
Marion Hall 235, 610-660-1274, fbernt@sju.edu
Jennifer Jensen, Advisor, Graduate Teacher Education Programs Merion Hall 283, 610-660-3364, jjensen@sju.edu

Master of Science in Education with Level I Certification

The M.S. in Education leading to Level I certification is designed for students who have an undergraduate degree in a discipline other than Education. Candidates’ undergraduate coursework must be in conformity with the guidelines established for Saint Joseph’s certification programs. Students lacking adequate preparation will be required to take prerequisite coursework in appropriate disciplines. The M.S. degree requires 36 credits of coursework (12 courses); this does NOT include the special one-credit field labs associated with specific courses. In order to earn the M.S. degree and PDE Level 1 certification, the student must complete 42 credits (12 courses, plus student teaching). Students enrolled in this program may be certified to teach the following areas and grade levels:

- Early Childhood Education (PK to 4)
- Elementary/Middle (4 to 8)
  - Option 1 Concentrations: (1A) Language Arts, (1B) Mathematics, (1C) Science, (1D) Social Studies
  - Option 2 Concentrations: (2A) Language Arts and Science, (2B) Language Arts and Math, (2C) Science and Math (2D0 Social Studies and Math, (2E0 Social Studies and Science
- Secondary Education (7 to 12)
- Sciences: General Science, Chemistry, Biology, Physics
- Mathematics
- Citizenship Education
- English
- Foreign Languages (K to 12): French, Latin, German, Spanish, Italian

Early Childhood 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 guardians.

**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 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**

The following courses are required for elementary certification (note that one-credit labs do not apply to the 36 graduate credits required for the Master’s degree):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 550/550F</td>
<td>Historical and Contemporary Perspectives in Education</td>
</tr>
<tr>
<td>EDU 551/551F</td>
<td>Psychology of Teaching: Development Perspectives</td>
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<tr>
<td>EDU 642/642F</td>
<td>Perspectives in Early Childhood Education</td>
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<tr>
<td>EDU 646/646F</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>EDU 632/632F</td>
<td>Reading/Literature I</td>
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<tr>
<td>EDU 640/640F</td>
<td>Reading Literature II</td>
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<tr>
<td>EDU 663/663F</td>
<td>Interdisciplinary Teaching: Science</td>
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<tr>
<td>EDU 665/665F</td>
<td>Interdisciplinary Teaching: Math and Technology</td>
</tr>
<tr>
<td>EDU 667/667F</td>
<td>Interdisciplinary Teaching: Social Studies and Creative Exp</td>
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<tr>
<td>SPE 600/600F</td>
<td>Foundations and Current Issues in Special Education</td>
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<tr>
<td>SPE 602/602F</td>
<td>Diagnostic Assessment and Progress Monitoring</td>
</tr>
<tr>
<td>SPE 612/612F</td>
<td>Inclusive Classroom Practices</td>
</tr>
<tr>
<td>EDU 695</td>
<td>Early Childhood/Elementary Student Teaching (6 credits)</td>
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</tbody>
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"F" courses are those that have a field assignment

**Elementary/Middle Years Education: 4-8 Certification**

**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 use the 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**

- EDU 550/550F Historical and Contemporary Perspectives in Education
- EDU 551/551F Psychology of Teaching: Developmental Perspectives
- EDU 557/557F Adolescent Psychology
- EDU 646/646F Language and Culture
- EDU 647/647F Literacy and Learning Across the Curriculum
- EDU 612/612F Instructional Techniques: Social Studies
- EDU 616/616F Instructional Techniques: Mathematics
- EDU 618/618F Instructional Techniques: Science
- SPE 600/600F Foundations and Current Issues in Special Education
- SPE 615/615F Teaching in Inclusive Adolescent Environments
- SPE 602/602F Diagnostic Assessment and Progress Monitoring
- EDU 696 Student Teaching 4-8 (6 credits)

"F" courses are those that have a field assignment

**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.

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

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 three 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
Option 2D  Social Studies and Mathematics
Option 2E  Social Studies and Science

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.

Secondary Education: 7-12 Certification
Subject Areas: Biology, Chemistry, Physics, General Science, English, Mathematics, Citizenship Education and Social Studies.

Prerequisite coursework to meet certification standards may be required. Elective coursework listed is required for M.S. degree, but not for certification.

Effective June 1, 2015, all newly-admitted Secondary Education certification candidates will be required to pass

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.

The following courses are required for secondary certification (note that field assignment credits do not apply to the 36 graduate credits required for the Master’s degree):

List of Courses
Required courses for PA Certification (30 credits)
EDU  Historical and Contemporary
Online Accelerated Teacher Certification

(OATCERT) Program
Kenneth Rovine, Director
Merion Hall 283, 610-660-3285, krovine@sju.edu
OATCERT is an online, campus-free program which can lead to Pennsylvania secondary teacher certification (grades 7-12) as well as to an MS in Secondary Education. Candidates must hold a bachelor’s degree in one of the content areas for which certification is endorsed: English, Mathematics, Science (Biology, Chemistry, General Science, Physics), and Citizenship. Note: Course requirements (number and topics) subject to change based upon PA Department of Education regulations.

Goals & Objectives (See Secondary Education Goals & Objectives)

Foreign Language Education K-12

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

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 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.

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

EDU 550/550F Historical & Contemporary Perspective in Education
EDU 557/557F Adolescent Psychology
EDU 646/646F Language and Culture
EDU 647/647F Literacy and Learning Across the Curriculum
EDU 614/614F Instructional Techniques – For Lang
SPE 600/600F Foundations and Current Issues in Special Education
SPE 615/615F Teaching in Inclusive Adolescent Environments–Seventh through Twelfth Grades
SPE 602/602F Diagnostic Assessment and Progress Monitoring
EDU 691 Secondary Student Teaching

Prescribed Electives for MS degree (6 credits)
EDL 600 Educational Leader as Researcher and Reflective Practitioner
EDL 605 Critical Contemporary Educational Issues
EDL 680 Law and American Education
ITS 605 Technology Applications for the Classroom
SPE 630 Design & Technology for Differentiated Instruction

Reading Specialist

Althier Lazar, Ph.D., Director, Reading & ESL Programs
Merion 229, 610-660-3078, alazar@sju.edu

This graduate program prepares educators to meet the literacy needs of children. This program is suited to classroom teachers who wish to become reading specialists, or those teachers who want to provide appropriate instruction for the wide range of needs within the regular classroom.

Students in the Reading Specialist program are expected to have obtained their Pennsylvania Instructional I certification. Noncertified students accepted into the program will be expected to
complete Pennsylvania Instructional I elementary certification while pursuing the specialist certification or the M.S. degree.

**M.S. with Reading Specialist Certification**

**Learning Goals and Objectives**

**Learning Goal 1:** The student demonstrates an understanding of instruction and materials, and an integrated, balanced curriculum to support student learning in reading and writing.

**Objective 1.1:** The student will demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for pre-K–12 students.

**Objective 1.2:** The student will provide appropriate in-depth instruction for students, especially those who struggle with reading and writing.

**Learning Goal 2:** The student will understand types of assessments and their purposes, strengths, and limitations.

**Objective 2.1:** The student will demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

**Objective 2.2:** The student will administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

**Learning Goal 3:** The student will understand the role of cultural diversity in planning literacy instruction.

**Objective 3.1:** The student will demonstrate an understanding of the ways in which diversity influences students’ reading and writing development.

**Objective 3.2:** The student will plan and implement literacy instruction based on knowledge of students’ cultural backgrounds.

**Learning Goal 4:** The student will demonstrate understandings how to create literate environments that foster reading and writing development.

**Objective 4.1:** The student will demonstrate an understanding of the research on motivation and its effect on literacy learning.

**Objective 4.2:** The student will design a social environment to optimize students’ motivation and engagement in learning to read and write.

The M.S. degree requires a total of 36 credits, as follows:

**Reading Component**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 646/646F</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>EDU 671</td>
<td>Writing in the Classroom</td>
</tr>
<tr>
<td>EDU 700</td>
<td>Psychology of Literacy</td>
</tr>
<tr>
<td>EDU 701</td>
<td>Literacy Assessment &amp; Instruction</td>
</tr>
<tr>
<td></td>
<td>K-3 (pre requisite EDU 700 and 702)</td>
</tr>
<tr>
<td>EDU 702</td>
<td>Literacy Assessment &amp; Instruction</td>
</tr>
<tr>
<td></td>
<td>4-12*</td>
</tr>
<tr>
<td>EDU 703</td>
<td>Literacy Research</td>
</tr>
<tr>
<td>EDU 704</td>
<td>Planning and Organizing Literacy Programs</td>
</tr>
<tr>
<td>EDU 705</td>
<td>Literacy Practicum (6 credits)**</td>
</tr>
</tbody>
</table>

* Meets SPE 602; Diagnostic Assessment and Progress Monitoring
**Practicum runs last two weeks in June and 4 weeks in July
PDE Chapter 49 regulation courses is not completed as part of undergraduate program:

SPE 600/600F  Foundations in Special Education
SPE 612/612F Inclusive Classroom Practices

**Elective Option One: Program Specialist Certificate in ESL:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 710</td>
<td>English Linguistics</td>
</tr>
<tr>
<td>EDU 712</td>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>EDU 713</td>
<td>Methods in Teaching English as a</td>
</tr>
<tr>
<td></td>
<td>Second Language</td>
</tr>
<tr>
<td>EDU 714/714F</td>
<td>Internship in ESL (4 credits)</td>
</tr>
</tbody>
</table>

**Department of Special Education**

Dr. Frank Bernt, Interim Chair, Special Education Department
Merion Hall 235, 610-660-1274, fbernt@sju.edu

Dr. Samuel B. Slike, Director of Online Graduate Programs, Merion Hall 2217, 610-660-3007, Sslike@sju.edu

The Special Education Department offers several certification options. Details regarding each Special
Education certification can be found on-line under Majors and Programs.

The Master’s in Education degree program is designed for students who already have an undergraduate degree and a valid Pennsylvania Instructional I certification or are working towards a Pennsylvania Instructional PK-8 or 7-12 certification.

This graduate program provides the student with extensive preparation for working students with special needs in the classroom. The program has a dual focus, the preparation of special education teachers and the development of master teachers remaining in the regular education classroom. The required courses are determined during the initial advising conference. Students are required to complete at least 36 graduate credit hours.

**Special Education: 7-12 Certification**

**Goals and Objectives**

**Goal 1:** Students will demonstrate knowledge of adolescent 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 grade 7-12 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 to use 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.

**Special Education: PK-8 Certification**

**Goals and Objectives**

**Goal 1:** Students will demonstrate knowledge of adolescent 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 grade 7-12 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 to use 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.

**Prerequisites**  
Students applying for Special Education certification must have a valid Pennsylvania Instructional I Teaching Certification. In the event that Pennsylvania Instructional I has not yet been acquired, the student must be in the process of obtaining it. A Master’s degree in Special Education is available with 3 additional courses (electives); the various suggested tracks are listed below.

**Certification Requirements PK-8 or 7-12**

- GPA
- Pass ES Pearson Spec Ed PK-8 Module 1 (8011) and Spec Ed PK-8 Module 2 (8012)  
  (www.pa.nesinc.com) Special Education Courses for Certification
- SPE 600 Foundations and Current Issues in Special Education
- SPE 602 Diagnostic Assessment and Progress Monitoring
- SPE 603 Theory and Instructional Practice: Students with High Incidence Disabilities
- SPE 604 Research-Based Models and Procedures: Literature, Written and Oral Language and Reading Content Areas
- SPE 605 Research-Based Models and Procedures: Mathematics and Science Procedures
- SPE 606 Theory and Instructional Practice: Students with Emotional/Social and Behavioral Disorders
- SPE 607 Theory and Instructional Practice: Students with Low Incidence Disabilities
- SPE 608 Families, Schools, and Communities: Communication and Collaboration
- SPE 638 Inclusive Classroom Practices: Student Teaching (PK-8) or SPE 639 Inclusive Classroom Practices: Student Teaching (7-12)

**Special Education Elective Tracks**

*Wilson Reading Program Certification (10 credits) – Online*

- SPE 710 WRP: Introduction to Multisensory Structured Language Instruction (1 credit)
- SPE 711 WRP: Intensive Instruction for the Non-Responsive Reader Steps 1-3
- SPE 712 WRP: Intensive Instruction for the Non-Responsive Reader Steps 4-6
- SPE 713 WRP: Intensive Instruction for the Non-
Responsive Reader Practicum
Autism Spectrum Disorder Specialist Endorsement (12 credits) – Online

Autism Spectrum Endorsement

Goals and Objectives

Goal 1: Students will demonstrate knowledge of the characteristics and etiology of ASD

Objective 1.1: The student will describe the defining characteristics of and diagnostic criteria for the various Autism Spectrum Disorders and other associated disorders, including common manifestations within communication and verbal behavior, social skills and social adaptation, repetitive and stereotypical behaviors, and patterns of responses to various sensory stimuli.

Objective 1.2: The student will identify and describe various diagnostic instruments and procedures, including their strengths and limitations.

Goal 2: Students will demonstrate an understanding of the use of assessment for instructional planning

Objective 2.1: The student will plan, structure, and conduct assessment for students with ASD.

Objective 2.2: The student will identify and demonstrate acceptable accommodations and appropriate adaptations to state- and district-wide assessments for students with ASD.

Goal 3: Students will demonstrate the ability to plan instructional interventions and methods across settings and grade levels.

Objective 3.1: The student will describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis.

Objective 3.2: The student will demonstrate the ability to organize classroom teams to provide effective intervention and instruction by developing and managing a daily schedule for students and multiple staff that specifies appropriate levels.

