



CHESTNUT
HILL
COLLEGE

School of Graduate Studies



2016-2017

Academic Catalog

EDUCATION

Division of Teacher Education and Leadership

Program Contact Information

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Program Objectives

The Masters in Education (M.Ed.) programs are designed to meet the professional needs of individuals seeking initial or advanced degree and/or certification(s) programs in education. The mission of the Division of Teacher Education and Leadership is to build on the intellectual and holistic foundation of Chestnut Hill College. The overall objective of these programs is to contribute to the improvement of instruction in the classroom, the leadership in schools, and support services to meet the needs of all children. Essential elements of education programs include student engagement and participation in creating learning environments to develop professional skills and attitudes required to educate a diverse community of learners. The division's conceptual framework is to "prepare competent, caring and culturally responsive teachers and leaders for 21st century learners" seeking to foster a deep commitment to teaching and lifelong learning.

The graduate programs integrate knowledge of theory and practice with field experiences that include student teaching for initial certifications, and comprehensive practicum work for advanced preparation programs. Individuals have the opportunity to acquire beginning or advanced knowledge in one or more specialties, to develop greater competence in their disciplines, and to discover innovative and effective approaches to teaching.

Program Offerings

Graduate students in education may be admitted into one of three programs:

- M.Ed. without completing a Pennsylvania Department of Education (PDE) certification program
- M.Ed. with PDE-approved certification(s) programs
- PDE-approved certification or endorsement program(s) only – no M.Ed. degree

Masters of Education Degree

EDUCATIONAL STUDIES – non-certification

EARLY EDUCATION (Nationally recognized by NAEYC)

- PreK-4 Education
- Dual: PreK-4 Education & Special Education PreK-8
- Early Education with Montessori Certification Preparation

ELEMENTARY/MIDDLE LEVEL EDUCATION (Nationally recognized by AMLE)

- Elementary/Middle Education 4-8 (Student select concentration)
 - English/Reading/Language Arts
 - Mathematics
 - Science
 - Social Studies
- Dual: Elementary/Middle Education 4-8 & Special Education PreK-8

SECONDARY EDUCATION

- Secondary Education (Students select content area)
 - Biology
 - Chemistry
 - General Science
 - English
 - Mathematics
 - Social Studies
 - Foreign Languages (Spanish or French)

- Dual: Secondary Education & Special Education 7-12

Prior Certification required for the programs listed below:

SPECIAL EDUCATION (Nationally recognized by CEC)

- Special Education PreK-8
- Special Education 7-12

READING SPECIALIST

- Certification Preparation K-12 (Nationally recognized by IRA)
- Dual: Reading/Special Education PreK-8
- Dual: Reading/Special Education 7-12

EDUCATIONAL LEADERSHIP

- **K-12 School Principal Certification Preparation**
 - **ACCELERATED FORMAT (Nationally recognized by ELCC)**

Note: the minimum number of credits for any M.Ed. is 33

Certificate/Certification Preparation Programs

- PreK-4 Education
- Dual: PreK-4 Education & Special Education PreK-8
- Early Education with Montessori Certification Preparation
- Elementary/Middle Education 4-8 (Student select concentration)
 - English/Reading/Language Arts
 - Mathematics
 - Science
 - Social Studies
- Dual: Elementary/Middle Education 4-8 & Special Education PreK-8
- Secondary Education (Students select content area)
 - Biology
 - Chemistry
 - General Science
 - English
 - Mathematics
 - Social Studies
 - Foreign Languages (Spanish or French)
- Dual: Secondary Education & Special Education 7-12
- Instructional Technology Specialist K-12 (please see Instructional Technology section of the catalog)

(Prior Certification Required)

- Special Education PreK-8
- Special Education 7-12
- Reading Specialist K-12
- Dual: Reading/Special Education PreK-8
- Dual: Reading/Special Education 7-12
- School Principal K-12

Endorsement Programs

- Autism Spectrum Disorders
- Instructional Coach

Additional PDE Information

- PDE passed Chapter 49.1 and 49.2 regulations that reconfigured the certification requirements for instructional and specialist certification programs.
- Special Education is no longer a content area of instruction under the new regulations; therefore, all students seeking special education certification as an initial certification must also identify either PreK-4, Elementary/Middle Level Grades 4-8, or Secondary 7-12 content areas to complete a dual-certification program.
- Each content area program, including secondary education certification, is now required to include 9 credits/270 hours of special education and 3 credits/90 hours of teaching linguistically-different children. This new requirement began for all certification programs starting January 1, 2011.

Additional Admissions Requirements: PDE Teacher Certification Programs

Chestnut Hill College complies with requirements for applicants seeking Pennsylvania Department of Education (PDE) teacher certification. In addition to the general admissions requirements of the School of Graduate Studies at this College (see Admissions section of this catalog), PDE has additional requirements for applicants seeking teacher certification. Applicants seeking certification must meet these additional requirements which are subject to change by PDE. Please refer to the PDE website for further information.

