

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-4

Bachelor of Science in Elementary Instruction: Middle Grade Education, grades 4-8

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

Chinese, grades K-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 PreK-12 classroom, students engage in a variety of field-based activities throughout their study in the Education 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.

Education Learning Objectives:

- Graduate/student-teacher candidates will achieve passing scores and successfully complete the Praxis II exams for each teaching area.

- Graduate/student-teacher candidates will demonstrate thorough knowledge of content and pedagogical skills in planning and preparation for teaching.

- Graduate/student-teacher candidates will establish and maintain a purposeful and equitable classroom environment for learning, in which pupils feel safe, valued and respected, by instituting routines and setting clear expectations for pupil behavior.

- Graduate/student-teacher candidates, through knowledge of content, pedagogy and skill in delivering instruction, will effectively engage students in learning by using a variety of instructional strategies.

- Graduate/student-teacher candidates will demonstrate the desired qualities that characterize a professional person in aspects that occur in and beyond the classroom.

Education Minor and K-12 or 7-12 Secondary Education Certification

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 fieldwork. Students should consult other departmental listings and/or their major advisors to learn about requirements in their fields of study.

REQUIREMENTS FOR EDUCATION MINOR/TEACHER CERTIFICATION IN K-12 AREAS OR 7-12 SECONDARY EDUCATION

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.

Pennsylvania Department of Education also requires all education certification students to have a minimum of six (6) credits in English [one (1) composition, one (1) literature] and six (6) credits in college mathematics (100-level or above). These courses can be counted from the candidate's core curriculum and by completing MA 102 Mathematics for Teachers for majors not requiring a second mathematics course.

Courses in psychology (9 credits)

PY 115	Educational Psychology*	3
PY 214	Adolescent Psychology*	3
PY 290	Psychology/Education of the Exceptional Student	3

Courses in basic pedagogy (17 credits)

ED 100	Foundations of Education*	3
ED 205	Strategies and Techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
ED 208	Classroom Partnerships and Inclusion	3
ED 220	Reading Instruction for Secondary and Special Learners	2
ED 300-306	Teaching in the Content Area (Depending on discipline)	3
ED 390	Teaching Nonnative and Culturally Diverse Students	3

Field experiences (15 credits)

ED 101	Field Experience I: Observation and Interaction Laboratory**	1
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2
ED 410	Field Experience V: 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 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*

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 the basic pedagogy courses required in the minor for secondary or K-12 certification and ED 101 totaling eighteen (18) education credits. ED 400 and 410 Student Teaching Field Experiences are not required.

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 Pennsylvania Department of Education early childhood or middle grade education guidelines. The two (2) certification options are designed to increase the content and pedagogical coursework to prepare students to competitive and effective in the future teaching market. Students have the option to select a Bachelor of Science in Elementary Education: Early Childhood PreK-4 or Middle Grade Education 4-8. The Early Childhood certification allows the student to focus on teaching prekindergarten to fourth grade whereas the Middle Grade certification allows the student to concentrate on grades 4-8. 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, early childhood or middle grade education students are given more opportunities for fieldwork in more settings than before. It is the design of this major to prepare students for a specific 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 credits from their undergraduate study. See Master's Degrees in Education in this Bulletin for more information.

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. Students will also have to obtain a one-time 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), Strategies and Techniques of Instruction (ED 205), and Field Experience II: Strategies and Techniques of Instruction (ED 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.

Since the Pennsylvania Department of Education requires a 3.0 GPA, the following courses maybe repeated one (1) time if a student has earned a grade lower than a B-. This option is not required. All 200-level methods for early childhood education, middle grade education, and secondary education are eligible.

ED 215	Curriculum, Projects, and Play for the Developing Child
ED 230	Social Studies for Early and Special Learners
ED 242	Numerical and Manipulative Math for Early and Special Learners
ED 244	Science and the Environment for Early and Special Learners
ED 250	Reading and Writing for Early and Special Learners
ED 235	Teaching of Science and Mathematics for Middle and Special Learners
ED 237	Teaching of Humanities for Middle and Special Learners
ED 220	Reading Instruction for Secondary and Special Learners

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 Graduate and Continuing Education Coordinator.

