

Education

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The Education Department at Saint Vincent College offers the following degree programs:

Bachelor of Science in Elementary Instruction:

Early Childhood Education grades PreK-3

Bachelor of Science in Elementary Instruction:

Elementary Education, grades K-6

The Education Department additionally offers the following certification programs:

Art, grades K-12

Biology, grades 7-12

Business, Computer and Information Technology, grades K-12

Chemistry, grades 7-12

English, grades 7-12

Environmental Science, grades K-12

French, grades K-12

Mathematics, grades 7-12

Physics, grades 7-12

Social Science, grades 7-12

Social Studies, grades 7-12

Spanish, grades K-12

The philosophy of the department is to provide Education students with experiences that develop both depth and breadth in professional skills and knowledge. This is accomplished by combining instruction in basic pedagogy with pertinent field experiences and courses in psychological foundations in education. The goals of these endeavors include grounding students in the scientific and artistic bases of the teaching profession; preparing them for the roles of the instructor, mentor, care-giver, advocate, and change agent; and refining their skills in the areas of organization, critical thinking, self-reflection, academic and personal integrity, responsible decision making, and creativity.

To prepare for the K-12 classroom, students engage in a variety of field-based activities throughout their study in the Department. These activities include observations, tutoring, classroom demonstrations, and teaching lessons in their fields. The culminating activity is a 14-week student teaching assignment in a school and classroom appropriate to the certification area.

After completing the teacher certification program at Saint Vincent College, 98% receive Pennsylvania Teacher Certification and 94.5% secure teaching positions or education-related positions within one year of completion.

Bachelor of Science in Elementary Instruction

Saint Vincent College offers a four-year Bachelor of Science in Elementary Instruction degree. With this degree, students will fully meet all current and pending Pennsylvania Department of Education elementary education guidelines planned for 2010 and later. This program is designed to be flexible for students who want to remain competitive in the future teaching market. Students have the option to select a Bachelor of Science in Elementary Education: Early Childhood PreK-3 or Elementary

Education K-6. The Early Childhood certification allows the student to focus on teaching pre-kindergarten to third grade whereas the Elementary Education certification allows the student to concentrate on grades K-6. However it is highly recommended, until future State changes are implemented, that students elect to complete the Bachelor of Science in Elementary Instruction:

Elementary Education K-6 with the PreK-3 add-on option. By selecting this major, students will be prepared for all levels PreK-6. Students enrolled in this degree program will greatly benefit from the Fred Rogers Center for Early Learning and Children's Media that provides unique opportunities for research, resources, and outreach. In addition, elementary education students are given the opportunity to self-design a cognate area that can be applied toward a middle level content area certification for middle grades 4-8. It is the design of this major to prepare students for a large range of teaching accreditation with excellent preparation. Last, all graduates of the B.S. in Elementary Instruction program are automatically given an opportunity to complete an accelerated Master of Science in Special Education by transferring over 9 credits from their undergraduate study. See Master Degrees in Education for more information.

Education Minor:

All students desiring to minor in Education for the K-12 and 7-12 certification areas listed above should declare their minor upon acceptance to Saint Vincent College or as early in their college career as possible.

All Education minors are required to have a major in an academic discipline. In addition to the major, other course requirements include: 1. General studies requirements (usually fulfilled through the Core Curriculum), 2. Required courses in psychology, 3. Studies in education and 4. Student teaching field work. Students should consult other departmental listings and/or their major advisors to learn about requirements in their fields of study.

Clearances:

All students taking Education courses are required to have obtained Criminal History Record (Act 34) and Child Abuse (Act 151) clearances and a tuberculosis test prior to the start of class. These clearances must be renewed each year. Beginning in 2008, Students will have to obtain an additional FBI clearance. Visit your local police station for more information. The FBI clearance will be good for your entire four or more years of study.

Formal Admission to the Teacher Certification Program:

To gain formal admission to the teacher certification program, students must have earned 48 credits with a minimum cumulative grade point average of 3.0 and have passed the pre-professional skills tests of the PRAXIS examinations. In addition, students must have successfully completed Foundations of Education (ED 100), Observation and Interaction Lab (ED 101), and Strategies and Techniques of Instruction and Lab (ED 205/206), with a grade of B- or higher. The application packet must include a completed application form, official transcripts of all college coursework, and three completed recommendation forms (at least two must be from college faculty members).