All Candidates

Pennsylvania required clearances must be in place prior to program field experiences and student teaching in any graduate or undergraduate program.

Candidates completing Post-Baccalaureate Coursework

This section applies to candidates who desire to complete PDE certification requirements in a program of study begun at the undergraduate level.

PDE requires evidence that the basic skills requirement has been met prior to registration for any courses taken for the purpose of completing a program began at the undergraduate level. As of March 2016, PDE allows a student to combine passing scores from different vendors (ACT, SAT, CORE, and PAPA) to qualify for meeting the requirement of passing a Basic Skills Test. According to PDE guidelines:

All post-baccalaureate candidates are required to submit their undergraduate and post-baccalaureate transcripts through the Teacher Information Management System (TIMS) as part of the application completion process. PDE will identify a student as undergraduate or post-baccalaureate based on their date of entry into a teacher preparation program and a review of the candidate's transcripts. Candidates who began their teacher preparation program as an undergraduate prior to August 1, 2015 and are now completing the program at the post-baccalaureate level must take and pass the Basic Skills test prior to being granted certification. (PDE Entry into Certification Program Guidelines, 2015).

Candidates completing Graduate Education/Teacher Certification Preparation Programs

This section applies to candidates who desire to complete PDE certification requirements in a graduate program. Please refer to the PDE website for further information. www.education.pa.gov

Post-Baccalaureate Initial Certification Preparation Program Requirements

Candidates seeking initial certification through a graduate education program must show evidence of an undergraduate **cumulative GPA of 3.00 or higher** or in a previously earned advanced degree. No tests are required for students who have the requisite 3.00 GPA.

PDE permits provisional acceptance of up to 10% per semester of applicants whose GPA is under 3.00 but at least 2.80 or above.

- Applicants with GPAs in this range must provide evidence that a basic skills test has been passed (ACT or SAT exempt score, PAPA, or CORE) or other external evidence of readiness for graduate-level work such as acceptable GRE or MAT scores. As of March 2016, PDE allows a student to combine passing scores from different vendors (ACT, SAT, CORE, and PAPA) to qualify for meeting the requirement of passing a Basic Skills Test. See certification test and score requirements on www.education.pa.gov

- If all other admissions requirements are met satisfactorily, the most qualified applicants with GPAs in this range will be considered for provisional acceptance, with full acceptance after earning grades of B or better in their first four courses/ twelve credits and maintenance of 3.0 GPA throughout the graduate program. Students who do not meet this requirement will be discontinued from the program.

Applicants with a GPA of 2.79 or below are generally not eligible for teacher certification preparation programs.

Post-Baccalaureate Advanced Certification Preparation Program Requirements

As of December 18, 2014, advanced certification programs, according to PDE definitions, included the following programs offered by Chestnut Hill College: Educational Leadership, Special Education, and Reading Specialist. In addition to the general SGS admissions and graduate education requirements noted above, these additional PDE requirements must provide:

- Evidence of first certification
- Record of competence and effectiveness in professional work.
- An assessment of academic performance. Chestnut Hill College recognizes previously earned master's degrees and education-specific tests as alternate measures of academic performance.

Additional Pennsylvania Department of Education Regulations

The Pennsylvania Department of Education (PDE) has approved Chestnut Hill College to offer teacher education preparation programs. In order to secure the recommendation for certification by the college, students must have met all requirements of the approved preparation program, the qualifying scores on the required tests, and other requirements established by the State Board of Education. PDE requires all applicants for certification be completed and submitted via the Teaching Information Management System (TIMS): www.education.pa.gov

Students are responsible for staying informed about current requirements for certification in the state of Pennsylvania or any other jurisdiction in which a student would like to be certified to teach.

Becoming a Certified Teacher

Programs at Chestnut Hill College are approved by the Pennsylvania Department of Education to prepare students for certification with the state. In order to become a certified teacher, students must:

- Complete all coursework, field experiences and/or required student teaching in the certification programs
- Maintain a GPA of 3.0 or higher
- Successfully complete instructional exit competencies determined by the specific program requirements
- Pass all appropriate PECT/Praxis Series exams required by PDE
- Follow any and all other guidelines announced by PDE
- Apply on TIMS for certification

It is the responsibility of teacher and principal candidates to apply for certification once they have satisfactorily met the requirements. After the certifying officer of the education department receives application through the TIMS online system; the certifying officer has the ability to recommend the candidate by electronically signing and sending the application to the Pennsylvania Department of Education.