Goal 4: Students will demonstrate the skills necessary to effectively collaborate with families, agencies, and the community

Objective 4.1: The student will demonstrate the ability to facilitate family and school collaboration by demonstrating sensitivity to the range of the impact that ASD may have on the family system.

Objective 4.2: The student will identify various agencies and community systems that support students with ASD in home, community, and work settings.

SPE 720 Introduction to ASD: Overview of Causality, Diagnosis and Advocacy
SPE 721 Augmentative and Alternative Communication and Socialization Strategies
SPE 722 Evidence-Based Practices: Assessment, Intervention, and Instructional
SPE 723 Autism: Behavior Management Approaches

Teacher of the Deaf and Hard of Hearing Program (30 to 36 credits) – Online

Program Goals and Objectives for the Education of the Deaf and Hard of Hearing Program

Goal 1: The student will demonstrate knowledge of learners who are deaf and hard of hearing.

Objective 1.1: The student will describe the range of programming for a classroom with students who are deaf and hard of hearing.

Objective 1.2: The student will analyze case studies of communication modes for deaf and hard of hearing learners.

Goal 2: The student will demonstrate an understanding of learners who have hearing losses from mild to profound.

Objective 2.1: The student will define the classifications of hearing loss.

Objective 2.2: The student will describe the characteristics of learners in a classroom where a variety of hearing losses and methods of communication occur.

Goal 3: The student will demonstrate knowledge of appropriate practices encountered in the education of deaf and hard of hearing learners.

Objective 3.1: The student will define the eight areas of concern of the Pennsylvania Agenda for Students who are Deaf and Hard of Hearing.

Objective 3.2: The student will evaluate
educational placement options for deaf and hard of hearing students.

Goal 4: The student will demonstrate knowledge of current trends used in the education of deaf and hard of hearing learners.

Objective 4.1: The student will implement and reflect upon pedagogical strategies used with learners who are deaf and hard of hearing.

Objective 4.2: The student will identify strategies to support specially designed instruction across educational environments.

Goal 5: The student will demonstrate an understanding of the social, ethical, legal, and human issues that impact programs for deaf and hard of hearing learners.

Objective 5.1: The student will create learning experiences for deaf and hard of hearing learners.

Objective 5.2: The student will analyze case studies to determine specially designed instruction and accommodations for learners who are deaf and hard of hearing.

SPE 600 Foundations and Current Issues in Special Education
SPE 608 Families, Schools, and Communities: Communication and Collaboration
SPE 612 Inclusive Classroom Practices
SPE 730 Educational Foundations for Students who are Deaf and Hard of Hearing
SPE 731 Language, Literacy and Communication Development for Students who are Deaf and Hard of Hearing
SPE 732 Curriculum, Instruction and Learning Environments for Students who are Deaf and Hard of Hearing
SPE 733 Listening and Speaking Skills for Students who are Deaf and Hard of Hearing
SPE 734 Sign Communication in Instructional Settings
SPE 739 Student Teaching and Professional Seminar (6 credits)

Advanced Special Education Courses (9 credits)
- Online
SPE 700 Special Education School Law and Policy
SPE 701 Cognitive Processes: Research-Based Brain Studies for the Educator
SPE 702 Culturally Responsive Teaching

SPE 700 Special Education School Law and Policy
SPE 701 Cognitive Processes: Research-Based Brain Studies for the Educator
SPE 702 Culturally Responsive Teaching

Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of and the ability to promote the success of all P-12 students by facilitating the shared school vision of learning supported by the stakeholders.

Objective 1.1: The student will collaboratively develop a shared vision of learning for a school that promotes the success of all P-12 students.

Objective 1.2: The student will articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.

Goal 2: The students will demonstrate an understanding of how to articulate a plan for a school culture that is conducive to P-12 student learning.

Objective 2.1: The student will create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

Objective 2.2: The student will develop a plan for the future supervision of the instructional and leadership capacity.
Goal 3: The student will demonstrate an understanding of the role of Special Education within the school and school district.

Objective 3.1: The student will demonstrate knowledge of the needs of Special Education programs in relation to budgeting and curriculum and instruction.

Objective 3.2: The student will demonstrate an understanding of standardized testing results for students with IEPs.

To earn the MS Degree in Educational Leadership – an additional 4 courses (12 credits) must be completed*

Beginning in January 2012, the courses in this program will be offered either online or in a hybrid format.

Certification Requirements
- Pass PRAXIS Test 10410: Supervisor-Principal-Educational Leadership (www.ets.org/praxis)
- A valid Special Education teaching certificate
- At least 5 years of full-time teaching experience as a certified special education teacher

Required Certification Courses (18 Graduate Credits + 6 Fieldwork Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDL 665</td>
<td>Administration, Organizational Culture and Planned Change</td>
</tr>
<tr>
<td>EDL 670</td>
<td>Educational Leadership and Human Resource Development</td>
</tr>
<tr>
<td>EDL 685</td>
<td>Seminar in Administration of Curriculum and Instruction</td>
</tr>
<tr>
<td>EDL 690</td>
<td>Managing Financial and Material Resources</td>
</tr>
<tr>
<td>SPE 621</td>
<td>Law, Policy and Procedures for the Special Education Supervisor</td>
</tr>
<tr>
<td>SPE 622</td>
<td>Administration and Supervision of Special Education Programs</td>
</tr>
<tr>
<td>SPE 690</td>
<td>Managing Financial and Material Resources</td>
</tr>
</tbody>
</table>

Required Fieldwork
- SPE 623 Advance Fieldwork/Seminar (3 credits)
- SPE 624 Advanced Supervision and Curriculum Fieldwork/Seminar (3 credits)

The ESL training program at Saint Joseph’s University is designed to prepare teachers who have a valid Pennsylvania Instructional I or II certificate to obtain the Pennsylvania Program Specialist-ESL endorsement. The program aims to help candidates develop theoretical understanding and pedagogical knowledge and skills that are needed in working with students who are learning English as a second language.

M.S. with Program Specialist Endorsement in English as a Second Language

Learning Goals and Objectives

Learning Goal 1: The student will demonstrate an understanding of language as an integrative system.

Objective 1.1: The student will describe the components of language (phonology-the sound system; morphology-the structure of words; syntax-phrase and sentence structure; semantics-word/sentence meaning; pragmatics-the effect of context on language).

Objective 1.2: The student will demonstrate an understanding of how to apply knowledge of language as an integrated system to help ELLs acquire English.

Learning Goal 2: The student will demonstrate an understanding of concepts, theories, research, and practice to facilitate the acquisition of a new language. (understand and apply” instead of ‘demonstrate’)

Objective 2.1: The student will apply the theory of comprehensible input to support emergent bilinguals’ development of a new language.

Objective 2.2: The student will demonstrate an ability to create a secure, positive, and motivating learning environment for emergent bilinguals.

Learning Goal 3: The student will demonstrate an understanding of the role of culture in language development and academic achievement for emergent bilinguals.

Objective 3.1: The student will recognize how cultural values and beliefs shape language development.

Endorsement in English as a Second Language (ESL)
Althier Lazar, Director alazar@sju.edu
Objective 3.2: The student will apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.

Learning Goal 4: The student will demonstrate understandings about the concepts, research, and best practices to plan classroom instruction for emergent bilinguals

Objective 4.1: The student will plan instruction based on the concepts, research and practices recommended for emergent bilinguals.

Objective 4.2: The student will plan learning experiences based on an assessment of students' language proficiency and prior knowledge.

The English as a Second Language Program Specialist-ESL Endorsement Program requires 16 credits plus field experience hours

EDU 646 Language & Culture (3 credits)
EDU 710 English Linguistics (3 credits)
EDU 712 Second Language Acquisition (3 credits)
EDU 712F Field Experience (15 contact hours)
EDU 713 Methods in Teaching English as a Second Language (3 credits)
EDU 713F FE Methods in Teaching English as Second Language (1 credit)
EDU 714 Internship in ESL/Bilingual Programs (30 contact hours)

Graduate Teacher Certification Programs

Kenneth Rovine, Director, Graduate Teacher Education Programs
Merion Hall 285, 610-660-3214, krovine@sju.edu

The Graduate Teacher Certification program is a non-degree granting certification program for students interested in earning certification. While it is recommended that coursework leading toward certification be done at the graduate level, the post-baccalaureate programs do not require graduate level work. Coursework for certification in this program may be done at the graduate or undergraduate level, or in a combination of the two. Students seeking to complete this program entirely at the undergraduate level should submit their applications to the Professional and Liberal Studies program (PLS).

Early Childhood Education (PK-4)
EDU 550/550F Historical and Contemporary Perspectives in Education (3 credits)

Elementary/Middle Education (4-8)
EDU 550/550F Historical and Contemporary Perspectives in Education (3 credits)
EDU 551/551F Psychology of Teaching: Developmental Perspectives (3 credits)
EDU 646/646F Literacy and Learning Across the Curriculum (3 credits)
EDU 646/646F Language and Culture (3 credits)
SPE 600 Foundations and Current Issues in Education (3 credits)
SPE 612 Inclusive Classroom Practices (3 credits)
SPE 602 Diagnostic Assessment and Progress Monitoring (3 credits)

Teacher Intern Program

Joe Cifelli, Ph.D. jcifelli@sju.edu

The Teacher Intern program is a non-degree granting certification program for persons interested in elementary and secondary school certification. Upon admission into the program, successful completion of the required Praxis examinations and completion of any needed courses, students will be eligible for Intern certification (a three-year provisional certificate). Candidates for the Intern certificate must apply through Dr. Joseph Cifelli, Director of Certification.
Saint Joseph’s University does not make intern or graduate field placements for intern candidates.

Department of Educational Leadership

A. William Place, Ph.D., Chair, Department of Educational Leadership. Merion Hall 281, 610-660-2913, aplace@sju.edu

Dr. Weena Gaulin, Director of Educational Leadership Graduate Programs, Merion Hall 282, (610) 660-2914 wgaulin@sju.edu

Department Overview

The Department of Educational Leadership offers programs at the graduate and post-graduate levels only. The Department of Educational Leadership houses graduate programs and certifications in the following areas:

- Educational Leadership
- Instructional Technology
- Organizational Development and Leadership
- Interdisciplinary Doctor of Education Program for Educational Leaders (IDPEL)

The Educational Leadership Department is committed to developing and educating aspiring and current leaders. The Educational Leadership Department serves local, national and international students, school and organizations through Doctoral programs, Masters of Science programs, Certifications, Graduate Teacher and Administrative Certificates (post-graduate program), Professional Development and other customized programs.

EDUCATIONAL LEADERSHIP

Admission Requirements and Procedures

The Master of Science degree with a concentration in Educational Leadership is a 36-credit professional degree that may also lead toward certification as a school supervisor (of curriculum and instruction in one’s certification area, including special education) or principal. Prior acceptance in the program, an informal phone interview is required. Students are advised to contact the Director of Educational Leadership graduate programs for all advising needs – including academic progress and compliance for certification – on a semester basis.

Students must be formally admitted to the Educational Leadership program for certification eligibility. Five years of teaching experience (minimum three by the time of acceptance in the program) or experience related to the instructional process is required. A valid teaching certification or a chief school administrator’s verification of the completion of three years of relevant professional experience in an educational setting related to the instruction process must be included in the application materials. Students not seeking a certification and only seeking a Master’s with a concentration in Educational Leadership do not need a valid teaching certification and/or five years of full-time teaching experience.

Since Spring 2012, this program is offered online, as well as face-to-face. The curriculum and program requirements are the same for all online and face-to-face students.

In order to be eligible for programs leading to certification within the Educational Leadership combination offerings, applicants must be U.S. citizens or legal permanent residents. Application requirements are as follows:

- A completed Saint Joseph’s University graduate application.
- Official sealed transcript(s) of undergraduate/graduate coursework.
  - Grade Point Average (GPA) in undergraduate work.
- Personal statement – a 500 word statement of intention outlining how the applicant’s professional goals fit the stated goals and objectives of the Educational Leadership graduate programs.
- Two letters of recommendations.
- Copy of a valid teaching certificate.
- Five years full-time teaching experience (minimum three by the time of acceptance in the program.
• An informal phone interview with the Graduate Programs Director.
• $35 application fee.

Additional application requirements for the Principal Certification Program include the following portfolio items:
Two letters of recommendations from school district administrators; one of which must be from the applicant’s supervising administrator. Both letters must substantiate the candidate’s leadership potential and qualifications to become a school administrator.
Portfolio items:
• Essay concerning how principals shape learning in their schools (500 words)
• Resume that includes evidence of leadership potential (other leadership roles)
• Applicant’s educational philosophy
• A written description of a problem based learning activity

In addition, a Superintendent Letter of Eligibility is offered and all Pennsylvania Department of Education prerequisites must be met for admission. Application Requirements for the Superintendent Letter of Eligibility Program are as follows:
• A completed Saint Joseph’s University graduate application.
• Master’s degree.
• Official sealed transcript(s) of undergraduate/graduate coursework.
  o Grade Point Average (GPA) in graduate work.
• Two letters of recommendations from school district administrators; one of which must be from the applicant’s supervising administrator. Both letters must substantiate the applicant’s leadership potential and qualifications to become an assistant/superintendent of schools
• Copy of principal or supervisory certificate.
• Six years of satisfactory professional certificated service of which three of the six years must have been in a certificated supervisory or administrative capacity.

Finally, professional development is offered via the Digital Teacher Professional Development Program. The Digital Teacher Professional Development consists of five courses that are designed to prepare classroom teachers for the successful and seamless integration of technology using the school district’s curriculum.

Course Load
All courses must be completed at the 500 level or above. A full-time course load is three courses (9 credits) per term for fall and spring semesters, and four courses (12 credits) for the summer term. Working professionals may not register for more than two courses (6 credits) for the fall and spring terms and two courses (6 credits) for each summer term. Course load may be further discussed with the academic advisor on a one-on-one basis.