All post-baccalaureate students applying for teacher certification must show evidence of an undergraduate degree, a minimum cumulative GPA of 3.0, and passing scores on the Pre-Professional Skills Tests of the PRAXIS exams. Three completed recommendation forms must be submitted (at least two must be from college faculty members).

Students may not register for the upper division field experience courses—Student Teaching Orientation (ED 400), Student Teaching Internship (ED 410), or Professional Seminar (ED 411)—until they have been officially accepted into the teacher certification program. Students denied acceptance into the Teacher

Certification Program may appeal the decision to a review board composed of members of the Education Department and the College Teacher Education Committee.

An alternative admissions procedure is available for students who do not meet the required grade point average but who have demonstrated potential to become successful K-12 teachers and have worked with children. See the Education Department for more information on the alternative admissions procedure.

Saint Vincent College also offers alternative certification for people who have been in the work force and are considering teaching as a new career. Those interested in more information about this program should contact the Coordinator for Continuing Education and Graduate Education.

Minor without Certification:

Students may choose an Education minor only without pursuing teacher certification. Such a minor is often valuable preparation for careers in religious education, business, sociology, psychology, and communications. To earn the Education minor, students will take all courses required in the minor for early childhood, elementary, secondary or K-12 certification areas, except for the Student Teaching Field Experiences.

Graduate Studies in Education with or without Certification: (See Graduate Section)

Requirements for Bachelor of Science in Elementary Instruction (130-142 Credits)

All candidates for a B.S. in Elementary Instruction with either early childhood and/or elementary teacher certification must meet the following general studies requirements:

American History*	6
American Literature*	3
Fine Arts*	3
Economics*	3
Language and Rhetoric and Intermediate Writing*	6
Elementary Functions (or higher)	3
Human Biology with lab*	4
Natural Science with lab (Physics or Chemistry)*	4

*Also fulfills Core Curriculum requirements.

All candidates for secondary certification and K-12 certifications must meet the following general studies requirements:

Topics in U. S. History to 1865 and Since 1865*	6
Literature*	3
Art and Music of the Western Culture*	3
Language and Rhetoric and Pedagogy of Composition*	6
Mathematics (one course must be MA 104 or higher)	3
Natural Science with lab (Environmental Science, Biology, Physics or Chemistry)*	4
Tier II Science with "health component" (i.e. Exercise and Sport Physiology, Human biology/lab, Chemistry of Daily Life, etc.)*	4

*Also fulfills Core Curriculum requirements.

Required Studies in Psychology (15 credits)

All candidates for Elementary teacher certification must take the following foundation courses in Psychology:

PY 115 Educational Psychology*	3
PY 212 Child Development	3
PY 251 Family Systems (PreK-6) or Cognitive Psychology (K-6 only)	3
PY 290 Psychology and Education for Exceptional Students*	3
PY 381 Educational Testing	3

Required Studies in Communications (3 credits)

CA 295 Children and the Media	3
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Required Studies in Mathematics (3 additional credits than general studies)

MA 102	Mathematics for Teachers	3
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Required Studies in Education (41-42 credits – Elementary Education K-6; 46-47 credits Early Childhood Education)

ED 100	Foundations of Education	3*
ED 101 or 207	Field Experience	1
ED 109	Physical and Cultural Geography	3
ED 205/206	Strategies and Techniques of Instruction and Lab	3
ED 208	Classroom Partnerships and Inclusion	3
ED 215	Early Childhood Curriculum I	2**
ED 230	Teaching of Social Studies PreK-6	2
ED 242	Numerical and Manipulative Math for Early and Special Learners	2
ED 244	Teaching of Science and Health PreK-6	2
ED 250	Reading and Writing for Early and Special Learners	2
ED 308	Teaching of Fine Arts PreK-6	2
ED 315	Early Childhood Curriculum II	2**
ED 317	Program Development for Infants and Toddlers	3**
ED 320	Reading and Language Arts 4-6	2
ED 390	Teaching of Nonnative Speaking and Culturally Diverse Students	3
ED 400	Field Experience II: Pre-Student Teaching	2
ED 410	Field Experience III: Student Teaching Internship	8-9
ED 411	Professional Seminar	3

Required Studies for a Cognate Area (Minor or Certificate) 18 credits - Elementary Education K-6 Only

Selected courses that can be applied toward a middle level 4-8 certificate. Students should see their advisor to identify these courses.