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

REQUIREMENTS FOR BACHELOR OF SCIENCE IN ELEMENTARY INSTRUCTION: EARLY CHILDHOOD EDUCATION (PreK-3) 131-132 CREDITS:

GENERAL STUDIES REQUIREMENTS FOR EARLY CHILDHOOD CERTIFICATION

All candidates for a B.S. in Elementary Instruction with early childhood certification must meet the following general studies requirements:

HI 106 & 107	Topics in US History*	6
EL 130	Children's Literature and Media*	3
AR 100	Art and Music of Western Culture*	3
EL 102	Language and Rhetoric	

and		
EL 208	Pedagogy of Composition*	6
MA 104	Elementary Functions*	3
Life Science Biology with lab*		4
Natural Science with lab (Environmental Science, Field Biology, Chemistry)*		4

**Also fulfills Core Curriculum requirements.*

Required Studies in Psychology (21 credits)

All candidates for early childhood teacher certification must take the following courses in Psychology:

PY 115	Educational Psychology*	3
PY 201	Applied Statistics and Research	3
PY 212	Child Development	3
PY 251	Family Systems	3
PY 290	Psychology and Education for Exceptional Students	3
PY 308	Cognitive Psychology	3
PY 381	Educational Testing	3
Required Studies in Mathematics (3 additional credits than general studies)		
MA 102	Mathematics for Teachers	3

Required Studies in Education (51 credits Early Childhood Education PreK-3)

ED 100	Educational Foundations	3*
ED 101 or 207	Field Experience	1
ED 109	Physical and Cultural Geography	3
ED 205	Strategies and techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
ED 208	Classroom Partnerships and Inclusion	3
ED 215	Curriculum, Projects, and Play for the Developing Child	2
ED 230	Social Studies for Early and Special Learners	2
ED 242	Numerical and Manipulative Math for Early and Special Learners	2
ED 244	Science and the Environment for Early and Special Learners	2
ED 250	Reading and Writing for Early and Special Learners	2
ED 308	Performance and Visual Arts for Early and Special Learners	2
ED 317	Program Development for Infants and Toddlers	3
ED 318	Field Experience III: Early Childhood Instruction and Theory	3
ED 320	Composition and Language Arts for Upper Elementary	2
ED 325	Physical Health and Wellness for Early Educators	3
ED 330	Early Childhood Leadership and Community Advocacy	3
ED 390	Teaching of Nonnative Speaking and Culturally Diverse Students	3
ED 400	Field Experience IV: Pre-Student Teaching	2
ED 410	Field Experience V: Student Teaching Internship	9
ED 411	Professional Seminar	3

*Also fulfills Core Curriculum requirements.

REQUIREMENTS FOR BACHELOR OF SCIENCE IN ELEMENTARY INSTRUCTION: MIDDLE GRADE EDUCATION (4-8) 137 CREDITS:**GENERAL STUDIES REQUIREMENTS FOR MIDDLE GRADE CERTIFICATION**

All candidates for a B.S. in Elementary Instruction with middle grade certification must meet the following general studies requirements:

HI 106 or 107	Topics in US History*	3
HI 258	Pennsylvania History*	3
EL 129	Young Adult Fiction*	3
AR 100	Art and Music of Western Culture*	3
EL 102	Language and Rhetoric	
and		
EL 208	Pedagogy of Composition*	6
MA 104	Elementary Functions*	3
Life Science	Biology with lab*	4
Natural Science	with lab	
(Environmental Science, Field Biology, Chemistry)*		4
CA 235	Introduction to Web Design	3
PS 150	Government and Business*	3

*Also fulfills Core Curriculum requirements.

Required Studies in Psychology (15 credits)

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

PY 115	Educational Psychology*	3
PY 201	Applied Statistics and Research	3
PY 214	Adolescent Development	3
PY 290	Psychology and Education for Exceptional Students	3
PY 381	Educational Testing	3

Required Studies in Mathematics (6 additional credits than general studies)

MA 102	Mathematics for Teachers	3
MA 103	Geometric and Measurement Theory	3

Required Studies in Science (4 additional credits than general studies)

PH 106/107	Physical Geology and Lab	4
or		
108/109	Our Dynamic Planet and Lab	4

Required Studies in Education (42 credits Middle Grade Education 4-8)

ED 100	Educational Foundations	3*
ED 101 or 207	Field Experience	1
ED 109	Physical and Cultural Geography	3
ED 205	Strategies and techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
ED 208	Classroom Partnerships and Inclusion	3
ED 228	Early Adolescent Motivation and Learning	3
ED 235	Teaching of Science and Mathematics for Middle and Special Learners	2
ED 237	Teaching of Humanities for Middle and Special Learners	2
ED 311	Field Experience III: Middle Grade Instruction and Theory	3
ED 320	Composition and Language Arts for Upper Elementary	2
ED 390	Teaching of Nonnative Speaking and Culturally Diverse Students	3
ED 400	Field Experience IV: Pre-Student Teaching	2
ED 410	Field Experience V: Student Teaching Internship	9
ED 411	Professional Seminar	3

Required Studies in one (1) content area: Language Arts, Social Studies, Science, Mathematics (18 credits)

Students enrolled in the B.S. in Elementary Instruction: Middle Grade Education (4-8) are required to take 18 credits in one (1) content area in addition to the above requirements. Below are the recommended courses that students take in one of the areas selected. Please be advised that none of the above courses can count.