Any exceptions to this policy must be approved by the Graduate Programs Director. Students requesting full time status should submit a letter in writing to the Director of Graduate Education stating that they are working less than 20 hours per week during the semester(s) for which full-time status is being requested.

All certification programs meet the General and Specific Standards of the Bureau of Teacher Preparation and Certification of the Department of Education in the Commonwealth of Pennsylvania. Candidates are required to meet certification standards in force at the time of their application for certification.

Criteria for certification are demonstrated by professional behavior in the classroom and in fieldwork. Students who do not meet the high standards of professionalism established by the Pennsylvania Department of Education risk being dismissed from the fieldwork or the program.

Contact information for Graduate Admissions is as follows:
Graduate Operations Office Saint Joseph’s University 5600 City Avenue Philadelphia, PA 19131 Telephone: 610.660.1101 Fax: 610.660.1224 http://www.sju.edu/admissions/graduate/
Domestic students (U.S. Citizens, Permanent Residents, Refugees & Asylees) must complete and submit the Application Form, along with all credentials, application documents, and the required $35 USD application fee directly to the Graduate Operations Office. For applications submitted as a result of attendance at an Open House information session, the application fee is waived.

Applicants for admission must possess a Bachelor’s degree from a regionally accredited institution and must provide evidence of their ability and preparedness necessary for the satisfactory completion of graduate work. Specific
requirements differ among the programs, and students are advised to consult the appropriate program requirements listed in each program section.

Domestic students who have received degrees from outside the U.S. should review our International Admissions section for information on required documentation. All documents submitted in support of an application will become the property of the University and are not returnable.

Terms of Acceptance

An applicant is afforded “full acceptance” when all admission criteria have been met and all required application materials have been submitted, reviewed and approved.

“Provisional acceptance” may be provided if an application is complete, but academic credentials have not been satisfied. In this case an applicant is allowed a trial semester of up to 9 credits. Candidates must receive a grade of B or better during all courses taken during the trial semester.

Applicants whose application package is incomplete may receive “conditional acceptance,” and permitted to register for up to 3 credits in the first semester. To be granted “conditional” status, an application must at least include and application form and unofficial transcript.

Applications that do not meet at least provisional academic requirements are generally not accepted.

Transfer of Courses

Applicants who have taken graduate courses elsewhere may request transfer of not more than six graduate credits in Arts and Sciences programs. Such requests must be filed at the time of application for admission. Only those courses which are judged to meet program requirements and in which a student has received a grade of B or better will be accepted. In no instance will courses taken more than five years ago be accepted for transfer credit. Under no conditions will Continuing Education units be accepted for transfer credit. However, Alliance for Catholic Education (ACE) approved courses are eligible for transfer.

Fieldwork Requirement

Effective Fall 2015, the three two-credits fieldwork courses (EDL 695, EDL 696, EDL 697) current in 2014-2015 will be transitioned into two three-credits fieldwork courses (EDL 695 and EDL 696). Students who began the fieldwork courses prior to Fall 2015 will not be affected by the three-credits change.

Learning Goals and Objectives

Program Goal 1: Students will demonstrate knowledge of Educational Leadership content, theory and practices.

Program Learning Objective 1.1: Student will develop and articulate a shared school vision, mission, and goals for P-12 student success.

Program Learning Objective 1.2: Students will demonstrate knowledge of school improvement plans based on data and school community input.

Program Goal 2: Students will demonstrate knowledge of and professional leadership skills in developing a strong, positive school culture to ensure P-12 student success.

Program Learning Objective 2.1: Students will demonstrate knowledge of an effective instructional program conducive to a positive school culture and P-12 student learning.

Program Learning Objective 2.2: Students will demonstrate knowledge of the instructional and leadership capacity of school staff and design comprehensive professional growth plans for self and others.

Program Goal 3: Students will demonstrate the ability to manage democratically the school organization, operations and resources for effective results.

Program Learning Objective 3.1: Students will develop operational policies and procedures and assess them for long-term school plans and the welfare of the school community.

Program Learning Objective 3.2: Students will demonstrate knowledge of human, fiscal and technological resources to manage school operations and develop capacity for democratic (distributed) leadership.

Program Goal 4: Students will demonstrate knowledge of policies, laws and regulations and apply the principles of integrity, equity and fairness in effectively advocating for children and public education.

Program Learning Objective 4.1: Students will accurately interpret laws, policies and regulations to promote P-12 students success.
Program Learning Objective 4.2: Students will apply basic Jesuit principles in a plan that promotes social opportunities for P-12 students.

Curriculum/Program of Study Listings

Educational Leadership

M.S. in Education with a Concentration in Educational Leadership Without Certification (36 credits)
EDL 600 Educational Leader as Researcher and Reflective Practitioner
EDL 605 Critical Contemporary Educational Issues
EDL 655 Interpersonal Relations
EDL 660 Measurement and Evaluation of Instructional Outcomes
EDL 665 Administration, Organizational Culture and Planned Change
EDL 670 Educational Leadership and Human Resource Development
EDL 675 Curriculum Development and Practice in Public and Private Schools
EDL 680 Law and American Education
EDL 685 Seminar in Administration of Curriculum and Instruction
EDL 690 Managing Financial and Material Resources
Elective I and Elective II

M.S. in Education with a Concentration in Educational Leadership With Principal Certification (36 credits)
EDL 600 Educational Leader as Researcher and Reflective Practitioner
EDL 655 Interpersonal Relations
EDL 660 Measurement and Evaluation of Instructional Outcomes
EDL 665 Administration, Organizational Culture and Planned Change
EDL 670 Educational Leadership and Human Resource Development
EDL 675 Curriculum Development and Practice in Public and Private Schools
EDL 680 Law and American Education
EDL 685 Seminar in Administration of Curriculum and Instruction
EDL 690 Managing Financial and Material Resources
EDL 695 Advanced Fieldwork I
EDL 696 Advanced Fieldwork II
EDL 697 Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).

M.S. in Education with a Concentration in Educational Leadership with Curriculum Supervisor Certification (36 credits)
EDL 600 Educational Leader as Researcher and Reflective Practitioner
EDL 605 Critical Contemporary Educational Issues
EDL 655 Interpersonal Relations
EDL 660 Measurement and Evaluation of Instructional Outcomes
EDL 665 Administration, Organizational Culture and Planned Change
EDL 670 Educational Leadership and Human Resource Development
EDL 675 Curriculum Development and Practice in Public and Private Schools
EDL 680 Law and American Education
EDL 685 Seminar in Administration of Curriculum and Instruction
EDL 690 Managing Financial and Material Resources
EDL 695 Advanced Fieldwork I
EDL 696 Advanced Fieldwork II
EDL 697 Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).

M.S. in Education with a Concentration in Educational Leadership with Principal AND Curriculum Supervisor Certifications (36 credits)
EDL 600 Educational Leader as Researcher and Reflective Practitioner
EDL 655 Interpersonal Relations
EDL 660 Measurement and Evaluation of Instructional Outcomes
EDL 665 Administration, Organizational Culture and Planned Change
EDL 670 Educational Leadership and Human Resource Development
EDL 675 Curriculum Development and Practice in Public and Private Schools
EDL 680 Law and American Education
EDL 685 Seminar in Administration of Curriculum and Instruction
EDL 690 Managing Financial and Material Resources
EDL 695 Advanced Fieldwork I
EDL 696 Advanced Fieldwork II
EDL 697 Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).

SPE 620 Fundamentals of Special Education Practices for School Leaders
M.S. in Education with a Concentration in Educational Leadership with Supervisor of Special Education Certification (36 credits)
EDL 600  Educational Leader as Researcher and Reflective Practitioner
EDL 655  Interpersonal Relations
EDL 660  Measurement and Evaluation of Instructional Outcomes
EDL 665  Administration, Organizational Culture and Planned Change
EDL 670  Educational Leadership and Human Resource Development
EDL 675  Curriculum Development and Practice in Public and Private Schools
EDL 685  Seminar in Administration of Curriculum and Instruction
EDL 690  Managing Financial and Material Resources
SPE 621  Law, Policy and Procedures for Special Education Supervisors
SPE 622  Administration and Supervision for Special Education Supervisors
SPE 623  Advanced Fieldwork Seminar
SPE 624  Advanced Supervision and Curriculum Fieldwork Seminar

M.S. in Education with a Concentration in Educational Leadership with Principal, Curriculum Supervisor AND Supervisor of Special Education Certifications (42 credits)
EDL 600  Educational Leader as Researcher and Reflective Practitioner
EDL 660  Measurement and Evaluation of Instructional Outcomes
EDL 665  Administration, Organizational Culture and Planned Change
EDL 670  Educational Leadership and Human Resource Development
EDL 675  Curriculum Development and Practice in Public and Private Schools
EDL 680  Law and American Education
EDL 685  Seminar in Administration of Curriculum and Instruction
EDL 690  Managing Financial and Material Resources
EDL 695  Advanced Fieldwork I
EDL 696  Advanced Fieldwork II
EDL 697  Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).
SPE 620  Fundamentals of Special Education Practices for School Leaders
SPE 621  Law, Policy and Procedures for Special Education Supervisors
SPE 622  Administration and Supervision for Special Education Supervisors
SPE 623  Advanced Fieldwork Seminar
SPE 624  Advanced Supervision and Curriculum Fieldwork Seminar

M.S. in Education with a Concentration in Educational Leadership with Curriculum Supervisor AND Supervisor of Special Education Certifications (39 credits)
EDL 600  Educational Leader as Researcher and Reflective Practitioner
EDL 655  Interpersonal Relations
EDL 660  Measurement and Evaluation of Instructional Outcomes
EDL 665  Administration, Organizational Culture and Planned Change
EDL 670  Educational Leadership and Human Resource Development
EDL 675  Curriculum Development and Practice in Public and Private Schools
EDL 685  Seminar in Administration of Curriculum and Instruction
EDL 690  Managing Financial and Material Resources
EDL 695  Advanced Fieldwork I
EDL 696  Advanced Fieldwork II
EDL 697  Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).
SPE 621  Law, Policy and Procedures for Special Education Supervisors
SPE 622  Administration and Supervision for Special Education Supervisors
SPE 623  Advanced Fieldwork Seminar

Graduate Teacher and Administrative Certification – Principal Certification (27 credits)
EDL 660  Measurement and Evaluation of Instructional Outcomes
EDL 665  Administration, Organizational Culture and Planned Change
EDL 670  Educational Leadership and Human Resource Development
EDL 680  Law and American Education
EDL 685  Seminar in Administration of Curriculum and Instruction
EDL 690  Managing Financial and Material Resources
EDL 695  Advanced Fieldwork I
EDL 696  Advanced Fieldwork II
EDL 697  Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).
**SPE 620 Fundamentals of Special Education Practices for School Leaders**

**Graduate Teacher and Administrative Certification – Curriculum Supervisor Certification (27 credits)**
- EDL 660 Measurement and Evaluation of Instructional Outcomes
- EDL 665 Administration, Organizational Culture and Planned Change
- EDL 670 Educational Leadership and Human Resource Development
- EDL 675 Curriculum Development and Practice in Public and Private Schools
- EDL 680 Law and American Education
- EDL 685 Seminar in Administration of Curriculum and Instruction
- EDL 690 Managing Financial and Material Resources
- EDL 695 Advanced Fieldwork I
- EDL 696 Advanced Fieldwork II
- EDL 697 Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).

**Graduate Teacher and Administrative Certification – Principal and Curriculum Supervisor Certifications (30 credits)**
- EDL 660 Measurement and Evaluation of Instructional Outcomes
- EDL 665 Administration, Organizational Culture and Planned Change
- EDL 670 Educational Leadership and Human Resource Development
- EDL 675 Curriculum Development and Practice in Public and Private Schools
- EDL 680 Law and American Education
- EDL 685 Seminar in Administration of Curriculum and Instruction
- EDL 690 Managing Financial and Material Resources
- EDL 695 Advanced Fieldwork I
- EDL 696 Advanced Fieldwork II
- EDL 697 Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).

**Graduate Teacher and Administrative Certification – Principal and Supervisor of Special Education Certifications (33 credits)**
- EDL 660 Measurement and Evaluation of Instructional Outcomes
- EDL 665 Administration, Organizational Culture and Planned Change
- EDL 670 Educational Leadership and Human Resource Development
- EDL 675 Curriculum Develop and Practice in Public and Private Schools
- EDL 685 Seminar in Administration of Public and Private Schools
- EDL 685 Seminar in Administration of Curriculum and Instruction
- EDL 690 Managing Financial and Material Resources
- EDL 695 Advanced Fieldwork I
- EDL 696 Advanced Fieldwork II
- EDL 697 Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).