M.Ed. in EDUCATIONAL STUDIES

This master's program in Educational Studies is designed for individuals who desire to complete a master's degree but are not seeking teacher certification. This 36-credit course of study is relevant for international students who wish to teach outside the United States, private sector teachers, and working professionals who are seeking a master's degree but not teacher certification in the state of Pennsylvania.

	Course Code	Course Name	<i>+ Indicates field experience required</i>
Core Courses <i>(15 credits)</i> Electives <i>21 credits</i>	EDUC 520	Educational Research and Evaluation	
	EDUC 526 +	Teaching Reading for All Learners	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 532 +	The English Language Learner	
	EDSP 626	Education Planning and Law	
	Electives	Select any seven graduate education courses as electives.	

The electives are selected by the student with approval by the faculty advisor to meet individual professional goals.

TOTAL CREDITS: 36

M.Ed. in EARLY EDUCATION

- PreK-4 Education
- Dual: PreK-4 Education & Special Education PreK-8
- Early Education with Montessori Certification Preparation

PreK-4 Education

Chestnut Hill College's master's program in Early Education integrates theory and practice concerning the cognitive, social and educational development of young children grades PreK-4. The program reflects contemporary research and scholarship in early education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates.

	Course Code	Course Name	<i>+ Indicates field experience required</i>
Core Courses <i>(39 credits)</i> Complete all	EDUC 520	Educational Research and Evaluation	
	EDUC 526 +	Teaching Reading for All Learners	
	EDP4 523 +	Early Childhood Development and Learning	
	EDP4 524 +	EC Theory, Curriculum and Assessment	
	EDP4 525	Emerging Literacy and Language Arts	
	EDP4 527	EC Math and Science Methods	
	EDP4 528	EC Integrated Methods: Social Studies, Humanities, and the Arts	
	EDP4 529 +	School, Family and Community Collaboration	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 531 +	Evaluation and Assessment in Special Education	
	EDSP 532 +	The English Language Learner	
	EDP4 533	EC Student Teaching	
	EDP4 534	EC Student Teaching Seminar	

Dual: PreK-4 Education & Special Education PreK-8

Chestnut Hill College's master's program in Early Education with special education PreK-8 integrates theory and practice concerning the cognitive, social and educational development of young children grades PreK-4 as well as young students in grades PreK-8 with disabilities. The program reflects contemporary research and scholarship in early Education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates. This is a dual-certification preparation program and thus integrates the requirements for both PreK-4 and PreK-8 special education. This dual program integrates a special education student teaching component.

<i>Core Courses (51 credits)</i> <i>Complete all</i>	Course Code	Course Name	<i>+ Indicates field experience required</i>
	EDUC 520	Educational Research and Evaluation	
	EDUC 526 +	Teaching Reading for All Learners	
	EDP4 523 +	Early Childhood Development and Learning	
	EDP4 524 +	EC Theory, Curriculum and Assessment	
	EDP4 525	Emerging Literacy and Language Arts	
	EDP4 527	EC Math and Science Methods	
	EDP4 528	EC Integrated Methods: Social Studies, Humanities, and the Arts	
	EDP4 529 +	School, Family and Community Collaboration	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 531 +	Evaluation and Assessment in Special Education	
	EDSP 532 +	The English Language Learner	
	EDSP 621 +	Classroom Management for Students with Disabilities	
	EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)	
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families	
	EDSP 626	Educational Planning and the Law	
	EDSP 533	Special Education Student Teaching	
EDSP 534	Special Education Student Teaching Seminar		

Early Education with Montessori Certification Preparation

The Montessori specialization offers an alternative for those who desire to work with young children. Montessori education has a philosophy of child growth and learning that focuses on:

- designing an environment in which young children may live, learn and develop at their own pace;
- developing a curriculum that adapts to the individual needs of young children while fostering creativity, personal responsibility, and community participation;
- preparing teachers to gain specific insights and sensitivities toward a child’s total development: mind, body, & spirit.

Program Options

Students seeking the Montessori certificate have the following program options:

- M.Ed. in Early Education plus Montessori Certificate Preparation
- Graduate course credit plus Montessori Certificate Preparation
- Montessori Certificate Preparation only (non-credit)

Note: Courses may be taken for undergraduate elective credits with approval from the student’s advisor

Option I: Master’s in Early Education with Montessori Certificate Preparation

This option is open to students who have a B.A./B.S. from an accredited institution and seek to obtain a Master’s Degree (M.Ed.) in Early Education plus a Montessori Certificate issued by the American Montessori Society.

As a prerequisite or co-requisite, the Certificate requires a college-level course in child development. If this course was not taken previously in an undergraduate program, it may be fulfilled by taking a course in Early Education Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college or university.