Language Arts [six (6) courses must include at least one (1) communication course, one (1) writing course, and one (1) literature course]

Recommended courses:

EL 110	Introduction to Creative Writing
EL 131	Survey of American Literature I
EL 146	Critical Thinking and Creative Thinking
CA 100	Introduction to Information Arts
CA 120	Public Presentation

Social Studies [six (6) courses must include at least one (1) economics course, one (1) political science course, one (1) sociology course, and (1) history course]

Recommended courses:

HI 123	Global History I
HI 228	Twentieth Century America 1941-1980
EC 101/2	Micro or Macro Economics
PS 121	National Government
PS 227	Criminal Law and Process
SO 106	Sociology and Global Issues

Science [five (5) courses not more than two (2) biology, chemistry, environmental science courses]

Recommended courses:

CH 101/103	General Chemistry I and Lab
BL 150/151	General Biology and Lab
BL 228/229	Wildlife Biology and Lab
PH 111/113	General Physics I and Lab
ES 150/152	Earth Systems Science and Lab

Mathematics [six (6) courses]

Recommended courses:

MA 109	Calculus I
MA 110	Calculus II
MA 210	Euclidean and Non Euclidean Geometrics
CS 270	Introduction to Numerical Computation
MA 221	Engineering Drawing
BA 350	Statistics I

*Also fulfills Core Curriculum requirements.

Typical First-Year Elementary Instruction Major Schedule:

Fall Semester (15 credits)

EL 102	Language and Rhetoric	3
or		
TH 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 course designated as a First-Year Seminar which will satisfy a Core Curriculum requirement.

HI 106	Topics in US History I	3
ED 109	Physical and Cultural Geography	3

Spring Semester (18 credits)

PY 115	Educational Psychology	3
TH 119	Exploring Religious Meaning	3
or		
EL 102	Language and Rhetoric	3
ED 100	Foundations of Education	3
MA 104	Elementary Functions	3
HI 107	Topics in US History II	3
PL 101	1st Philosophy	3

Praxis Examination Series

Prior to admission to the teacher certification program, students must pass the PRAXIS 1: 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 Credential (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 Credential 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 Credential (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 Graduate and Continuing 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 credential.

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. 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. 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 Field Experience II: Strategies and Techniques of Instruction

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. 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. 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 215 Curriculum, Projects, and Play for the Developing Child

This Fred Rogers-inspired course explores the importance of understanding the nature of preschool children (3- through 5-years-old), how they learn and techniques for program planning. Understanding the preschooler's nature will lead to the design of preschool rooms and coordinating curriculums with standards. State and national accreditations and rating scales for preschoolers and preschool spaces will be examined and adapted into program plans. Exploring opportunities to involve parents and community to enhance program quality will be explored. Fred Rogers inspired methods will be explored to incorporate meaningful play and authentic experiences into the classroom. Three credits.

ED 220 Reading Instruction for Secondary and Special Learners

The ability to "read to learn" is a fundamental skill necessary for success in school for both typical and atypical developing learners. In this course, students learn about instructional strategies and materials that increase comprehension skills and promote success in reading in all subject areas while work with diverse learners. 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 disabilities. IEP implementation

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 228 Early Adolescent Motivation and Learning

This course will address the following questions: Who is the adolescent? What does he/she care about? How does he/she learn? Who and what have influenced his/her cognitive, social, emotional, moral and physical development? This course will require in and out of class activities, presentations, case studies, and projects. It will provide information about biological and environmental influences that interact in the cognitive, psycho-social and moral development of the adolescent. Three credits.