**Graduate Teacher and Administrative Certification – Principal, Curriculum Supervisor and Special Education Supervisor (39 credits)**
- EDL 660 Measurement and Evaluation of Instructional Outcomes
- EDL 665 Administration, Organizational Culture and Planned Change
- EDL 670 Educational Leadership and Human Resource Development
EDL 675 Curriculum Develop and Practice in Public and Private Schools
EDL 680 Law and American Education
EDL 685 Seminar in Administration of Curriculum and Instruction
EDL 690 Managing Financial and Material Resources
EDL 695 Advanced Fieldwork I
EDL 696 Advanced Fieldwork II
EDL 697 Advanced Fieldwork III (students beginning Fieldwork fall 2015 will have 6 hours over a full year in Fieldwork I & II, so they will not need Fieldwork III).
SPE 620 Fundamentals of Special Education Practices for School Leaders
SPE 621 Law, Policy and Procedures for Special Education Supervisors
SPE 622 Administration and Supervision for Special Education Supervisors
SPE 623 Advanced Fieldwork Seminar

**Superintendent Letter of Eligibility (12 credits)**
Masters’ Level:
EDL 780 Policy, Politics and Public Relations (3 credits)
EDL 785 Educational Planning and Evaluation (3 credits)
EDL 790 Managing Educational Environments (3 credits)
EDL 795 The Superintendent Fieldwork (3 credits)

**Doctoral Level (Equivalence):**
EDL 845 Policy, Politics and School Law
EDL 860 Educational Planning and Evaluation
EDL 850 Educational Environment

Digital Teacher Leader Professional Development Courses (15 credits)
EDL 591 Technology Applications for the Classroom
EDL 592 Interactive and Emerging Technologies
EDL 593 Video, Sound, and Images for an Interactive Classroom
EDL 594 Technology Planning for the Classroom Teacher
EDL 595 Delivering Curriculum with Interactive Peripherals

*Course Delivery Options*
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Option Options (T= Traditional/Classroom-Based; O= Online; H= Hybrid)</th>
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<tbody>
<tr>
<td>EDL 591</td>
<td>Technology Applications for the Classroom</td>
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<td>EDL 592</td>
<td>Interactive and Emerging Technologies</td>
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<tr>
<td>EDL 593</td>
<td>Video, Sound and Images for an Interactive Classroom</td>
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<td>EDL 594</td>
<td>Technology Planning for the Classroom Teacher</td>
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<td>EDL 595</td>
<td>Delivering Curriculum with Interactive Peripherals</td>
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<tr>
<td>EDL 600</td>
<td>Educational Leader as Researcher and Reflective Practitioner</td>
<td>T, O</td>
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<tr>
<td>EDL 605</td>
<td>Critical Contemporary Educational Issues</td>
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<td>Interpersonal Relations</td>
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<td>T, O</td>
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<tr>
<td>EDL 680</td>
<td>Law and American Education</td>
<td>T, O</td>
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<tr>
<td>EDL 685</td>
<td>Seminar in Administration of Curriculum and Instruction</td>
<td>T, O</td>
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<tr>
<td>EDL 690</td>
<td>Managing Financial and Material Resources</td>
<td>T, O</td>
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<td>EDL 697</td>
<td>Advanced Fieldwork III</td>
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<tr>
<td>EDL 780</td>
<td>Policy and Community Relations</td>
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<tr>
<td>EDL 785</td>
<td>Educational Planning and Evaluation</td>
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<tr>
<td>EDL 790</td>
<td>Managing Educational Environments</td>
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<td>EDL 795</td>
<td>Superintendency Fieldwork</td>
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<tr>
<td>SPE 620</td>
<td>Fundamentals of Special Education Practices for School Leaders</td>
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<td>SPE 621</td>
<td>Law, Policy and Procedures for the Special Education Supervisor</td>
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<td>SPE 622</td>
<td>Administration and Supervision of Special Education Programs</td>
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<tr>
<td>SPE 623</td>
<td>Advanced Fieldwork/Seminar</td>
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<tr>
<td>SPE 624</td>
<td>Advanced Supervision/Curriculum Fieldwork/Seminar</td>
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### Instructional Technology

*Kenneth Rovine, Director, Instructional Technology  
Merion Hall 283, 610-660-3285, krovine@sju.edu*

Under this division, students may pursue a master of science in Instructional Technology with or without the Instructional Technology Specialist Certificate or the Instructional Technology Specialist Certificate as a stand-alone program (without the master of science degree). The learning goals and objectives listed below are applicable to all three tracks;

**Learning Goals and Objectives**

**Learning Goal 1:** Students will develop and implement a shared vision for the comprehensive integration of technology throughout the instructional environment

**Objective 1.1:** Students will develop technology-infused strategic plans at the district and school level.

**Objective 1.2:** Students will implement strategies for sustaining technology innovations.

**Learning Goal 2:** Students will use technology effectively for differentiating student learning

**Objective 2.1:** Students will create technology-enhanced learning experiences

**Objective 2.2:** Students will incorporate research-based best practices in instructional design

**Learning Goal 3:** Students will create effective digital age learning environments to maximize the learning of all students

**Objective 3.1:** Students will select and evaluate adaptive and assistive technologies to support student learning.

**Objective 3.2:** Students will evaluate digital tools and resources that enhance teaching and learning.

**Learning Goal 4:** Students will develop technology-related professional learning

**Objective 4.1:** Students will conduct needs assessments to inform the content and delivery of technology-related professional learning programs

**Objective 4.2:** Students will design technology-related professional learning programs

**Learning Goal 5:** The student will demonstrate the ability to become an agent who can deliver on the Jesuit promise of educational justice.

**Objective 5.1:** The student will demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations through collaboration with their peers.
Objective 5.2: The student will demonstrate the ability to challenge practices and policies that reinforce inequalities and equitable access to technology for all learners.

- Master of Science in Instructional Technology with Instructional Technology Specialist Certification

Program Description
The online instructional design and technology graduate program from Saint Joseph’s University helps you harness the latest technology tools and interactive, multi-media strategies to advance learning and comprehension in an instructional setting. This advanced specialty degree is built on a curriculum of hands-on practice and experience with the cutting-edge technologies that are used daily in modern classrooms and corporate training environments.

With classes in multimedia production, instructional design, emerging technologies, alternative instruction and more, the online instructional design and technology Master’s program from Saint Joseph’s University arms you with the theory and hands-on experience necessary to aid teachers in their quest to bring technology into the classroom, or to position yourself as a leader in delivering effective adult education and training in the private sector. Moreover, graduates are eligible for Instructional Technology Specialist Certification in the Pennsylvania public school system, a credential that can be the basis for educational certification in many other states as well.

Website:  [http://online.sju.edu/idt/masters-instructional-design-technology](http://online.sju.edu/idt/masters-instructional-design-technology)

Admissions Requirements
Bachelors’ Degree with an overall GPA of 3.0 or higher

Internship Requirement for the PA Instructional Technology Specialist Certification
Field Experience in a K-12 school setting
Field Experience must take place while taking the Graduate Internship course during a 16 week semester (Spring, Summer, or Fall)

Required Clearances for the Graduate Internship
Prior to beginning the Graduate Internship, students must submit the SJU Background Clearance Document verifying that they have obtained all required clearances for their state
All clearances must be valid through the end of your Graduate Internship

Curriculum/Program of Study Listing

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Course Delivery Options (T= Traditional/Classroom-Based; O= Online; H= Hybrid)</th>
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</thead>
<tbody>
<tr>
<td>ITS 605</td>
<td>Technology Applications for Learning Environments</td>
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<tr>
<td>ITS 610</td>
<td>Applying Theories of Learning to Technology</td>
<td>O</td>
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<tr>
<td>ITS 615</td>
<td>Interactive and Emerging Technologies</td>
<td>O</td>
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<tr>
<td>ITS 620</td>
<td>Multimedia Productions</td>
<td>O</td>
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<tr>
<td>ITS 625</td>
<td>Research in Instructional Technology</td>
<td>O</td>
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<tr>
<td>ITS 630</td>
<td>Design and Technologies for Differentiated Instruction</td>
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<tr>
<td>ITS 640</td>
<td>Technology Planning</td>
<td>O</td>
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<tr>
<td>ITS 646</td>
<td>Cultural/Linguistic Diversity and Technology</td>
<td>O</td>
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<tr>
<td>ITS 635</td>
<td>Networks: Configuration and Implementation</td>
<td>O</td>
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<tr>
<td>ITS 645</td>
<td>Teaching and Learning at a Distance</td>
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</tbody>
</table>
Master of Science in Instructional Technology Without Certification

Program Description
The online instructional design and technology graduate program from Saint Joseph's University helps you harness the latest technology tools and interactive, multi-media strategies to advance learning and comprehension in an instructional setting. This advanced specialty degree is built on a curriculum of hands-on practice and experience with the cutting-edge technologies that are used daily in corporate training environments.
Website: [http://online.sju.edu/idt/masters-instructional-design-technology](http://online.sju.edu/idt/masters-instructional-design-technology)

Admissions Requirements
Bachelor's Degree with an overall GPA of 3.0 or higher

Curriculum/Program of Study Listing
Core Courses (7 courses, 21 credits)
ITS 605 Technology Applications for Learning Environments (3 credits)
ITS 610 Applying Theories of Learning to Technology (3 credits)
ITS 615 Interactive and Emerging Technologies (3 credits)
ITS 620 Multimedia Productions (3 credits)
ITS 625 Research in Instructional Technology (3 credits)
ITS 630 Design and Technologies for Differentiated Instruction (3 credits)
ITS 635 Networks: Configuration and Implementation (3 credits)
ITS 645 Teaching and Learning at a Distance (3 credits)
ITS 646 Cultural/Linguistic Diversity and Technology (3 credits; Content pertains specifically to a K-12 environment)
ITS 655 Delivering Instruction Using Interactive Peripherals (3 credits)

Graduate Internship (Must successfully complete all core courses)
ITS 695 Instructional Technology Internship (6 credits)

Course Delivery Options (Graduate)

<table>
<thead>
<tr>
<th>Course Number</th>
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<tr>
<td>ITS 695</td>
<td>Instructional Technology Internship</td>
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</table>

Graduate Teacher and Administrative Certification Program: Instructional Technologist Specialist Certification

Program Description
Today’s students require educators who understand and know how to use technology in the classroom. Through the Instructional Technology Specialist Certification from Saint Joseph’s University, you will be prepared to take on an important and growing role in the K-12 school environment.
With classes in multimedia production, instructional design, emerging technologies, alternative instruction and more, the online instructional technology specialist certification program from Saint Joseph’s University arms you with the theory and hands-on experience necessary to aid teachers in their quest to bring technology into the classroom. Moreover, graduates are eligible for Instructional Technology Specialist
Certification in the Pennsylvania public school system, a credential that can be the basis for educational certification in many other states as well. 
Website:  http://online.sju.edu/idt/instructional-design-technology-certification

Admissions Requirements
Bachelors’ Degree with an overall GPA of 3.0 or higher

Internship Requirement for the PA Instructional Technology Specialist Certification
Field Experience in a K-12 school setting
Field Experience must take place while taking the Graduate Internship course during a 16 week semester (Spring, Summer, or Fall)
Required Clearances for the Graduate Internship
Prior to beginning the Graduate Internship, students must submit the SJU Background Clearance Document verifying that they have obtained all required clearances for their state. All clearances must be valid through the end of your Graduate Internship.

Curriculum/Program of Study Listing
Core Courses (9 courses, 27 credits)
* ITS 605 Technology Applications for Learning Environments (3 credits)
* ITS 610 Applying Theories of Learning to Technology (3 credits)
* ITS 615 Interactive and Emerging Technologies (3 credits)
* ITS 620 Multimedia Productions (3 credits)
* ITS 625 Research in Instructional Technology (3 credits)
* SPE 630 Design & Technologies for Differentiated Instruction (3 credits)
* ITS 630 Instructional Design (3 credits)
* ITS 640 Technology Planning (3 credits)
* ITS 646 Cultural/Linguistic Diversity and Technology (3 credits)
Graduate Internship (Must successfully complete all core courses and obtain required clearances – 6 credits)
* ITS 695 Instructional Technology Internship

*Required for PA Instructional Technology Specialist Certification

Course Delivery Options (Graduate)

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<tr>
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<tr>
<td>ITS 605</td>
<td>Technology</td>
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</table>

Doctor of Education

Interdisciplinary Doctor of Education Program for Educational Leaders (IDEPEL)

Director, Aubrey Wang, Ph.D.

Program Description
The specific aim of the Interdisciplinary Doctor of Education Program for Educational Leaders (IDEPEL) is to prepare future leaders in Education both theoretically and practically for educational reform, social change, and social justice. Courses within this program connect the role of educational management, ethics, various research paradigms, culture, politics and policy in an interdisciplinary fashion. More generally, the Ed. D. program projects an ongoing vision of the Jesuit ideals of service and intellectual rigor. This is combined in
partnership with and among University and community leaders.

Program Goals and Learning Objectives

Goal 1: Our graduates will develop strong qualitative and quantitative research skills as a basis for managing change in their fields.

Objective 1.1: Students become proficient in qualitative, quantitative, and mixed method research.

Objective 1.2: Students develop the capacity to design and implement their dissertation research.

Objective 1.3: Students develop the capacity to read and write within the technical requirements of the field.

Goal 2: Our graduates will gain experience at integrating theory and practice in their area of concentration.

Objective 2.1: Students gain experience at integrating theory and practice in their area of concentration through successful completion of their practicum projects.

Goal 3: Our graduates will develop a strong foundation in ethical leadership.

Objective 3.1: Students can articulate acceptable ethical norms and standards and can apply ethical or moral lens to leadership decisions.

Goal 4: Our graduates will develop mastery of specific skills in their area of concentration.

Objective 4.1: Students in the K-12 basic education area of concentration will demonstrate mastery of K-12 education leadership skills.

Objective 4.2: Students in the higher education area of concentration will demonstrate mastery of higher education leadership skills.

Admissions Requirements and Procedures

For the start of a new cohort group, each applicant will:
1. Submit a letter of application, completed application form, and $100 nonrefundable application fee;
2. Present official undergraduate and graduate transcripts;
3. Assure that two letters of recommendation are submitted by professionals familiar with the applicant’s academic or work experience, and the capacity to complete a doctoral program;
4. Submit a complete resume or vita to include all professional experience, education, certification, and other relevant information;
5. Submit two personal essays that:
   5.1 Document one’s own commitment to the education and growth of students and educators;
   5.2 Identify one’s professional goals and how this program will help attain these goals.

General Admission Requirements
1. Master’s degree from an accredited institution;
2. Minimum graduate GPA of 3.5;
3. Computer competence and possession of, or access to, a computer with Internet access and printer (specifications to be provided);
4. A commitment to participate in the entire program of study in concert with the cohort group;
5. Participation in interviews with the Program Director and faculty;
6. A demonstrated capacity to complete a doctoral program; and
7. Completion of all application requirements.