*Also fulfills Core Curriculum requirements.

**Early Childhood Certification (add-on) PreK-3

Typical Freshman Year Elementary Instruction Major Schedule:

Fall Semester (15 credits)

EL 102	Language and Rhetoric	3
or		
RS 119	Exploring Religious Meaning	3
	Intermediate Modern or Classical Language	3
AR 100	Art and Music of Western Culture	3

All students will take one three (3) credit course designated as a First-Year Seminar which will satisfy a Core Curriculum requirement

HI 106	Topics in US History I	3
EC 101 or 102	Principles of Economics	3

Spring Semester (18 credits)

PY 115	Educational Psychology	3
RS 119	Exploring Religious Meaning	3
or		
EL 102	Language and Rhetoric	3
	Intermediate Modern or Classical Language	3
MA 104	Elementary Functions	3
HI 107	Topics in US History II	3
PL 101	First Philosophy	3

Requirements for Education Minor/Teacher Certification in Secondary Education (7-12) and in K-12 Areas

In addition to the courses listed below, candidates for certification in secondary education must satisfy the requirements for a major in an academic degree program related to their area of certification.

Courses in basic pedagogy (11 credits)

ED 100	Foundations of Education*	3
ED 205/206	Strategies and Techniques of Instruction and Lab	3

ED 220	Secondary Reading Instruction	2
ED 300-306	Teaching in the Content Area (Depending on discipline)	3

Field experiences (15 credits)

ED 101	Field Experience I: Observation and Interaction Laboratory*	1
ED 400	Field Experience II: Pre-Student Teaching Practicum	2
ED 410	Field Experience III: Student Teaching Internship	8-9
ED 411	Professional Seminar	3

*Also fulfills Core Curriculum requirements.

**Note: ED 207 (Practicum in Education I) may be substituted for ED 101 with permission of the the student's education advisor.

Education courses required specifically for secondary Social Studies

ED 109	Physical and Cultural Geography	3
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*Also fulfills Core Curriculum requirements.

Praxis Examination Series

Prior to admission to the teacher certification program, students must pass the PRAXIS Pre-Professional Skills Tests. Students are strongly advised to take the remaining tests prior to or during their student teaching internship.

PA Early Childhood Director Core Certificate (9 credits)

Saint Vincent College and the Education Department is committed to providing early childhood professionals with the necessary tools and credentials for providing the best service to our community. As a result, Saint Vincent College has agreed to offer and align our courses to fully meet the PA Early Childhood Director Core Certificate standards set forth by the Pennsylvania Department of Public Welfare to meet the performance standards for STAR #3 early childhood providers. In addition, the Education Department has collaborated with the Fred Rogers Center for Early Learning and Children's Media to fully integrate our early childhood coursework with fundamentals and resources that Fred Rogers had used in preparation and production of his television outreach for young children. By choosing to obtain an early childhood certification and/or a PA Early Childhood Director Core Certificate (approved coursework) from Saint Vincent College, candidates will additionally benefit from the unique resources provided by the Fred Rogers Center. Candidates selecting Saint Vincent College should contact the Coordinator of Continuing and Graduate Education to submit an application. After approval, each candidate will be assigned an education advisor who will audit and approve transferred and future coursework required for the certificate.

Course Descriptions

See the Education Department for course offering rotation.

ED 100 Foundations of Education

This course is designed to introduce students to the legal principles that establish teaching as a profession and that govern the behavior of teachers. The school as a governmental agency and a state and local institution is examined within a multi-disciplinary context (history, law, philosophy, politics, psychology, and sociology). The Code A Professional Practice and Conduct for Educators is studied. Special emphasis is given to the significance of The Individuals with Disabilities Education Act (IDEA) within the context of compensatory education. Students will also examine racial and cultural diversity, rural and urban educational issues, and the roles of the school and the educator as agents of cultural and

educational change. Educational research tools and appropriate instructional technology applications are included. Major emphasis is placed on the development of an educational philosophy. Tubercular check, Act 151 and Act 34 clearances must be obtained before the beginning of class. Fee. Three credits.