<i>Core Courses (38-41 credits)</i>	Course Code	Course Name	<i>+ Indicates field experience required</i>
	EDP4 523	Early Childhood Development and Learning (graduate credit)	
		OR	
	MONC 027	Non-credit (or an equivalent undergraduate course)	
	EDSP 532 +	The English Language Learner	
	EDSP 530	Theory and Pedagogy in Special Education	
	EDUC520	Educational Research and Evaluation	
	EDMN 520	Montessori: Philosophy and Educational Theory	
	EDMN 521	Montessori: Everyday Living	

<i>Complete all</i>	EDMN 522	Montessori: Sensorial
	EDMN 523	Montessori: Math
	EDMN 524	Montessori: Language
	EDMN 525	Montessori: Natural and Social Science
	EDMN 526	Montessori: Education for Peace (1 credit)
	EDMN 630/631	Montessori Internship/Seminar Fall (5 credits)
	EDMN 632/633	Montessori Internship/Seminar Spring (5 credits)

TOTAL CREDITS: 38-41

Option II: Montessori Certificate Preparation (Graduate Credit)

This option is open to students who have a B.A./B.S. from an accredited institution and seek to obtain graduate credits for the Montessori credential.

As a prerequisite or co-requisite, the Certificate requires a college-level course in child development. If this course was not taken previously in an undergraduate program, it may be fulfilled by taking a course in Early Education Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college or university.

	Course Code	Course Name
<i>Core Courses (29-32 credits)</i>	EDP4 523	Early Childhood Development and Learning (graduate credit)
		OR
	MONC 027	Non-credit (or an equivalent undergraduate course)
	EDMN 520	Montessori: Philosophy and Educational Theory
	EDMN 521	Montessori: Everyday Living
	EDMN 522	Montessori: Sensorial
	EDMN 523	Montessori: Math
<i>Complete all</i>	EDMN 524	Montessori: Language
	EDMN 525	Montessori: Natural and Social Science
	EDMN 526	Montessori: Education for Peace (1 credit)
	EDMN 630/631	Montessori Internship/Seminar Fall (5 credits)
	EDMN 632/633	Montessori Internship/Seminar Spring (5 credits)

TOTAL CREDITS: 29-32

Option III: Montessori Certificate Only (Non-Credit)

This option is open to applicants who have a high school diploma, a bachelor's degree or master's degree from an accredited institution may enroll in the CHC Montessori Teacher Education Program as non-credit students at a reduced cost. When choosing this option, students will receive only the American Montessori Society Credential and **will not, upon completion nor in the future, receive any undergraduate or graduate college credit for the coursework.** Students must follow the same attendance policy and completion of required assignments.

	Course Code	Course Name
<i>Core Courses</i>	EDP4 523	Early Childhood Development and Learning (graduate credit)
		OR
	MONC 027	Non-credit (or an equivalent undergraduate course)
	MONC 020	Montessori: Philosophy & Educational Theory (45 hrs)
	MONC 021	Montessori: Everyday Living (45 hrs)
	MONC 022	Montessori: Sensorial (45 hrs)
	MONC 023	Montessori: Math (45 hrs)
<i>Complete all</i>	MONC 024	Montessori: Language (45 hrs)
	MONC 025	Montessori: Natural and Social Science (45 hrs)
	MONC 026	Montessori: Education for Peace (15 hrs)
	MONC 030	Montessori Fall Internship (270 hrs)

MONC 031	Montessori Fall Seminar (30 hrs)
MONC 032	Montessori Spring Internship (270 hrs)
MONC 033	Montessori Spring Seminar (30 hrs)

AMS Credential

Students holding a Bachelor’s degree or higher will be awarded a full Early Education Credential from the American Montessori Society upon successful completion of all program requirements. Students who are high school graduates but do not have a four-year college degree will receive an Associate Early Education Credential.

M.Ed. in ELEMENTARY/MIDDLE LEVEL EDUCATION

- Elementary/Middle Education 4-8
- Dual: Elementary/Middle Education 4-8 & Special Education PreK-8

Elementary/Middle Education 4-8

Chestnut Hill College’s master’s program in Elementary/Middle Level Education integrates theory and practice concerning the cognitive, social and educational development of children grades 4-8. The program reflects contemporary research and scholarship in education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates.