Admission Requirements FOR the Superintendent Letter of Eligibility
1. A completed Saint Joseph’s University graduate application.
2. Master’s degree.
3. Official sealed transcript(s) of undergraduate/graduate coursework.
4. 3.0 Grade Point Average (GPA) in graduate work.
5. Two letters of recommendations from school district administrators; one of which must be from the applicant’s supervising administrator. Both letters must substantiate the applicant’s leadership potential and qualifications to become an assistant/superintendent of schools.
6. Principal or supervisory certificate.
7. Six years of satisfactory professional certificated service of which three of the six years must have been in a certificated supervisory or administrative capacity.
8. Portfolio items:
• Essay concerning how superintendent’s shape learning in their schools
• Resume that includes evidence of leadership potential (other leadership roles)
• Applicant’s educational philosophy
• Personal statement—a letter of intention outlining the candidate’s professional goals and educational objectives for attending the program.

Courses are offered at the Masters’ level when a minimum cohort of 12 students exists. When completed at the Masters’ level, the following four (4) courses are required:

EDL 780 Policy, Politics & Community Relations
EDL 785 Educational Planning and Evaluation
EDL 790 Managing Educational Environments
EDL 795 The Superintendency Fieldwork

When a cohort of 12 students does NOT exist, prospective candidates are encouraged to pursue the equivalent doctoral courses. At the doctoral level, the superintendency fieldwork is integrated in the other three core courses. The course equivalence is as follows:

EDL 845 Policy, Politics and School Law
EDL 860 Educational Planning and Evaluation
EDL 850 Educational Environment

Admission Requirements FOR Principal Certification
1. A completed Saint Joseph’s University graduate application.
2. Official sealed transcript(s) of undergraduate/graduate coursework.
3. 3.0 Grade Point Average (GPA) in undergraduate work.
4. Personal statement—a 500 word statement of intention outlining the applicant’s professional goals and educational objectives for attending a program of their choice.
5. Valid teaching certificate.
6. Five years full-time teaching experience (by the time the degree is awarded).
7. An interview may be required at the discretion of the program director.
8. $35 application fee.
9. Two letters of recommendations from school district administrators; one of which must be from the applicant’s supervising administrator. Both letters must substantiate the candidate’s leadership potential and qualifications to become a school administrator.
10. Portfolio items:
   - Essay concerning how principals shape learning in their schools (500 words)
   - Resume that includes evidence of leadership potential (other leadership roles)
   - Applicant’s educational philosophy
   - A written description of a problem based learning activity (500 words)

For further information regarding the Interdisciplinary Doctor of Education Program for Educational Leaders (IDPEL), contact the IDEPEL Program Director: Aubrey H. Wang, Ph.D., Merion Hall 266, (610) 660-3186, awang@sju.edu

Curriculum/Program of Study Listing

The following courses are required for the Ed. D. degree:

EDL 800 Professional Seminar
EDL 805 Principles of Quantitative Research
EDL 810 Quantitative Research Design
EDL 815 Social Change Culture and Education
EDL 820 Ethics in Educational Leadership
EDL 825 Fiscal Resources
EDL 830 Contemporary Curriculum
EDL 835 Principles of Qualitative Research
EDL 840 Qualitative Research Design
EDL 845 Policy, Politics and School Law
EDL 850 Educational Environment
EDL 855 Human Resource Management
EDL 860 Educational Planning and Evaluation
EDL 865 Communication and Public Relations
EDL 870 Dissertation Seminar and Proposal
EDL 875 Administering the Dynamic Institution
EDL 893 Dissertation Study
EDL 894 Dissertation Study
Education Course Offerings

EDL 591 Technology Applications for the Classroom (3 credit hours)
This course will introduce students to the role that technology plays in a learning environment, the impact it has on student motivation, and how it can enhance the overall learning experience for 21st century learners. Students will explore and evaluate the use of basic software applications, multimedia tools, and Web 2.0 tools. An emphasis will be placed on the use of instructional theories and teaching models associated with using technology to create higher order thinking and learning environments for all students. Students will demonstrate proficiency in a wide range of technologies and apply the framework of technological pedagogical content knowledge (TPACK) to enhance technology integration in the classroom.

EDL 592 Interactive and Emerging Technologies (3 credit hours)
This course identifies and describes tools that promote the design and delivery of instruction, including application software that facilitates interaction among instructors, learners and content. Additionally, it will explore the potential instructional and learning affordances of new internet technologies and the ways in which they might be used to promote communication and collaboration and to support authentic learning environments. Topics covered will include presentation software, web authoring and Web 2.0 tools, online communities, and the social implications of using such tools in the learning environment.

EDL 593 Video, Sound, and Images for an Interactive Classroom (3 credit hours)
Students demonstrate proficiency in the development of multimedia and will develop instructionally effective multimedia products. They will be exposed to and utilize basic computer hardware and software and techniques found in multimedia production. They will utilize object-based and pixel-based graphics software to create and edit instructional images. They will plan, produce and edit a digital video and audio sequence to be used as part of a multimedia production.

EDL 594 Technology Planning for the Classroom Teacher (3 credit hours)
Students formulate a systematic process for the identification, selection, use, and evaluation of technology within the curriculum. Students will create technology plan projects for the classroom, building, district, regional levels and/or industry. Consideration will be given to a number of issues which affect the procurement and use of technology in schools and/or industry. Students will also choose a specific technology in which they will develop expertise for use in curriculum planning.

EDL 595 Delivering Curriculum with Interactive Peripherals (3 credit hours)
Students will develop knowledge and skill in the area of delivering instruction using current peripherals such as iPads, Smart Boards, and Classroom Performance Systems. Students will develop unit plans with regard to integrating Assistive Technology devices and adaptations for English Language Learners. The student’s school district curriculum will drive the choice of tools.

EDL 600 Educational Leader as Researcher and Reflective Practitioner (3 credits)
This course will focus on contemporary educational practices. Introduction to qualitative and quantitative approaches from different theoretical perspectives will be presented. Content will include literature reviews and analysis and implications of existing research as connected to students’ educational experience. The role of the educational leader as reflective practitioner will be connected to educational research.

EDL 605 Critical Contemporary Educational Issues (3 credits)
Current educational problems, trends and issues will be identified and addressed, especially as they relate to the different constituencies, organization and structure of both public and private schools, as well as to American society as a whole. Issues include, but are not restricted to: equal educational opportunity, educational choice and multicultural education. Emphasis will be placed on the values associated with the issues treated.

EDL 655 Interpersonal Relations (3 credits)
A study of the dynamics of interpersonal, intragroup, and intergroup relations. Emphasis will be placed on the teaching/learning process as well as the counselor/client relationship. A variety of instructional approaches, including lectures,
discussions, and group activities will be utilized to develop interpersonal skills.

EDL 660 Measurement and Evaluation of Instructional Outcomes (3 credits)
This course provides a detailed examination of the use of a variety of outcome measures and techniques to evaluate school programs and to assess the attainment of instruction/student achievement at several levels of education. Outcome assessment is discussed at the individual and school district level. Particular attention will be paid to sound design of assessment programs, technological advancements in measurement, and appropriate interpretations of educational research.

EDL 665 Administration, Organizational Culture and Planned Change (3 credits)
This course examines organizations as a set of subsystems that are both related to and dependent upon one another. Administration theory and various components of administration are reviewed, including management, decision-making, communications, organizational development, and change processes. The human aspect of organizations is analyzed, particularly individual and group behavior, human relations, intergroup dynamics, personal motivation, and conflict. A case study approach is used to enable students to apply textbook theories to real-life situations. The course is designed especially for educators seeking to enhance their understanding of administrative systems as complex human enterprises.

EDL 670 Educational Leadership and Human Resource Development (3 credits)
This course will include a detailed examination of the theoretical underpinnings of supervision and educational leadership. Topics include leadership styles, supervision as developing human resources, change agency with adult professionals, adult development and learning theory, leadership in the instructional setting, instructional and staff improvement, and intergroup relations in the school environment.

EDL 675 Curriculum Development and Practice in Public and Private Schools (3 credits)
This course is designed to include the theories of curriculum, instruction, and the design of instructional systems. Emphasis will be placed on the translation of theory into practice. The use of evaluative techniques in the evolution and reform of instructional systems will be examined in detail. Focus on curriculum implementation in public and private schools will be emphasized.

EDL 680 Law and American Education (3 credits)
This course will focus upon the legal aspects of the school and its environment and on the paramount legal-educational problems currently facing the nation, especially as these relate to policy determination and implementation. Particular attention will be given to the issue of contract law in education, due process, collective bargaining, equal protection and establishment, and the legal rights and duties of administrators, faculty, and students.

EDL 685 Seminar in Administration of Curriculum and Instruction (3 credits)
This course focuses on the goal-setting, decision-making and policy determination roles of the supervisor or administrator in the system-wide planning and implementation of curricular design. Emphases will include the organization of the instructional delivery system, its decision-making processes, and the communication techniques that may be most effective within it. Special attention will also be given to managing and developing the teaching-learning process and identifying differing philosophies of teaching.

EDL 690 Managing Financial and Material Resources (3 credits)
The state of the American educational scene from the point of view of the economist is examined. The changing financial realities facing schools are explored, especially as they relate to the effective and efficient management of the school’s fiscal and material resources. The reciprocal influences of the city and the school, with its specific governance structure and locus of control, on one another are addressed. The management principles and managerial problems of the educational sector are studied in the context of changing philosophies of management and the spread of collective bargaining. Budgeting methods and plant maintenance are considered. Note: Effective Fall 2015, the three two-credits fieldwork courses (EDL 695, EDL 696, EDL 697) current in 2014-2015 will be transitioned into two three-credits fieldwork courses (EDL 695 and EDL 696). Students who began the fieldwork courses prior to Fall 2015 will not be affected by the three-credits change.

EDL 695 Advanced Fieldwork/Seminar I (2 credits)
This is a combined seminar/internship experience. Students will complete a full program of field-based instruction focused on their particular area of supervisory or administrative certification.
Students will be assigned school-based positions designed to orient them to the functioning of supervisors or administrators in their area of certification. Programs will be individually designed to meet Departmental and Commonwealth standards.

**EDL 696 Advanced Fieldwork/Seminar II (2 credits)**
This is a combined seminar/internship experience. Students will complete a full program of field-based instruction focused on their particular area of supervisory or administrative certification. Programs will be individually designed to meet Departmental and Commonwealth standards.

**EDL 697 Advanced Fieldwork/Seminar III (2 credits)**
This is a combined seminar/internship experience. Students will complete a full program of field-based instruction focused on their particular area of supervisory or administrative certification. Programs will be individually designed to meet Departmental and Commonwealth standards.

**EDL 780 Policy and Community Relations (3 credits)**
This course is an analysis of the forces, factors, agencies, formal government systems, and informal subsystems that influence educational policy in local districts, state governments, and national governments, and their effect on school management. The course focus will be on the knowledge and skills an educational leader needs to think and plan strategically, create an organizational vision around personalized student success, become grounded in standards-based systems theory and design, and be able to transfer knowledge to the leader’s job as an architect of standards-based reform in the school.

**EDL 785 Educational Planning and Evaluation (3 credits)**
This course is an examination of planning and evaluation strategies characteristic of educational institutions. Students will be exposed to a broad range of information used by educational leaders to make sound decisions in the planning and evaluation of educational programs. The course focus will be on standards-based systems theory and design and the transfer of this knowledge to the leader’s job as an architect of standards-based reform in the school. In addition, information will be provided on how to access and use appropriate data to inform decision-making at all levels of the system.

**EDL 790 Managing Educational Environments (3 credits)**
This course will be structured to provide cohort members with the theory and techniques essential for the management of educational facilities. Leadership requirements are emphasized and applied to planning and construction of new buildings; renovations to existing structures; and the utilization, operation, and maintenance of facilities. The course focus will be on the knowledge and skills an educational leader needs to think and plan strategically, create an organizational vision around personalized student success, and know how to access and use appropriate data to inform decision-making at all levels of the system.

**EDL 795 Superintendency Fieldwork (3 credits)**
An individualized, culminating internships is required to obtain a Letter of Eligibility. This internship shall take place in a school district under the joint supervision of Saint Joseph’s University and a school superintendent to verify and record the ability of the intern to perform in eight major task areas.

**EDL 800 Professional Seminar (7015) (3 credits)**
This course introduces the Cohort members to one another, to the faculty, to IDEPEL, the program format and expectations, and to an overview of the body of knowledge to be studied in both the professional strand and the applied research strand. In addition, an introduction to leadership theory and its application is presented.

**EDL 805 Principles of Quantitative Research (3 credits)**
This course provides detailed examinations of the use of a variety of quantitative measures and techniques. Cohort members gain a functional familiarity with the evaluation of quantitative research reports, research design, methods of data collection, statistical analysis of data, interpretation of data, and the reporting of research findings.

**EDL 810 Quantitative Research Design (3 credits)**
This course continues the development of Cohort members’ understanding of the methods and techniques of quantitative research. The central focus of the course is the opportunity for Cohort members to design, implement, and assess quantitative research within an authentic educational context.

EDL 815 Social Change, Culture, and Education (3 credits)
This course examines the dynamics of social, cultural, and educational change within the 21st century context; and, promotes the development of scholar-practitioner leaders who demonstrate depth of understanding related to change, systems thinking, and leadership within their current and future contexts.

EDL 820 Ethics in Educational Leadership (3 credits)
This course examines core ethical issues involved in educational leadership. The following are representative of the issues to be discussed: education as a basic right; educational financing mechanisms; school vouchers; employee rights to collective representation, privacy, and due process before termination; downsizing; academic freedom; curricular content/multiculturalism; affirmative action hiring; sexual harassment; student privacy; student freedom of speech.