ED 101 Field Experience I: Observation and Interaction Laboratory

This field-based course combines thematic lectures and case study analyses with systematic observation in a variety of elementary and secondary school and classroom settings. The goal of this course is to provide an overview of the various dimensions of modern teaching. Tubercular check, Act 151 and Act 34 clearances must be obtained before the beginning of class. This course meets three hours per week. Approximately 20 hours of fieldwork are involved. Fee. One credit.

ED 109 Physical and Cultural Geography

Major areas of study include maps and globes, the earth in space, eco-regions, climate patterns, human habitation, land and water formations, origins of ecological degradation, natural and cultural relationships, and regional studies. The five geographic themes are investigated within the framework of the National Geographic Standards. The course emphasizes cross-cultural and global perspectives of historical events and movements, and the socio-economic activities of people in their regional environs. A major requirement is the development of a regional profile using geographic relationships. Appropriate research and instructional technology applications are included in the course. This course includes both lecture and laboratory components and meets three hours per week. Tubercular check, Act 151 and Act 34 clearances must be obtained before the beginning of class. Three credits.

ED 205 Strategies and Techniques of Instruction

This course focuses on basic teaching strategies for prospective teachers of education. It focuses on instructional planning, classroom management, models of instruction, instructional technologies, and the interactive skills of classroom teaching. The selection and organization of content is examined in terms of such factors as the availability of resources, Pennsylvania academic curriculum standards, research trends, preferred teaching and learning strategies, desired learning outcomes, thinking and study skills, and students' developmental and cultural needs. Extensive use is made of taxonomies of learning for defining objectives and analyzing questioning, teaching, instructional design, and assessment strategies. Video-taped micro-teaching and follow-up analysis are included. Software evaluation and use are explored. Field Experience requirements for this course are met by taking the ED 206 laboratory. This course includes both lecture and laboratory components and meets three hours per week. Prerequisites: ED 100 (may be taken concurrently) or consent of the instructor. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Two credits.

ED 206 Strategies and Techniques of Instruction Laboratory

This course is designed to be taken concurrently or after ED 205 Strategies and Techniques of Instruction. Students will participate in an authentic teaching experience on campus with school age students to practice techniques and strategies that are taught in ED 205. Students will be instructed, observed, and mentored by a master teacher and administrator. The course is to be taken on Friday afternoons between the times of 1:30 – 4:30 PM for one hour. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. One credit.

ED 207 Practicum in Education

The requirements and content of this field-based course vary by arrangement with the instructor. It is designed to offer students opportunities for systematic observation and/or instructional interaction with children in a variety of learning environments. It can be taken in lieu of ED 101 or as an elective for those who wish to earn credit for working in educational settings. Tubercular check and Act 151 and Act 34 clearances must be obtained before the beginning of class. Fee. One credit.

ED 208 Classroom Partnerships and Inclusion

This course is designed to provide the full scope of current trends, adaptive technologies, instruction techniques and innovative strategies needed to teach K-6 special learners effectively and for building learning support communities. Through the review of learning theory, students will be given tools for adapting instruction for exceptional learners along with planning and preparing Individualized Education Plans. Methods for teaching in traditional and nontraditional classrooms and building relationships with the community will be addressed. Actual modeling and demonstration of dynamic inclusion techniques will be practiced. The impact of diverse education will be further realized through direct school and community engagements: such as campus programs and field experience opportunities. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Three Credits.

ED 209 Educational Media and Electronic Portfolio Development

This course focuses on the basic application of technology and media in the classroom. Major emphasis will be the use of utility, web-authoring, and educational software. Various methods for proper integration of media into the classroom will be examined. A major course emphasis will also be the preparation of an electronic teaching portfolio that is a mandatory requirement of all students planning to become certified. This course includes hands-on training, discussion, and project presentations. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Two credits.