	Course Code	Course Name	<i>+ Indicates field experience required</i>
<p><i>Core Courses (39 credits)</i></p> <p><i>Complete all</i></p>	EDUC 520	Educational Research and Evaluation	
	EDUC 526 +	Teaching Reading for All Learners	
	EDML 523 +	Adolescent Development and Learning	
	EDML 524 +	The Emerging Middle School and Assessment	
	EDML 525	Math Methods for Middle Grade Learners	
	EDML 527	Science Methods for Middle Grade Learners	
	EDML 528	Writing and Social Studies Methods for Middle Grade Learners	
	EDML 529 +	Classroom Management	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 531 +	Evaluation and Assessment in Special Education	
	EDSP 532 +	The English Language Learner	
	EDML 533	Middle Level Student Teaching	
	EDML 534	Middle Level Student Teaching Seminar	

TOTAL CREDITS: 39

Dual: Elementary/Middle Education 4-8 & Special Education PreK-8

Chestnut Hill College’s master’s program in Elementary/Middle Education 4-8 & Special Education PreK-8 integrates theory and practice concerning the cognitive, social and educational development of children grades 4-8 as well as students in grades PreK-8 with disabilities. The program reflects contemporary research and scholarship in education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates. This is a dual-certification preparation program and thus integrates the requirements for both elementary/middle level and PreK-8 special education. This dual program integrates a special education student teaching component.

TOTAL CREDITS: 48

<p style="text-align: center;"><i>Core Courses (48 credits)</i></p> <p style="text-align: center;"><i>Complete all</i></p>	Course Code	Course Name	<i>+ Indicates field experience required</i>
	EDUC 520	Educational Research and Evaluation	
	EDUC 526 +	Teaching Reading for All Learners	
	EDML 523 +	Adolescent Development and Learning	
	EDML524 +	The Emerging Middle School and Assessment	
	EDML 525	Math Methods for Middle Grade Learners	
	EDML 527	Science Methods for Middle Grade Learners	
	EDML 528	Writing and Social Studies Methods for Middle Grade Learners	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 531 +	Evaluation and Assessment in Special Education	
	EDSP 532 +	The English Language Learner	
	EDSP 621 +	Classroom Management for Students with Disabilities	
	EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)	
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families	
	EDSP 626	Educational Planning and the Law	
	EDSP 533	Special Education Student Teaching	
EDSP 534	Special Education Student Teaching Seminar		

M.Ed. in SECONDARY EDUCATION

- Secondary Education (Students select content area)
 - Biology
 - Chemistry
 - General Science
 - English
 - Mathematics
 - Social Studies
 - Foreign Languages (Spanish or French K-12)
- Dual: Secondary Education & Special Education 7-12
-

Secondary Education (with content area)

Chestnut Hill College's master's program in Secondary Education integrates theory and practice concerning the cognitive, social and educational development of students in secondary education programs. Candidates in the Secondary Education program must select a content area of concentration. The program reflects contemporary research and scholarship in education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates.

<p style="text-align: center;"><i>Core Courses (33 credits)</i></p> <p style="text-align: center;"><i>Complete all</i></p>	Course Code	Course Name	<i>+ Indicates field experience required</i>
	EDUC 520	Educational Research and Evaluation	
	EDUC 526 +	Teaching Reading for All Learners	
	EDSC 523 +	Adolescent Development and Learning	
	EDSC 524 +	Foundations of High School Education and Assessment	
	EDSC 526 +	Secondary Methods and Assessment	
	EDSC 517-521	Special Methods in Content Area (<i>Select One</i>)	
		517: English	
		518: Social Studies	
		519: Biology/Chemistry/Gen. Science	
		520: Mathematics	
		521: Foreign Language (Spanish or French K-12)	
	EDSP 530 +	Theory and Pedagogy in Special Education	
EDSP 531 +	Evaluation and Assessment in Special Education		
EDSP 532 +	The English Language Learner		
EDSC 533	Secondary Student Teaching		
EDSC 534	Secondary Student Teaching Seminar		

TOTAL CREDITS: 33

Dual: Secondary Education & Special Education 7-12

Chestnut Hill College's master's program in Secondary Education & Special Education 7-12 integrates theory and practice concerning the cognitive, social and educational development of students in secondary education programs as well as students in grades 7-12 with disabilities. The program reflects contemporary research and scholarship in education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates. This is a dual-certification preparation program and thus integrates the requirements for secondary education and 7-12 special education. This dual program integrates a special education student teaching component. Certification in grades 7-12 as well as the Master of Education degree with special education certification requires a choice of the following concentrations: English, Social Studies, Biology, Chemistry, General Science, Mathematics, or Foreign Language (Spanish or French K-12).

<p style="text-align: center;"><i>Core Courses (45 credits)</i></p> <p style="text-align: center;"><i>Complete all</i></p>	Course Code	Course Name	<i>+ Indicates field experience required</i>
	EDUC 520	Educational Research and Evaluation	
	EDUC 526 +	Teaching Reading for All Learners	
	EDSC 523 +	Adolescent Development and Learning	
	EDSC 524 +	Foundations of High School Education and Assessment	
	EDSC 526 +	Secondary Methods and Assessment	
	EDSC 517-521	Special Methods in Content Area (<i>Select One</i>)	
		517: English	
		518: Social Studies	
		519: Biology/Chemistry/Gen. Science	
		520: Mathematics	
		521: Foreign Language (Spanish or French K-12)	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 531 +	Evaluation and Assessment in Special Education	
	EDSP 532 +	The English Language Learner	
	EDSP 621 +	Classroom Management for Students with Disabilities	
	EDSP 622	Transition Services for Students with Disabilities	
EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)		
EDSP 626	Educational Planning and The Law		
EDSP 533	Special Education Secondary Student Teaching		
EDSP 534	Special Education Student Teaching Seminar		