ED 230 Social Studies for Early and Special Learners

This course investigates the growth and development of young children within the realm of the expanding environment social studies curriculum. The six disciplines of social studies instruction at the primary grade levels provides the framework for the course structure. The focus of learning will be on pre-service student's ability to design appropriate and engaging lessons for early learners in a preschool and elementary school setting. This will include the incorporation of the Pennsylvania Standards for Social Studies Instruction and the National Council of Social Studies (NCSS) Standards. An emphasis will be placed on appropriate differentiation to address the variety of learning needs that a typical classroom presents. Adaptations to lesson design in the general education environment using co-teaching and inclusionary practices will be a strategic component of the course. Practice demonstrations, simulations and assessment strategies will also be utilized. A required on-site experience will provide authentic classroom interaction with students in the school setting. Two credits.

ED 235 Teaching of Science and Mathematics for Middle and Special Learners

This course utilizes a blended learning model in exploring current scientifically-based methodologies for effective teaching in middle grade math and science classroom environments. The course investigates successful strategies and academic standards/anchors necessary for successful teaching in the thematic middle grades. Course content will also include working with special needs and culturally diverse middle graders. The course will require students to prepare equally math and science lessons, microteaching, and field experiences within an integrated middle grade 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 237 Teaching of Humanities for Middle and Special Learners

This course utilizes a blended learning model in exploring current literature and composition-based methodologies for effective teaching in middle grade English and social studies classroom environments. The course investigates successful strategies and academic standards/anchors necessary for successful teaching in the thematic middle grades. Course content will also include working with special needs and culturally diverse middle graders. The course will require students to prepare equally English and social studies lessons, microteaching, and field experiences within an integrated middle grade 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 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 Science and the Environment for Early and Special Learners

This class emphasizes the study of young children's thinking in relation to the content and conceptual basis of science and the environment in which they reside. Differentiated instruction, inquiry, adapted discovery for special learners, and cooperative learning models form the pedagogical base for the study of physical, life, environmental, and natural sciences. This course consists of both lecture and laboratory components including an inquiry-based demonstration and participation lab that provides the opportunity to integrate early learning theory with the content and conceptual knowledge base in science and the environment. 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. Videotaped 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

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. 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. 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. One credit.

ED 308 Performance and Visual Arts for Early and Special Learners

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 311 Field Experience III: Middle Grade Instruction and Theory

This field-based course will be held both on and off campus utilizing local school districts, Saint Vincent College Challenge, and other youth programs for pre-student teaching experiences in the early adolescent setting. Supervised teaching and observations will be conducted to assist students in adapting curriculum and designing lessons for delivering instruction to middle (grades 4-8) learners. Students will have the opportunity to implement their lesson plans and self-evaluate their own practice teaching. Opportunities to observe veteran teachers and the middle school approach to teaching will be offered. Exploration of a variety of techniques to present the same topic to different levels and how to incorporate interdisciplinary teaming will be addressed. Three credits.

ED 317 Program Development for Infants and Toddlers

This Fred Rogers-inspired course explores the importance of understanding the nature of young children (birth through 2 years) how they learn and techniques for program planning. Through site visits and role play participants will explore the basics of infant care and how to address their physical, emotional and cognitive needs. Appropriate curriculum and room design will be explored and adapted to a variety of infant stages. State and National accreditations and rating scales for infants and infant spaces will be examined and adapted into program plans. The Rogers Center will be used to enhance programming and the selection and use of appropriate materials. Different types of programs available will be discussed. Prerequisite: ED 215. Three credits.

ED 318 Field Experience III: Early Childhood Instruction and Theory

This field-based course will be held both on and off campus utilizing local PreK learning centers for pre-student teaching experiences in the preschool setting. Supervised teaching and observations will be conducted to assist students in adapting curriculum and designing lessons for delivering instruction to early learners. Students will have the opportunity to implement their lesson plans and self-evaluate their own practice teaching. Opportunities to observe veteran teachers and the Fred Rogers approach to teaching will be offered. Exploration of a variety of techniques to present the same topic to different levels and how to incorporate topics into discovery areas will be a focus. Students will be asked to incorporate room and program design from ED 215 into their teaching experiences. Three credits.

ED 320 Composition and Language Arts for Upper Elementary

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 325 Physical Health and Wellness for Early Educators

This course involves the study of personal health and wellness as it relates to the early childhood educator when performing as a leader and mentor for young children. This course also includes instruction on the development of physical education activities appropriate for the early learners. The prospective classroom teacher will be provided with a knowledge base in health, fitness, and wellness. Students will learn a rounded approach to life-long wellness as an individual and teacher. Assignments will include lesson planning, exams, physical inventories, microteaching, student discussion, etc. Three 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 30 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 Nonnative 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 VI: 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 V: 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. 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.