ED 215 Early Childhood Curriculum I

This course provides a general overview of early childhood programs, application of the Fred Rogers archive for philosophical enrichment, and an introduction to the roles of early childhood professionals. The physical, social, cognitive, and emotional development of young children are studied with respect to the planning and design of developmentally appropriate learning experiences as seen by Fred Rogers and other philosophers. The historical evolution of childcare programs is examined with regard to the theories of leaders in this field and the significant government legislation enacted in response to the changing needs of society. Observations at childcare centers, interviews with parents/teachers, and research investigations supplement and enhance classroom learning. Appropriate instructional technologies are included in this course. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Prerequisites: ED 100, ED 205, and PY 115. Required for PreK-3 early childhood certification. Two credits.

ED 220 Secondary Reading Instruction

The ability to "read to learn" is a fundamental skill necessary for success in school at all levels and in all content areas. In this course, students learn about instructional strategies and materials that increase comprehension skills and promote success in reading in all subject areas. Course topics include: selecting and evaluating appropriate reading materials; using oral, written, and graphic techniques for maximizing understanding and vocabulary development; motivating and maintaining student interest in

reading; and identifying and supporting reading difficulties. Software evaluation and use of appropriate technology are also addressed in this course. The class meets three hours per week and requires a related field experience. Tubercular check, Act 151 and Act 34 clearances must be obtained before the beginning of class. Prerequisites: ED 100, ED 205/206 and PY 115 or consent of the instructor. Two credits.

ED 230 Teaching of Social Studies, PreK-6

This course investigates the growth and development of children within the social studies expanding environment curriculum model. Classroom demonstrations and presentations draw upon history, the social sciences, and geography to provide a framework for developing a cohesive social studies curriculum. The issues of multicultural education, global education, and inclusiveness are investigated in terms of the individualization and differentiation of instruction. Special emphasis is placed on Pennsylvania academic standards, NCSS curriculum standards, the Taxonomy of Educational Objectives, religion in the curriculum, instructional strategies for addressing multiple intelligences, whole language, authentic assessment, and inquiry methodologies. Laboratory activities provide training in the analysis of cooperative learning strategies. A philosophy of proactive classroom management is presented as a precondition for the enhancement of learning. Appropriate research and instructional technology applications are included. This course includes both lecture and laboratory components and meets three hours per week. Tubercular check, Act 151 and Act 34 clearances must be obtained before beginning of class. Prerequisites: ED 100, ED 205/206, and PY 115 or consent of the instructor. Two credits.

ED 242 Numerical and Manipulative Math for Early and Special Learners

This course will provide pre-service teachers current trends, techniques, technologies, and research about mathematical teaching in the special, early elementary, and inclusive settings. Classroom strategies, hands-on numerical techniques and communication, and the use of manipulative tools will be discussed and presented. Through a combination of readings, student research, in-class activities, microteaching and practical experience along with presented curricula enriched by the Fred Rogers archive, students will gain the skills necessary to perpetuate classroom enthusiasm toward mathematics. During much of the in-class time, the students will participate in or present elementary mathematics lessons which parallel the types of lessons and strategies currently being promoted by the National Council of Teachers of Mathematics (NCTM) and other organizations that are interested in quality mathematics instruction at the early elementary level. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Two Credits.

ED 244 Teaching of Science and Health, PreK-6

This class emphasizes the study of children's thinking in relation to the content and conceptual basis of science and health. Direct instruction, inquiry, discovery, and cooperative learning models form the pedagogical base for the study of physical, life, environmental, and health sciences. This course consists of both lecture and laboratory components including an inquiry-based demonstration and participation lab that provides the opportunity to integrate learning theory with the content and conceptual knowledge base in science and health. This course includes both lecture and laboratory components, meets three hours per week and includes a school-based field experience. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Prerequisites: ED 100, ED 205/206, and PY 115 or consent of the instructor. Two credits.

ED 250 Reading and Writing for Early and Special Learners

This course addresses the development of emergent literacy skills in young and special needs children ranging in age from preschoolers through third grade, "learning to read." Emphasis is placed on studying theories of learning, models of instruction, and their application in the design of appropriate language arts lessons for early and special learners. Special attention is given to the topics of phonics instruction, whole language, vocabulary development, and beginning writing skills. The class will also present how to use the Fred Rogers archive and children's literature to enrich reading and writing curriculum as a learning medium with learners. Students are engaged in the planning and presentation of thematic units of instruction and language arts lessons that correlate with State and National Standards. Observations of language arts lessons in local schools and/or a tutoring experience are required. Tubercular check, Act 151 and Act 34 clearances must be obtained before the beginning of class. Two credits.