TOTAL CREDITS: 45

Intern Certification

According to the Pennsylvania Department of Education website, the Intern certificate is a valid professional certificate that entitles the holder to fill a full-time professional teaching position. An Intern certificated individual is entitled to all rights and privileges of a temporary professional employee as defined by law. The current regulation states that a Teacher Intern certificate qualifies the holder to hold a full-time teaching position in the certification endorsement area in elementary and secondary schools of Pennsylvania. For more detailed information about eligibility, see the PDE website www.education.pa.gov

Student Teaching

Specific information and details regarding Student Teaching are provided to students in the Student Teaching Manual prior to the beginning of their placements. All regulations outlined in the Student Teaching Manual are required to be followed.

M.Ed. in SPECIAL EDUCATION

- Special Education PreK-8
- Special Education 7-12

Special Education PreK-8

Chestnut Hill College's graduate program in Special Education with Special Education Certification Preparation for grades PreK-8 is designed to meet the state requirements for certification in special education for those students with Instructional I certification in Elementary, Early Education, and Middle Level Education.

	Course Code	Course Name	<i>+ Indicates field experience required</i>
<i>Core Courses (33 credits)</i>	EDUC 520	Educational Research and Evaluation	
	EDUC 526 +	Teaching Reading for All Learners	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 531 +	Evaluation and Assessment in Special Education	
	EDSP 532 +	The English Language Learner	
	EDSP 621 +	Classroom Management for Students with Disabilities	
	EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)	
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families	
	EDSP 626	Educational Planning and the Law	
	EDSP 627	Special Education Student Teaching PreK-8	
EDSP 629	Special Education Student Teaching Seminar		

TOTAL CREDITS: 33

Special Education 7-12

Chestnut Hill College's graduate degree program in Special Education with Special Education Certification Grades 7-12 is designed to meet the state requirements for certification in special education for students with Instructional I certification in Middle Level or Secondary Education.

	Course Code	Course Name	<i>+ Indicates field experience required</i>
<i>Core Courses (33 credits)</i>	EDUC 520	Educational Research and Evaluation	
	EDUC 526 +	Teaching Reading for All Learners	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 531 +	Evaluation and Assessment in Special Education	
	EDSP 532 +	The English Language Learner	
	EDSP 621 +	Classroom Management for Students with Disabilities	
	EDSP 622	Transition Services for Students with Disabilities	
	EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)	
	EDSP 626	Educational Planning and the Law	
	EDSP 628	Special Education Student Teaching 7-12	
EDSP 629	Special Education Student Teaching Seminar		

TOTAL CREDITS: 33

M.Ed. with READING SPECIALIST CERTIFICATION PREPARATION K-12

Prior Certification Required

Chestnut Hill College's graduate degree program in Reading with Reading Specialist Certification Preparation is designed to meet the state requirements of PDE reading certification programs. Students must hold an Instructional I certification in order to apply for this program. A dual degree in Reading Specialist with Special Educational Certification (PreK-8 or 7-12) is also available.

Reading Specialist Certification

<p style="text-align: center;"><i>Core Courses (36 credits)</i></p> <p style="text-align: center;"><i>Complete all</i></p>	Course Code	Course Name	<i>+ Indicates field experience required</i>
	EDUC 520	Educational Research and Evaluation	
	EDSP 626	Educational Planning and the Law	
	EDSP 532 +	The English Language Learner	
	EDRG 605	Foundations of Literacy	
	EDRG 610	Comprehension and Fluency Instruction and Interventions for Children PreK-4	
	EDRG 612	Phonemic Awareness and Word Study Instruction and Interventions for Children PreK-4	
	EDRG 617	The Balanced Literacy Classroom for Children PreK-4	
	EDRG 620	Literacy in the Secondary Classroom	
	EDRG 630	Assessment and Diagnosis for Students with Reading and Writing Differences	
	EDRG 632	Critical Approaches to Children's Literature	
	EDRG 634	Literacies of Families, Communities, and Cultures	
	EDRG 695	Leadership for Literacy Administration	

Reading Special Certification: Dual Degree with PreK-8 Special Education Certification