EDL 825 Fiscal Resources (3 credits)
This course provides a general instruction to the financial management practices and problems of nonprofit organizations, including colleges and schools. Specific topics will include fund accounting, preparation and interpretation of financial statements, financial analysis and cost accounting, budgeting, cost containment and retrenchment, and strategic planning. Special emphasis will be placed on providing studies and practice in labor relations and negotiations.

EDL 830 Contemporary Curriculum (3 credits)
This course enables Cohort members to develop the knowledge of curriculum theory, design, delivery, and evaluation of instruction and learning outcomes, the ability to conceptualize and communicate the total educational program to all constituents, and the commitment to meet the needs of all constituents.

EDL 835 Principles of Qualitative Research (3 credits)
This course provides detailed examinations of the use of a variety of qualitative methods and techniques. Cohort members gain a functional familiarity with the evaluation of qualitative research reports, research design, information gathering methods, analysis, interpretation, and reporting of research findings.

EDL 840 Qualitative Research Design (7145) (3 credits)
This course continues the development of Cohort members’ understanding of the methods and techniques of qualitative research. The central focus of the course is the opportunity for Cohort members to design, implement, and assess qualitative research within an authentic educational context.

EDL 845 Policy, Politics, and Community Relations in Education Reform (3 credits)
This course provides an analysis of the forces, factors, agencies, formal government systems and informal subsystems that influence educational policy in local districts and state and national governments and their effect on the school environment.

EDL 850 Educational Environment (3 credits)
This course is structured to provide Cohort members with the theory and techniques essential for management of educational facilities. Leadership requirements are emphasized and applied to planning and construction of new buildings, renovations to existing structures, and utilization, operation and maintenance of facilities.

EDL 855 Human Resource Development and Management (3 credits)
This course studies human resource development and management in a postmodern age in which there has been growing consensus among educators that traditional programs for teacher development are ineffective. Alternatives are explored, especially the concept of professional learning communities and more growth centered approaches to teacher supervision and evaluation. The dimensions of leadership necessary for more transformative approaches to professional development are also examined.

EDL 860 Educational Planning and Evaluation (3 credits)
This course examines planning and evaluation strategies characteristics of educational institutions. Cohort members access the scope of information needed by institutional leaders to plan and engage in decision-making. Didactic materials and case studies explore knowledge creation and use,
program reviews, outcome studies, evaluation policy and strategies, and the political content of evaluation.

**EDL 865 Communications and Public Relations (3 credits)**
This course provides an analysis and development of the communications and public relations skills needed by educators in dealing with both internal and external constituencies. Special emphasis will be placed on the studies and practice in educational institutions.

**EDL 870 Dissertation Seminar and Proposal Writing (3 credits)**
This course provides Cohort members with the knowledge, skills, and abilities to design, conduct and report research studies related to topics in education and educational leadership. The expected outcome of the strand is a viable dissertation proposal, which include the first three chapters of the dissertation.

**EDL 875 Administering the Dynamic Institution (7235) (3 credits)**
This course explores and contrasts the major conceptual models that describe the structure, organization and administrative processes employed in educational institutions. Topics include governance and management models, decision-making and conflict resolution, communication, motivation and the process of change.

**EDL 893 Dissertation Study (6 credits)**
This course provides time for Cohort members to conduct the necessary research and analysis in order to complete their dissertation. In the course, Cohort members conduct and analyze their research, and report their findings in a properly formatted dissertation. In addition, Cohort members prepare for the defense of their dissertation.

**EDL 894 Dissertation Study (6 credits)**
This course provides time for Cohort members to conduct the necessary research and analysis in order to complete their dissertation. In the course, Cohort members conduct and analyze their research, and report their findings in a properly formatted dissertation. In addition, Cohort members prepare for the defense of their dissertation.

**EDL 899 Dissertation Study (3 credits)**
This course provides time for Cohort members to conduct the necessary research and analysis in order to complete their dissertation. In the course, Cohort members conduct and analyze their research, and report their findings in a properly formatted dissertation. In addition, Cohort members prepare for the defense of their dissertation.

**EDU 550/550F Historical and Contemporary Perspectives in Education (3 credits)**
American education as a dynamic, sometimes cyclic, process. The origins, evolution, and realities of contemporary public and private schools are examined through critical reading original documents. Visits to elementary or secondary classrooms in multicultural setting provide a strong link to the teacher’s world. Enrollment in Field Experience (EDU 550F) is required with this course.

**EDU 551/551F Psychology of Teaching: Developmental Perspectives (3 credits)**
This course introduces theoretical models of instructional design, student motivation, classroom management, and assessment. Attention is directed to instructional objectives; to lesson formats; to motivational strategies; to classroom discipline; to teacher attitudes and expectations; and tests and measurements. Particular attention is given to recent developments in schema theory and to constructivist models. Enrollment in Field Experience (EDU 551F) is required with this course.

**EDU 557/557F Adolescent Psychology (3 credits)**
This course introduces theoretical models of instructional design, student motivation, classroom management, and assessment at the secondary level. Attention is directed to instructional objectives; to lesson formats; to motivational strategies; to classroom discipline; to teacher attitudes and expectations; and tests and measurements. Particular attention is given to recent developments in schema theory and to constructivist models.

**EDU 610/610F Instructional Techniques English (3 credits)**
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student
achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. Enrollment in Field Experience (EDU 610F) is required with this course. Prerequisite: EDU 557/557F.

EDU 612/612F Instructional Techniques Social Studies (3 credits)
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. Enrollment in Field Experience (EDU 612F) is required with this course. Prerequisite: EDU 557/557F.

EDU 614/614F Instructional Techniques Foreign Languages (3 credits)
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. Enrollment in Field Experience (EDU 614F) is required with this course. Prerequisite: EDU 557/557F.

EDU 616/616F Instructional Techniques Mathematics (3 credits)
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student’s area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course. Enrollment in Field Experience (EDU 616F) is required with this course. Prerequisite: EDU 557/557F.

EDU 618/618F Instructional Techniques Science (3 credits)

EDU 622/622F Practice Issues & 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. Enrollment in Field Experience (EDU 622F) is required with this course.

EDU 625/625F Theory and Practice for Secondary Teaching - OATCERT (3 credits)
This course studies the content and methods for teaching the five PA certification disciplines: English, Foreign Language, Mathematics, Science, and Citizenship. National, state, and local standards are examined, which students consider in relation to curriculum design and pedagogy. Backward Design, a method for developing lessons and units, provides a common organizing framework that fosters good teaching. For part of the course, students study within their own discipline, interacting with texts that discuss curriculum frameworks, the planning of lessons and units, pedagogical content knowledge, and assessment. Ten models of teaching that are applicable to all disciplines are explored in detail. As students develop units of study, they gain practice in using these models and the Backward Design method.

EDU 632/632F 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. Enrollment in Field Experience (EDU 632F) is required with this course. Prerequisite: EDU 551.

**EDU 640/640F 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. Enrollment in Field Experience (EDU 640F) is required with this course. Prerequisite: EDU 632.

**EDU 642/642F Perspectives in 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. Enrollment in Field Experience (EDU 642F) is required with this course. Prerequisites: EDU 550, EDU 551.

**EDU 646/646F Language and Culture (3 credits)**
This course introduces candidates to key theories, issues, and research-based practices related to serving culturally and linguistically diverse students (Pre-K-12), with a special focus on students who are commonly referred to as English language learners (ELLs). Candidates will explore the many dimensions of culture and language. They will also learn how to align the PA Language Proficiency Standards with the PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, video recordings, library and online research, and a field experience in a culturally and linguistically diverse classroom will engage candidates in the course topics.

**EDU 647/647F Literacy and Learning Across the Curriculum (3 credits)**
The teaching of reading in various fields in middle and secondary schools will be the focus of this course. Topics examined will include reading in the school programs, problems in curricular materials, meeting individual needs, general and specific reading/study skills, critical reading, and adjustment of instruction to meet individual learning styles. Special focus on the use of audiovisual materials in the classroom is a core component of the course. Restricted to students in Level I Secondary Certification programs. Prerequisite: EDU 557/557F.

**EDU 663/663F Interdisciplinary Teaching: Science (3 credits)**
This course is designed to provide students with the opportunity to investigate the philosophy, curriculum planning and organization, skill development, content knowledge, and instructional approaches relevant to teaching elementary school science. Prerequisite: EDU 551/551F.

**EDU 665/665F Interdisciplinary Teaching: Math and Technology (3 credits)**
This is a course in elementary level science and math teaching methods. Students will be exposed to the current academic stands for math, science, technology, and engineering standards using the Pennsylvania Standards Aligned System (PA SAS) as well as the PA Common Core Mathematics Standards (PA CCCMS). It is designed to take students’ thinking beyond the facts and tools of science and mathematics to the level of the underlying ideas that expose their relatedness. Thinking conceptually about science and mathematics means thinking in terms of unifying scientific ideas or mathematical constructs that have the potential to produce sharable tools and understandings. In addition, the course will address the role that technology tools are playing in children’ math and science education. Prerequisite: EDU 551/551F.

**EDU 667/667F Teaching Social Studies through the Arts (3 credits)**
The purpose of this course is to connect theory and practice in the teaching of elementary school social studies. 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.
Prerequisite: EDU 551/551F.

EDU 669 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 women’s issues in the basic educational curriculums.

EDU 671 Writing in the Classroom (3 credits)
This course introduces theories and practices of writing instruction, with a specific emphasis on writing process pedagogy. Candidates will experiment with writing across genres, and will learn how to use mentor texts, develop mini-lessons, create workshop classrooms, and develop assessment tools. Candidates will be able to concentrate on specific student populations based on their certification.

EDU 679 - Directed Research I (3 credits)
EDU 680 - Directed Research II (3 credits)
EDU 681 - Directed Research III (3 credits)
These directed experiences (students may do a maximum of 3) provide an opportunity to conduct a research project under the supervision of a faculty member.
Note: students may register for a directed research study only after (a) submitting a research proposal to the program director; (b) arranging for a faculty member to serve as mentor; and (c) receiving explicit approval from the department chair.

EDU 691 Student Teaching 7-12 (6 credits)
Student or Intern teaching (or individually designed field experience) under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for the certification student. The fieldwork experience approximates a full-time working/teaching experience for one full semester. At the conclusion of the experience students must have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, using reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, the identification of instructional resources, and the assessment of student achievement. The fieldwork course is typically the final course in a certification sequence. Students should apply to the Coordinator of Student Teaching based on the application deadlines established by the Department. Includes a weekly seminar.

EDU 695 Student Teaching PK-4 (6 credits)
Student or Intern teaching (or individually designed field experience) under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for the certification student. The fieldwork experience approximates a full-time working/teaching experience for one full semester. At the conclusion of the experience students must have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, using reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, the identification of instructional resources, and the assessment of student achievement. The fieldwork course is typically the final course in a certification sequence. Students should apply to the Coordinator of Student Teaching based on the application deadlines established by the Department. Includes a weekly seminar.
EDU 700 Psychology of Literacy (3 credits)
Designed to provide educators with an understanding of the psychological basis of literacy acquisition and development. Emphasis will be placed upon interactive models of the reading process and their implications for classroom instruction. The role of language, cognition, information processing, affective factors and measurement in reading will be examined in detail.

EDU 701 Literacy Assessment & Instruction K-3 (3 credits)
This course provides in-depth study of students' literacy development in grades K-3. A range of formal and informal assessments will be used to examine children's early language and literacy development, including phonemic awareness, concepts of print, word recognition strategies, and comprehension abilities. This information will be used to make informed decisions about literacy instruction.

EDU 702 Literacy Assessment & Instruction 4-12 (3 credits)
This course provides in-depth study of students' literacy development in grades 4-12. A range of formal and informal assessments will be used to examine children's literacy abilities; a focus of the course is understanding and enhancing growth in areas of selecting and applying comprehension strategies and reading texts critically. Assessments will be used to make informed decisions about literacy instruction. **Prerequisite: EDU 701**

EDU 703 Literacy Research (3 credits)
This course is designed to enable students to read and react critically to current research in the field of literacy. Emphasis will include an examination of the nature of educational research and the use and misuse of statistical analyses and interpretations of data. Students will complete a modified literature review of a specific topic to inform their own research agenda. **Prerequisite: EDU 701.**

EDU 704 Planning and Organizing a Literacy Program (3 credits)
The study of the reading program (K-12) is central to this course which utilizes the concept of communication as a unifying theme. Aspects of the planning and organizing of the literacy curriculum are examined. Emphasis is placed on the role of the reading specialist in developing, coordinating, and administering a literacy program. Students will assess the strengths and needs of a school's literacy program and make recommendations for improvement. **Prerequisites: three reading specialist courses.**

EDU 705 Literacy Practicum (6 credits)
During this practical experience, students work intensively with pupils who have reading difficulties in their school setting. Under the guidance of a supervisor, graduate students will conduct assessments and draw from these data to inform their instruction. Each student will be expected to develop a case study on at least one student during the practicum experience. **Prerequisites: EDU 700, 701, 702.**

EDU 706 Sociocultural Aspects of Literacy (3 credits)
This course is based on theoretical frameworks relating literacy learning to the various contexts which lead learners to socially and culturally different ways of making sense and being in the world. It examines multiple views of language, literacy, and literacy development. Students explore the factors that impact literacy learning across different cultural communities. They also explore issues of race, class, and culture on language and literacy acquisition and development.

EDU 707 Internship in Literacy (3 credits)
This practicum course is required for all students in the Five Year Program. Students work in schools under the supervision of a cooperating Reading Specialist. Course goals include understanding the roles and responsibilities of the Reading Specialist, instructing and assessing children with a variety of literacy abilities, and interfacing with parents, teachers, and administrators to serve the literacy needs of children in particular school communities.