ED 300 Teaching of Foreign Language, K-12

This course is designed to prepare students for a career in foreign language education. Students will acquire information regarding current and past theories of language acquisition, learning, and teaching. Students will develop a philosophy and style of teaching and are required to design and present lessons for students of various ages, abilities, aptitudes, and physical conditions from diverse socioeconomic and cultural settings, backgrounds, and environments. Students will familiarize themselves with the National Standards for Foreign Language Teaching, the Pennsylvania State Standards K-12, and the ACTFL Proficiency Guidelines. Students must incorporate these standards in their lesson designs and in their instruments for assessment of student performance. Students must also integrate effective technological tools in the design of classroom lessons. There will be opportunities for reflection and self-evaluation concerning one's development as an effective teacher. Membership in professional associations is encouraged. Three credits.

ED 301 Teaching of English, 7-12

Topics and experiences include the identification of content area readings and study skills, development and presentation of instructional materials, analysis of teaching strategies and techniques, authentic learning, authentic assessment, and instructional planning aligned with the Pennsylvania Standards in Reading, Writing, Listening and Speaking. Students will learn about current trends in curriculum content and research with special emphasis on how culture and human development affect students' instructional needs. One field-based experience is required. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Prerequisites: ED 100, ED 205/206, and PY 115 or consent of the instructor. Three credits.

ED 302 Teaching of Social Studies, 7-12

The major emphasis of this standards-driven course is the systematic investigation of teaching strategies and techniques, including lesson planning and student micro-teaching demonstrations, authentic learning and assessment, global education, instructional needs of special students, religion in the curriculum, and multicultural education. Current trends and issues in Social Studies education are also explored through required readings in periodical literature and educational research. Special attention is given to the teaching of current events, individualization and differentiation of instructional strategies and techniques, and the utilization of inquiry techniques. Membership in professional associations is encouraged. Appropriate research and instructional technology applications are included. One field-based experience is required. Tubercular check, Act 151 and Act 34 clearances,

must be obtained before beginning of class. Prerequisites: ED 100, ED 205/206, and PY 115 or consent of the instructor. Three credits.

ED 303 Teaching of Mathematics, 7-12

Course topics and experiences include: the identification of content area skills, development of scope and sequence charts, applications of technology to the teaching of mathematics, text analysis, investigation of mathematics curricula with respect to Pennsylvania academic standards and the N.C.T.M. national standards, review of learning theory and its application to teaching methods, identification of specific learning groups and their special needs, and the development and use of teaching materials including written lesson plans and units of instruction. Video-taped micro-teaching and follow-up analyses are required. Membership in professional organizations is encouraged. One field-based experience is required. This course includes both lecture and laboratory components and meets three hours per week. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Prerequisites: ED 100, ED 205/206, and PY 115 or consent of the instructor. Three credits.

ED 304 Teaching of Science, 7-12 / Environmental Science

Lectures and discussions focus on the philosophy of science; the human learning basis of science instruction; interaction analysis in the classroom; current trends in science curriculum and instruction aligned with the Pennsylvania academic standards; inquiry, direct instruction, cooperative learning, and discussion models of teaching; designing course, unit, and lesson plans; and authentic assessment of learning. Micro teaching, appropriate technology applications, and library research projects are required. Membership in professional associations is encouraged. One field experience is required. This course includes both lecture and laboratory components and meets three hours per week. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Prerequisites: ED 100, ED 205/206, and PY 115 or consent of the instructor. Three credits.

ED 305 Teaching of Art, 7-12

This course is designed to introduce the art education student to the teaching of art at the elementary and secondary levels. In addition to weekly class meetings, opportunities for classroom observation and directed teaching strategies will be provided. An emphasis will be on developing a proficiency in art curriculum planning, motivational strategies, art room management, and methods of evaluation in art. Students will also be required to participate in mock-teaching and local art museum experiences. Prerequisite: ED 205. Three credits.