<p style="text-align: center;"><i>Core Courses (54 credits)</i></p> <p style="text-align: center;"><i>Complete all</i></p>	Course Code	Course Name	<i>+ Indicates field experience required</i>
	EDUC 520	Educational Research and Evaluation	
	EDSP 626	Educational Planning and the Law	
	EDSP 532 +	The English Language Learner	
	EDRG 605	Foundations of Literacy	
	EDRG 610	Comprehension and Fluency Instruction and Interventions for Children PreK-4	
	EDRG 612	Phonemic Awareness and Word Study Instruction and Interventions for Children PreK-4	
	EDRG 617	The Balanced Literacy Classroom for Children PreK-4	
	EDRG 620	Literacy in the Secondary Classroom	
	EDRG 630	Assessment and Diagnosis for Students with Reading and Writing Differences	
	EDRG 632	Critical Approaches to Children's Literature	
	EDRG 634	Literacies of Families, Communities, and Cultures	
	EDRG 695	Leadership for Literacy Administration	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 531 +	Evaluation and Assessment in Special Education	
	EDSP 621 +	Classroom Management for Students with Disabilities	
	EDSP 623	Education Practice for Students w/LD&/or ED(High Incidence); w/PD&CD(Low Incidence)	
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families	
EDSP 636	Special Education Practicum PreK-8		

TOTAL CREDITS 54

Reading Special Certification: Dual Degree with 7-12 Special Education Certification

<p style="text-align: center;"><i>Core Courses (54 credits)</i></p> <p style="text-align: center;"><i>Complete all</i></p>	Course Code	Course Name	<i>+ Indicates field experience required</i>
	EDUC 520	Educational Research and Evaluation	
	EDSP 626	Educational Planning and the Law	
	EDSP 532 +	The English Language Learner	
	EDRG 605	Foundations of Literacy	
	EDRG 610	Comprehension and Fluency Instruction and Interventions for Children PreK-4	
	EDRG 612	Phonemic Awareness and Word Study Instruction and Interventions for Children PreK-4	
	EDRG 617	The Balanced Literacy Classroom for Children PreK-4	
	EDRG 620	Literacy in the Secondary Classroom	
	EDRG 630	Assessment and Diagnosis for Students with Reading & Writing Differences	
	EDRG 632	Critical Approaches to Children's Literature	
	EDRG 634	Literacies of Families, Communities, and Cultures	
	EDRG 695	Leadership for Literacy Administration	
	EDSP 530 +	Theory and Pedagogy in Special Education	
	EDSP 531 +	Evaluation and Assessment in Special Education	
	EDSP 621 +	Classroom Management for Students with Disabilities	
	EDSP 622	Transition Services for Students with Disabilities	
	EDSP 623	Education Practice for Students w/LD&/or ED (High Incidence);w/PD & CD(Low Incidence)	
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families	
	EDSP 637	Special Education Practicum 7-12	

TOTAL CREDITS 54

M.Ed. in EDUCATIONAL LEADERSHIP/PRINCIPAL CERTIFICATION PREPARATION

Prior Certification Required or Qualifications for Alternative Route

The Graduate Program in Educational Leadership is designed to provide educators with the skills and concepts necessary to function as principals, assistant principals and supervisors in K-12 settings. Establishing a positive school climate, developing school goals, a shared vision, supervision and evaluation of teaching and non-teaching staff members, and building community support for schools are some of the skills developed in this program. There is a focus on a changing society and the diverse issues that can affect a school, including the gaps of attitude, opportunity and achievement. Curriculum development and assessment as well as staff development will be addressed for all candidates. This program will be offered in an accelerated format. The courses will be experiential in nature with an emphasis on field studies.

Accelerated and Intensive Summer Program Format

Classes are designed and delivered in an accelerated format to allow candidates to complete the program in 18-months. A six-credit practicum is required. Students who begin in the program must stay enrolled in order to complete the required courses on schedule. If students skip a term, the planned schedule courses will not be offered the following term. Please consult with your advisor for any changes in your program.

Internship

The internship is a vital part of the educational leadership program. The candidate seeking specialization in leadership must complete a total of 360 hours, the majority of which includes a supervised internship in a school setting covering an entire school year. The candidate, with the internship supervisor, will define a program improvement and/or problem-solving project that will be carried out in the student's school. The candidate's Chestnut Hill College supervisor must approve the project. The candidate's Principal/Mentor must agree in writing to allow the internship and project to take place in her/his school. The candidate's Principal/Supervisor will be an integral part of the internship.

<i>Core Courses (33 credits) Complete all</i>	Course Code	Course Name
	EDLR 600	Conceptual Foundations for School Leadership
	EDLR 610	Curriculum Theory, Development and Issues, Part 1
	EDLR 611	Curriculum Theory, Development and Issues, Part 2
	EDLR 615	The Improvement of Instruction, Staff Development, and Supervision
	EDLR 620	The Principal as an Effective Agent of Change
	EDLR 630	School and Community Relations
	EDLR 635	School Law
	EDLR 640	Personnel and Pupil Administration and Management
	EDLR 701	Educational Leadership Internship I (3 credits)
	EDLR 702	Educational Leadership Internship II (3 credits)
	EDUC 520	Educational Research and Evaluation (Required for M.Ed.)