EDU 708 Multicultural Literature for Children (3 credits)
This course addresses literature that reflects the lifestyles, heritage, and values of the various cultures that make up the pluralistic American society. Students will examine various genres of multicultural literature, including folktales, realistic fiction, historical fiction, non-fiction, and poetry.

EDU 709 Literature for Adolescents (3 credits)
An exploration of the literature about and for young adults. The focus of the course will be on themes that reflect developmental concerns and parallels between contemporary young adult literature and selected classics. The course will also emphasize evaluation criteria for selecting bibliographical sources. Issues of appropriate social and cultural balance in the literature will be included in the course.
EDU 710 English Linguistics (3 credits)
This course is an introduction to the study of language and principles of linguistics. The main areas of linguistics to be explored include: phonetics, phonology, morphology, syntax, semantics, sociolinguistics, pragmatics, second language acquisition, pedagogy, and applied linguistics. *While this course does not satisfy specific PDE standards for the ESL Specialist Program, we feel it is essential for all teachers who will be working with English language learners.

EDU 712 Second Language Acquisition (3 credits)
The course examines the processes of language acquisition, especially the process of learning a second or additional language, from various theoretical perspectives. Emphasis will be given to the learning environments, the characteristics of interaction and participation and contexts that facilitate second language acquisition. Additionally, the course will explore linguistic factors and processes in second language acquisition (SLA) and examine the structure of learner language. Prerequisite: EDU 646

EDU 713/713F Methods of Teaching English as a Second Language (3 credits, 15 field hours)
This course examines various approaches, methods, and techniques for teaching and assessing English language learners in bilingual and ESL classrooms, as well as assisting ESL students in the regular classrooms. Candidates explore the curriculum, instruction, and teaching materials to maximize opportunities for ESL learners to use the language, to learn about the language, and to learn through the language. Lab experience enables students to apply their pedagogical knowledge and skills in working with the ESL learners (prerequisites: EDU646, EDU710, EDU712).

EDU 714/714F Internship in ESL/Bilingual Programs  (4 credits, 30 field hours)
This course introduces students to the roles and responsibilities of the ESL/Bilingual teacher through a school-based internship. Interns spend 30 hours in the company of expert ESL/Bilingual educators in school settings. Students will gain expertise in working with groups of students, interfacing with teachers and caregivers, and examining programs that serve emergent bilingual students in grades PK-12. Emphasis will be on program design and implementation guided by the English language development standards (ELDS), including assessing students' language capacities, designing programs to fit a variety of language needs, working with teachers and other school professionals to serve emergent bilinguals, and organizing programs to enhance caregiver collaboration. Prerequisites: EDU712, EDU713, & EDU646

EDU 715 Selected Topics in Catholic Education (3 credits)
The focus and scope of this seminar will change from semester to semester, to include such topics as the history of Catholic education, contemporary issues in moral and religious education, and the educational mission of Catholic schools.

EDU 716 Cultural Diversity in Classrooms (3 credits)
This course is designed to promote the exploration of issues of cultural diversity in American Education in preparation for the changing needs of society. Specific emphasis will be placed upon the role of literature as a springboard for discussion and integration of diversity issues into the curriculum. Students will also investigate current research investigating diversity in schools.

EDU 717 Master’s Thesis in Education (3 credits)
A capstone course for programs in education. The course provides the individual student the opportunity to complete a major, independent research study. An in-depth, comprehensive literature-based research report is expected of each student. Presentation and interpretation of findings, including a defense of conclusions, is an expected element of the course.

ITS 605 Technology Applications for Learning Environments (3 credits)
This course will introduce students to the role that technology plays in a learning environment, the impact it has on student motivation, and how it can enhance the overall learning experience for 21st century learners. Students will explore and evaluate the use of basic software applications, multimedia tools, and Web 2.0 tools. An emphasis will be placed on the use of instructional theories and teaching models associated with using technology to create higher order thinking and learning environments for all students. Students will demonstrate proficiency in a wide range of technologies and apply the framework of technological pedagogical content knowledge (TPACK) to enhance technology integration in the classroom. (3 credits; required for Certification; Offered in an 8 week accelerated format)
ITS 610 Applying Theories of Learning to Technology (3 credits)
Applying Theories of Learning to Interactive Technologies is a three credit graduate level course designed for educators, prospective educators, and corporate trainers. This course provides an in-depth study of the theoretical foundation of learning and instruction as they apply to the Interactive Technologies. Students will examine the importance of understanding the learning process in creating effective instruction for education or industry. Various models of learning will be explored, including Information Processing and the major philosophies of the Behaviorist, Constructivist, and Cognitivist approaches. Newer learning theories for a technology age such as Connectivism, Technology Pedagogy and Content Knowledge, and Social Learning Theory will also be considered. The Adult Learning Theory will be studied, of particular relevance for participants interested in designing instruction for higher education or the corporate environment. Students will determine their own personal style of learning and instruction. Additionally, the use of technologies that address the needs of second language learners and those with intellectual or cultural differences will be examined. Note: required for Certification; Offered in an 8 week accelerated format

ITS 615 Interactive and Emerging Technologies (3 credits)
This course identifies and describes tools that promote the design and delivery of instruction, including application software that facilitates interaction among instructors, learners and content. Additionally, it will explore the potential instructional and learning affordances of new Internet technologies and the ways in which they might be used to promote communication and collaboration and to support authentic learning environments. Topics covered will include presentation software, web authoring and Web 2.0 tools, mashup creation, virtual reality, online communities, and the social implications of using such tools in the learning environment. (3 credits; required for Certification; Offered in an 8 week accelerated format)

ITS 620 Multimedia Productions (3 credits)
The students will demonstrate proficiency in the development of multimedia and will develop instructionally effective multimedia products. They will be exposed to and utilize basic computer hardware and software and techniques found in multimedia production. They will utilize object-based and pixel-based graphics software to create and edit instructional images. They will plan, produce and edit a digital video and audio sequence to be used as part of a multimedia production. Note: required for Certification; Offered in an 8 week accelerated format

ITS 625 Research in Instructional Technology (3 credits)
In this course, students will explore the ways that educational research is conducted (ex. Action research) and how research contributes to the field of Instructional Technology. This course includes developing skills in problem identification, collecting data, analyzing data, and preparing research reports. The course also includes practice in evaluating and using educational research reports, particularly those related to Instructional Technology. Finally, this course will cover some important general issues in educational research as a whole. Note: required for Certification; Offered in an 8 week accelerated format

ITS 630 Instructional Design (3 credits)
This course serves to introduce and provide experience with the systems approach to the design of instruction and training. The major components of instructional design models, along with their respective functions will be presented. This is an applications course that provides both introductory information and application of skills and techniques necessary in the design, development, and evaluation of sound instructional products. These skills are particularly pertinent for efficient and cost effective development of effective solutions to novel instructional problems. Note: required for Certification; Offered in an 8 week accelerated format

ITS 635 Networks (3 credits)
Configuration and Implementation: In this course, students will explore computer networking fundamentals and will investigate issues surrounding network performance, security and management, and emerging trends that affect computer networks. As part of this course, students will also begin exploring wireless networks and their implementation. Students will build projects related to network design that draw on their personal and professional experiences. Note: required for Certification; Offered in an 8 week accelerated format

ITS 640 Technology Planning (3 credits)
This course examines the process for developing an informational/educational technology plan through the creation of an action plan, which supports the goals and objectives designed through collaboration with various stakeholders. In addition, students will identify, select, use, and evaluate technologies selected to support their plan. During the course, consideration is given to a number of issues that affect the procurement and use of technology in learning environments. Students create and/or critically review technology plans for the building/department and district/corporate levels. In addition, students investigate the use of technology to create student-centered, problem-based, and learning environments and address requirements based on conducting a needs assessment. Note: required for Certification; Offered in an 8 week accelerated format

**ITS 646 Cultural/Linguistic Diversity and Technology (3 credits)**

This course introduces candidates to technologies that address issues in the language and literacy development of culturally and linguistically diverse (Pre K - 12) English language learners (ELLs). Candidates will learn how to use the PA Language proficiency standards as well as current technologies to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, audio and video recordings, library and online research, will engage candidates in the course topics. Note: required for Certification; Offered in an 8 week accelerated format

**ITS 645 Teaching & Learning at a Distance (3 credits)**

This course is designed to prepare students with knowledge, skills, and tools in the area of Distance Communications. Topics covered include communications technology, delivery systems, instructional development for distance education, and program quality assessment. Note: offered in an 8 week accelerated format

**ITS 655 Delivering Instruction Using Interactive Peripherals (3 credits)**

Students will develop knowledge and skill in the area of delivering instruction using current peripherals, such as iPads, Smartboards, and Student Response Systems. The "Flipped Classroom" model will be explored and students will create a video segment. Bloom's Digital Taxonomy will be introduced. Students will develop a training session using the ADDIE Model for one of the peripherals. Note: offered in an 8 week accelerated format

**ITS 695 Instructional Technology Internship (6 credits)**

The internship allows students to put into practice the theory that they have learned in previous courses. Each internship must last at least 12 weeks, incorporate a minimum of 100 field hours, and be directly related to the general content of the master's program. Note: offered over a full semester

**Core Special Education Certification Courses**

**SPE 600 Foundations and Current Issues in Special Education (3 credits)**

This course is a critical study of the contemporary and controversial issues within the field of special education. Consideration will be given to the philosophical, psychological, and sociological basis of teacher education, including an analytical review of research-based curricula, programmatic innovations, policy issues and their effects, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to effective program planning, investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services.

**SPE 602 Diagnostic Assessment and Progress Monitoring (3 credits)**

This course will provide an in-depth presentation of the complex issue of assessment, including 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). 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. Addition course topics will address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting.

**SPE 603 Theory and Instructional Practice: 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.

SPE 604 Research-based Models and Procedures: Literacy, Written and Oral Language, and Reading in the Content Areas (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 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.

SPE 605 Research-based Models and Procedures: Mathematics and Science Procedures (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 mathematics and content area subjects, including science and social studies. A study of theory and practice of effective teaching methodologies, combined with principles of differentiated instruction. Attention will be on teaching models and methods supported by research and emphasis will be placed on development of effective teaching procedures.

SPE 606 Theory and Instructional Practice: Students with Emotional/Social and Behavioral Disorders (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.

SPE 607 Theory and Instructional Practice: Students with Low Incidence Disabilities (3 credits)
This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curriculum. 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 will include 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.

SPE 608 Families, Schools, and Communities: Communication and Collaboration (3 credits)
This course focuses on the home-school partnerships, 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 available to individuals, families and groups affected by social, environmental, health and related problems.

SPE 609 Special Education Clinical Practicum/Seminar Part I (6 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous instruction experiences. The practicum will include a variety of researched based instructional practices, assessment procedures, classroom management strategies and organizational strategies to provide structured opportunities for professional growth and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual classroom situations that a teacher will face in a Response to Intervention Classroom; (b) integrate the concepts and skills from different prior learning experiences as well as researched based principles in reading, comprehension and writing for educational programming and apply to individual situations; (c) become involved in the routine functions of a classroom teacher including planning, assessment, progress monitoring and collaboration with peers. Course requirements are designed to meet Departmental and Commonwealth standards.

SPE 610 Special Education Clinical Practicum/Seminar Part II (6 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous instruction experiences. The practicum will include a variety of researched based instructional practices, assessment procedures, classroom management strategies and organizational strategies to provide structured opportunities for professional growth and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual classroom situations that a teacher will face in a Response to Intervention Classroom; (b) integrate the concepts and skills from different prior learning experiences as well as researched based principles in mathematics and content areas for educational programming and apply to individual situations; (c) become involved in the routine functions of a classroom teacher including planning, assessment, progress monitoring and collaboration with peers. Course requirements are designed to meet Departmental and Commonwealth standards.

SPE 611 Graduate Special Education Lab and Seminar (3 credits)
This 30-hour practicum with additional online course content provides a culminating, clinical experience in which candidates apply theories and concepts learned in prior coursework in authentic teaching environments.
Prerequisite: completion of all special education coursework.

SPE 612 Inclusive Classroom Practices Kindergarten through Eighth Grades (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 disabilities in inclusive environments. 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; systems management necessary for effective instruction of children with disabilities; and promote an understanding of the underlying theories, issues and methods for managing classroom environments.

SPE 615 Teaching Adolescents in Inclusive Environments Seventh through Twelfth Grades (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 in grades seven through twelfth grades. 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.

Special Education Advanced Courses

SPE 630 Design & Technology for Differentiated Instruction (3 credits)
This course will explore how technology when incorporated with sound instructional design (that incorporates differentiated instruction, universal design, challenged/project based learning, etc.) can provide a dynamic learner centered instructional environment.

SPE 638 Inclusive Classroom Practice and Student/Intern Teaching PK-8 (3 credits)
The focus of this course is on the development 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.

SPE 639: Inclusive Classroom Practice and Student/Intern Teaching 7-12 (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 in grades seven through twelfth grades. 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.

Student Teaching. Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of hands-on teaching/co-teaching. The student teaching experience will occur during the second half of the course (SPE 638 or SPE 639). Time in the classroom may be spread out over more than 4 weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school. The class needs to contain at least 10% of students who have Individual Educational Plans (IEPs). Groups of four or more students, as in a resource room, with IEPs are permitted as long as the same group is provided consistent attention by the student/intern teacher for the duration of the experience. Alternate placements will be accepted on a case-by-case basis. In all placements, student teaching supervisors visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the student or intern teacher. Student teaching supervisors conduct two formal observations of the student teacher.

SPE 700 Special Education School Law and Policy (3 credits)
This course is designed to provide an overview of the legal rights of students and their families in the field of special education. Students will explore the source, history, and current status of special education law. Content covered will include an overview of laws and litigation affecting special education. The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are reviewed. This course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting students with disabilities.