ED 306 Teaching of Business, Computer and Information Technology

This is a comprehensive course designed to present the theory and methodology to develop, teach, and evaluate instructional lessons and units relating to business subjects including accounting, business law, career development, communication, computation, economics and personal finance, entrepreneurship, information technology, international business, management, and marketing. Students will also learn about establishing and administering advisory committees, business clubs, and work experiences. School visitations and review of current literature are included. Applications are appropriate to the elementary, middle and high school. Prerequisite: ED 205. Three credits.

ED 307 Practicum II

The requirements and content of this field-based course vary by arrangement with the instructor. It is designed to offer students opportunities for systematic observation and/or instructional interaction with children in a variety of learning environments. This

course may be taken as an elective for those who wish to earn credit for working in educational settings. Tubercular check and Act 151 and Act 34 clearances must be obtained before the beginning of class. Prerequisite: ED 205. Fee. One credit.

ED 308 Teaching of Fine Arts, PreK-6

This course addresses the principles, methodology, and decision making skills essential for teachers to enrich elementary curriculum through the fine arts. It focuses on an integrated inter-disciplinary approach that increases teacher and student awareness of the creative processes and their role in promoting child development. This course includes both lecture and laboratory components, meets three hours per week, and includes a school-based field experience. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Prerequisites: ED 100, ED 205, and PY 115 or consent of the instructor. Two credits.

ED 315 Early Childhood Curriculum II

As a Fred Rogers enriched course and a companion to ED 215 Early Childhood Curriculum I, this course provides detailed information about developmentally appropriate curriculum for the various types of early childhood programs including infant care, day care, preschool, kindergarten and the primary grades. Each content area of the curriculum is studied with regard to the changing needs and abilities of the developing child. Special attention is given to methods that Fred Rogers incorporated to convey content to children. Additionally, topics of play and the fine arts and their importance in the early childhood curriculum are discussed. Students plan schedules of theme-related learning experiences that comply with the goals and standards of early childhood programs. In addition, the organization and management of early childhood programs are studied. Regularly scheduled observations and interactions at local early childhood centers are an important field component of this course. Tubercular check, Act 151 and Act 34 clearances must be obtained before the beginning of class. Prerequisites: ED 100, ED 205, and PY 115. Required for PreK-3 early childhood certification. Two credits.

ED 317 Program Development for Infants, Toddlers, and Preschoolers

This Fred Rogers enriched course explores the importance of understanding the nature of young children (birth through five years, including exceptional learners), how they learn, and techniques for program planning. The course will emphasize adaptation of curriculum, intervention approaches, and setting design and development. The Rogers Center will be used to enhance learning about program development and provide resources for students in this course. Course topics include birth to five teaching strategies, selection and use of materials, budgeting, supervising staff, State policies and safeguards, and public relations. Students will adapt curriculum and learn intervention approaches and gain an understanding of legal and funding issues that face today's early education. Awareness of accreditations and organizations that are crucial to program success will also be discussed. Prerequisite ED 215 Early Childhood Curriculum I. Required for PreK-3 early childhood certification. Three credits.

ED 320 Teaching Reading and Language Arts, 4-6

This course addresses the continuing development and refinement of literacy skills during the intermediate grades. The focus is on presenting the components required in a balanced program for language arts instruction. Reading, writing, speaking, and listening strategies across the curriculum are emphasized along with problem solving and higher level thinking skills. Various approaches for reading and writing instruction are examined including the use of basal readers and reading and writing workshops. Guidelines and techniques for teaching grammar, spelling,

and handwriting are learned and presented in lesson plans that comply with State and National Standards. Students continue their study of children's literature by reviewing several chapter books, participating in a literature response group, and by developing a literature focus unit. Appropriate instructional technologies are included in this course. Observations of language arts lessons and/or a tutoring experience are required. This course includes both lecture and laboratory components and meets three hours per week. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Two credits.

ED 345 Urban Education Practicum

The Urban Education Practicum is a summer field-based experience in an urban setting. The course participants work with at-risk elementary-age students in varied settings, including inner city schools, community service centers, and a summer day camp. Participants will (1) work in a classroom setting to help children maintain and develop skills in basic content areas or (2) supervise outdoor activities designed to reinforce basic learning skills and to build teamwork, character, and self esteem. Requirements include submission of a reflective journal, and participation in thirty hours of training and orientation activities for effectively working with at-risk children in an urban environment. Three credits.

ED 350 Independent Study

Open to junior and senior students with the approval of the department chairperson. Independent studies are administered only by special need and on a case-by-case basis. Variable credit.

ED 390 Teaching Non-native Speaking and Culturally Diverse Students

This course is intended to provide both practical and theoretical insights into challenges and difficulties in human communication that result when representatives of different countries interact. The course addresses the history and current realities and principles of the field of second language learning and teaching. It focuses on the needs of the learner, the role of the teacher, cultural differences and international challenges, and the application of methodology in developing communicative competence. Using current techniques and teaching exercises, this course also provides students with applied training in approaches of instruction for non-native speaking learners. Tubercular check, Act 151 and Act 34 clearances, must be obtained before beginning of class. Three credits.

ED 400 Field Experience II: Pre-Student Teaching Practicum

The student registers for ED 400 the semester prior to student teaching. This course is designed to provide supervised instructional experiences with children and adolescents and an interactive didactic seminar to address the prerequisite skills specific to student teaching. Topics include familiarization with instructional aids and materials, reinforcement of basic teaching pedagogy, knowing and understanding school policies, developing rapport with students and faculty, and providing ample opportunities for systematic observation and supervised teaching in the certification area. ED 400 includes a monthly seminar and a commitment of one full day per week of field work for a semester. Requirements include school site teaching with a minimum of two teaching periods observed by the College supervisor. Appropriate research and technology applications are included. Students must have gained formal admission to the teacher certification program before enrolling in this course. Tubercular check and Act 151 and Act 34 clearances must be obtained before the beginning of class. Prerequisites: PY 115, ED 100, ED 101, ED 205, and at least one teaching methods course. Fee. Two credits.

ED 410 Field Experience III: Student Teaching Internship

The Student Teaching Internship is a full semester experience. A variety of supplemental assignments are designed to enhance professional competencies. Prerequisites include completion of all other certification requirements, with the exception of Professional Seminar (ED 411). Tubercular check and Act 151 and Act 34 clearances must be obtained before the beginning of class. (Student must take ED 411 concurrently with ED 410) Fee. Eight-Nine credits.

ED 411 Professional Seminar

The seminar meets weekly and is required of all students who enroll in ED 410. Lectures, demonstrations, and discussions draw upon the immediate problems and experiences of student teaching. Supplemental assignments are designed to assist the student in applying educational principles of instruction in actual classroom settings. Appropriate research and technology applications are included. Additional emphasis is placed on preparation of credentials package. Prerequisites include completion of all other certification requirements with the exception of student teaching. Tubercular check and Act 151 and Act 34 clearances must be obtained before the beginning of class. (Student must take ED 411 concurrently with ED 410) Three credits.

Engineering

*Michael W. Botsko, Chairperson of the Mathematics Department,
Program Coordinator*

Saint Vincent College, in conjunction with several University Schools of Engineering, offers a five-year cooperative liberal arts and engineering program. The student normally spends three years at Saint Vincent College, during which time studies concentrate on liberal arts subjects and the general science prerequisites for an engineering major, and then, in two years at the engineering college, fulfills the remaining engineering requirements. Upon satisfactory completion of all coursework at Saint Vincent College and recommendation by the Mathematics Department, students are guaranteed of acceptance at Pennsylvania State University. Saint Vincent College also has formal agreements with The University of Pittsburgh and The Catholic University of America. Under these programs The University of Pittsburgh and The Catholic University of America each will admit up to eight qualified students from Saint Vincent College per year. At The University of Pittsburgh some departments may require Summer Term attendance prior to the student's first Fall term at Pitt and/or an additional term or year of course work. Upon recommendation by the Mathematics Department, students have also been accepted at such schools as Boston University, Carnegie-Mellon University, M.I.T., University of Detroit, Drexel University and Lehigh University.

Under this program the student receives two degrees: a Bachelor of Arts degree from Saint Vincent College and a Bachelor of Science degree in the appropriate branch of engineering from the engineering college. Students in the 3-2 engineering program may graduate from Saint Vincent College after successful completion of 45 credits from their engineering school excluding co-ops.

See requirements under Mathematics Department.