SPE 701 Cognitive Processes: Research-based Brain Studies for the Educator (3 credits)
This course provides an integrative survey of knowledge and research in the cognitive and neurological development of the young mind. The content is designed to connect cognition, neuroscience and educational practice with the critical periods of child development, including language development, visual systems, and psycho-social growth. Attention will be given to the basic structures of the brain and the corresponding dynamic functions, how neurons communicate with each other, and ways that networks of cells function in the vision, memory, and learning processes. The interaction and effects of learning and thinking and how the brain processes, consolidates and internalizes information will be explored.

SPE 702 Cultural Responsive Teaching (3 credits)
This course is designed to align instruction along with the assets and differential needs of diverse student populations through applying and incorporating multicultural perspectives into the teaching-learning process to maximize the academic, cognitive, personal, and social aspects of student learning. It will provide ways to design and deliver culturally responsive strategies to work with culturally and linguistically diverse students and empower their families in the teaching and learning process. The course focuses on addressing challenges to the reading achievement of culturally, linguistically, and economically diverse students with disabilities. Issues covered will include assessment and intervention, curricula development and social/affective skills related to family, community, values and culture of students from different cultural and ethnic groups.

Wilson Reading Certification Courses

SPE 710 Introductory Workshop: Introduction to Multisensory Structured Language Instruction (1 credit)
This online Wilson introductory course examines the definition of dyslexia and common characteristics, reading research and the five areas of reading in relation to students beyond grade two with persistent phonological coding deficits. Specifically studies the Wilson Reading System® (WRS), including student identification and placement, program implementation, progress
monitoring, scheduling, and creating a successful classroom environment; principles of language structure; and how to teach language with direct, multisensory methods.

**SPE 711 Basic Word Study 1-3: Intensive Instruction for the Non-Responsive Reader (3 credits)**
This course presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with word-level deficits who are unresponsive to previous instruction. This online course provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding as well as expands upon these concepts with specific instruction in the closed syllable pattern. Provides specific procedures to teach the concepts presented in Wilson Reading System (WRS) Steps 1-3. Additional topics include accuracy and automaticity of word recognition, fluency with decodable and authentic text, vocabulary and listening/reading comprehension at beginning stages of reading.  
*Prerequisite: SPE 710*

**SPE 712 Basic Word Study 4-6: Intensive Instruction for the Non-Responsive Reader (3 credits)**
This is a continuation of the Wilson Steps 1-3 online course. Presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with word-level deficits who are unresponsive to previous instruction. This online course provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding as well as expands upon these concepts with specific instruction in the vowel-consonant-e, open, and consonant-le syllable patterns. Provides specific procedures to teach the concepts presented in Wilson Reading System® (WRS) Steps 4-6. Additional topics include the ten critical points of the Wilson Reading System, dyslexia, non-controlled text, and handwriting.  
*Prerequisite: SPE 710 and SPE 711*

**SPE 713 Wilson Certification Course Clinical: Intensive Instruction for the Non-Responsive Reader (Practicum - 3 credits)**
This course, a supervised practicum, requires identifying and securing a practicum student in grades 4 - 12 with significant word level deficits, selected according to WRS practicum student selection criteria. Although not required, a second practicum student is highly recommended. The practicum entails successful delivery of a minimum of 60 Wilson Reading System (WRS) lessons and teaching mastery through WRS Step 4.2. A Wilson trainer observes the participant working with his/her student five times during the practicum via videoconferencing. Must demonstrate that the teaching plan is based on continuous assessment of the student's needs. *This course is completed over two semesters, generally spanning one academic year.*  
*Prerequisite: SPE 710 and completion of/or concurrent enrollment in SPE 711/SPE 712*  
*Please Note: Although completion of SPE 710, SPE 711, SPE 712 and SPE 713 are required for WRS Level I Certification, certification is not guaranteed and is dependent upon successful fulfillment of all Wilson requirements.*

**Autism Spectrum Disorder Specialist Endorsement Courses**

**SPE 720 Introduction to ASD: Overview of Causality, Diagnosis and Advocacy (3 credits)**
This course will provide candidates with an introduction to Autism Spectrum Disorders (ASD). With the increase in the number of individuals being diagnosed with ASD, this course will examine the challenge ASD presents to families, educators, students, related service providers, advocates, and policy makers. Course content will include an overview of ASD; family issues and challenges; ASD screening, diagnosis and assessment; an overview of intervention and treatment approaches; accessing appropriate supports and services; policy issues; advocacy and the experience of individuals living with ASD.

**SPE 721 Augmentative and Alternative Communication and Socialization Strategies (3 credits)**
This course will focus on a wide range of current research and evidence-based practices in the area of Augmentative and Alternative Communication (AAC) as it is implemented to increase, improve, and maintain functional communication skills of students with Autism Spectrum Disorder (ASD). In addition, specific strategies and techniques to address socialization skills for individuals with ASD as well as their communication partners will be addressed. Case studies, discussions, and activities will be utilized to personalize these strategies and techniques.
SPE 722 Evidenced-Based Practices: Assessment, Interventions, and Instructional Methodologies (3 credits)
This course will provide comprehensive coverage of the importance of using evidence-based practice in assessment, instruction, and implementation of interventions for individuals with Autism Spectrum Disorder (ASD). Course content will include identifying the legal basis and requirements for evidence-based practice; a review of how to locate and evaluate evidence in the literature base; (a review of the theoretical basis of, and evaluation of the empirical evidence for screening and assessments; a review of the theoretical basis of, and evaluation of the empirical evidence for screening and assessments; the continuum of interventions from traditional behavior to social-developmental-pragmatic; comprehensive program approaches; and instructional strategies in the classroom. Additional topics will include the use of medical, dietary, and sensory interventions in the schools; pseudoscience and fad interventions; and finding the middle ground between parents and professionals in the decision-making process.

SPE 723 Autism and Applied Behavior Analysis: Behavior Management Approaches (3 credits)
This course will examine and introduce the major therapies/educational interventions that have been developed to treat autism and related pervasive developmental disorders. Applied behavior analysis (ABA), an empirically-validated treatment for individuals with autism and related disabilities will be discussed in detail. In addition, other emerging treatments including Greenspan, Relationship Development Intervention, and the principles of Positive Behavioral Supports (PBS) in Universal Design for Learning (UDL) will be examined in relation to ABA. In addition, scientific criteria will be compared to pseudoscientific criteria for various interventions. This course is relevant for both novices and experienced practitioners in the field of autism treatment.

Teacher of the Deaf and Hard of Hearing Course Track – Hearing Impaired (PK-12) Certification Courses

SPE 730 Educational Foundations for Students who are Deaf and Hard of Hearing (3 credits)
This course introduces basic concepts for the education of students who are deaf and hard of hearing. Topics covered will include the social construction of deafness and hearing loss; language acquisition and literacy development in children who are deaf and hard of hearing; educational philosophies and approaches; sign language systems in education; assistive technology including cochlear implants; placement options; supports for inclusive practices; and specially designed instruction, including adaptations for students who are deaf and hard of hearing and children with additional special needs.

SPE 731 Language, Literacy & Communication Development for Students who are Deaf and Hard of Hearing (3 credits)
This course will introduce students to the components of language, normal developmental sequences in children, and the impact of hearing loss upon language acquisition. Auditory and visual strategies for facilitating language acquisition among students who are deaf and hard of hearing will be included, as will protocols for integrating language instruction into academic content area instruction. Students will be introduced to the array of communication options available to families of children who are deaf and hard of hearing, early communication behaviors expressed by young children, and strategies for supporting families making communication decisions. The course will examine the components of literacy in conjunction with characteristics of scientifically-based reading research and principles of effective instruction. Students will examine reading programs created for students who are deaf and hard of hearing, create lesson plans, select websites and technology tools available online to support these lessons, practice using scoring rubrics, and develop personal plans for expanding their own communication skills over the course of the next year.

SPE 732 Curriculum, Instruction & Learning Environments for Students who are Deaf and Hard of Hearing (3 credits)
This course content will cover what teachers of students who are deaf and hard of hearing need to know in order to choose and effectively implement the most appropriate methodology, evaluation procedures, goal/objective sets and lesson plans. Focus will also be on ongoing assessment measures to monitor student progress and to validate the effectiveness of specific instructional methods and materials through data collection. In addition, attention will be given to how curriculum and instruction are differentiated through the service delivery spectrum: consultation, itinerant, resource room and full time class (supplemental) instruction.
SPE 733 Listening and Speaking Skills for Students who are Deaf and Hard of Hearing (3 credits)
This course will provide information regarding the etiology and age of onset of hearing loss, anatomy and physiology of the hearing mechanism, degree and type of hearing loss, and interpretation of audiological results. The course will also offer information on auditory skill development, the utilization of various forms of amplification including hearing aids, cochlear implants, and FM systems, and the relationship of classroom acoustics to auditory access. Additionally, information in the area of spoken language development will be provided, including speech sound acquisition, development of vocabulary, syntax and pragmatics, and the relationship of listening and spoken language to literacy.

SPE 734 Sign Communication in Instructional Settings (3 credits)
This course introduces and expands upon the use of a variety of sign languages and sign communication systems in instructional settings. Among the topics covered are the history and structure of American Sign Language (ASL), the nature and characteristics of artificial sign systems developed to represent English and hybrid systems such as those described as “contact signing.” The parameters and use of fingerspelling as an educational tool will also be included. Various philosophies and methodologies of incorporating sign communication in educational settings will be covered. Students will be exposed to the appropriate use of sign languages and sign systems in instructional settings and how they may be used to enhance learning by deaf and hard of hearing students.

SPE 739 Student Teaching and Professional Seminar– 14 week supervised experience** (6 credits)
This is an individually designed field experience under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for students seeking the Hearing Impaired (N-12) certification (PA). It approximates full-time working/teaching experience for one full semester. At the conclusion of this experience, students must have demonstrated proficiencies in instructional management and specially designed instruction, student engagement and motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, integrating reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, communicating effectively with students and staff members who are deaf or hard of hearing in their preferred languages and modes of communication, the identification of instructional resources, assessment of student achievement, the development of IEP goals and objectives, management of amplification systems, assessment and development of listening and spoken language skills, consultation with regular classroom teachers, modification of the classroom acoustic environment, and development of student compensating strategies. The fieldwork course is typically the final course in a certification sequence. Includes a weekly online seminar session.
Prerequisites: SPE 600, 608, 612, 730, 731, 732, 733, 734

Supervisor of Special Education Courses *
* Additional EDL courses are required for Supervisor of Special Education certification

SPE 620 Fundamentals of Special Education Practices for School Leaders (3 credits)
This course is a critical study of the contemporary and controversial issues within the field of special education emphases will be placed on the role of the supervisor or administrator. Consideration will be given to the philosophical, psychological, and sociological basis of teacher education, including an analytical review of research-based curricula, programmatic innovations, policy issues and their effects, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services.

SPE 621 Law, Policy and Procedures for the Special Education Supervisor (3 credit)
This course is designed to provide an overview of the legal rights of students and their families in the field of special education, with particular focus on the supervisor’s role in implementing and monitoring policy and procedures in districts’ special education programs. Content covered includes an overview of laws and litigation and the current status of legislation dealing with special education. The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are
reviewed. This course will focus on the supervisor's role in addressing issues of identification, IEP development and implementation, equal protection, extended school year (and day), functional behavioral analysis, teacher assistants, least restrictive environments, transition, procedural due process, complaint resolution, and substantive due process doctrines to school practices affecting students with disabilities. Additionally, attention will be given to preparation of focus audits, data collection, basic compliance issues, communicating and collaborating with parents and maintaining active parental support groups. Also, case studies will be conducted that deal with issue, rule, analysis and conclusion (IRAC), as a tool to provide a framework for supervisors to rapidly increase their understanding of emerging, complex legal issues.

SPE 622 Administration and Supervision of Special Education Programs (3 credits)
The purpose of this course is to provide the student an opportunity for in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education. This course provides the Special Education Supervisor candidate with a specified professional knowledge-base included in the following aspects of leadership: decision-making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, supervision/assessment practices.

Prerequisite: SPE 4805

SPE 623 Advanced Fieldwork/Seminar (3 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous administrative experiences. The practicum will attempt to include a blend of all the administrative experiences possible to provide professional growth, maturity and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problem and day-to-day administrative duties; (b) integrate the concepts and skills from different prior learning experiences and focus on individual situations; (c) become involved in the routine functions of schools/school districts and Intermediate Units. Course requirements are designed to meet Departmental and Commonwealth standards. The requirements of this course will be a continuation of SPE 623, specifically, an additional 180 hours, for a total of 360 hours of fieldwork activities under the supervision of University faculty.

SPE 624 Advanced Supervision and Curriculum Fieldwork/Seminar (3 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous administrative experiences. The practicum will attempt to include a blend of all the administrative experiences possible to provide professional growth, maturity and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problem and day-to-day administrative duties faced by a Supervisor of Special Education based on the Educational Leadership course content; (b) integrate the concepts and skills from different prior learning experiences and focus on individual situations; (c) become involved in the routine functions of schools/school districts and Intermediate Units. Course requirements are designed to meet Departmental and Commonwealth standards. The requirements of this course is taken as a culminating course by all students seeking Supervisor of Special Education certification. The requirements of this course includes 180 clinical hours of fieldwork activities under the supervision of University faculty.

SPE 630 Design & Technology for Differentiated Instruction
This course will provide comprehensive coverage of what is involved in the consideration, assessment and implementation of assistive technology for students with special needs including those with specific learning disabilities found most commonly in regular and special education classrooms today. Additional topics will include current and emerging technologies used to enhance instruction for both regular and special learners; school practices related to technology integration and effective uses of technology in the general and special education classroom.