TOTAL CREDIT: 33

Certificate/Certification Preparation Programs

All certification programs (no M.Ed.) in any of the above areas require the completion of listed course work with the exception of EDUC 520: Educational Research and Evaluation. Students are required to meet with their assigned advisor in order to review prior transcripts to determine necessary coursework. In order to be certified through PDE, students must pass PDE required tests in their area of concentration and complete the teacher preparation program coursework.

PDE Endorsements:

Endorsements are added to existing Level I or Level II certificates but are not required to perform service in these areas. *Applicants should refer to PDE for further information and qualifications.*

Autism Spectrum Disorders (ASD)

The CHC Education Division has been approved by the PDE to offer the following four courses that, upon completion, will result in an endorsement in ASD:

<i>Complete four courses.</i>	Course Code	Course Name
	PSYG 652	Introduction to Autism Spectrum Disorders
	EDSP 632	Assessment of Students w/ASD
	EDSP 633	Instruction of Students w/ASD
	EDSP 634	Clinical Practicum w/ASD Students

Instructional Coaching

The Chestnut Hill College Instructional Coach Endorsement (ICE) program prepares teachers to be Leaders of Change within Educational Professional Learning Communities. Competency areas include Content, Instructional Coaching Skills and Abilities, Instructional Practices, Assessment, and Organizational Leadership and School Change. Activities are based on real world settings and scenarios for analysis, and application of competencies that culminate in the development of a system for coaching diverse adult learners. A practicum component is included in each course.

<i>Complete four courses.</i>	Course Code	Course Name
	EDICE 620	Foundations of Instructional Coaching
	EDICE 621	Content and Pedagogy in Instructional Coaching
	EDICE 622	Instructional Coaching Practices, Assessment, & Decision Making
	EDICE 623	Organizational Teacher Leadership for School Change

ACT 48 Provider

Chestnut Hill College is an Act 48 provider. Forms to apply for Act 48 credit are available in the Education Office and the SGS Office.

Course Descriptions

General Education Courses

These courses fulfill requirements in more than one program.

EDUC 520: Educational Research and Evaluation

3 credits

This course provides students with the fundamental aspects and processes of research using a five-step model (Introduction; Literature Review; Methods; Results; Discussion section) to guide development and design of a research paper. Students in this course select a research topic in education particularly as it relates to academic, behavioral, emotional and social issues. Simultaneously, students review, discuss, and incorporate into their papers the underpinnings of educational research such as assessment, evaluation, and qualitative methodologies for measurement. Included in this course are the basics of APA Style Standards for writing at the graduate level. Required of all Master's degree candidates.

EDUC 526: Teaching Reading for All Learners

3 credits

This course will provide students with a strong foundation in the theory, pedagogies, methods, and activities related to reading, writing, and literacy instruction for all children. Literacy acquisition of both typical and atypical learners will be explored, including children who have learning differences or are acquiring English as a second language. Children's literature will be used to demonstrate how the rich language and artwork of books can be used across the curriculum to enhance literacy instruction. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDUC 704: Independent Study

3 credits

The Independent study format gives students an opportunity to develop critical thinking and individual initiative through planned scholarly endeavor. Under the guidance of a faculty sponsor the student will investigate an area of interest related to the student's course of study and to his/her teaching situation. The student will work under the guidance of a faculty member and with the permission of the Department Chair. The interested student must produce a project, paper, or piece of research demonstrating ability to pursue an independent academic endeavor as well as competence in researching, organizing and presenting information.

Core Special Education Courses

These courses fulfill requirements in more than one program.

EDSP 530: Theory and Pedagogy in Special Education

3 credits

This course is designed to provide a complete overview of special education including historical, legal and cultural foundations of special education, and the main historical figures who changed the landscape of services for children and adults with disabilities. This course will expose students to recent federal and state regulations pertaining to the rights, responsibilities, and privileges of students, parents, and teachers. This includes understanding and discussing the evaluation process (referral, assessment, identification, continuum of placements [least restrictive environment], and timelines); as well as the various environments (inclusion, intervention strategies), services and implementation, which are appropriate and necessary to provide for children with disabilities. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDSP 531: Evaluation and Assessment in Special Education

3 credits

This course is designed to examine relevant and current practices in assessment of students with disabilities. Participants will study the impact of informal as well as standardized testing requirements and their effect on students with disabilities. State and federal regulations and policies will be reviewed and discussed. In addition, adaptations and accommodations for students with disabilities being tested in a variety (i.e. classroom assessment, mandated state tests, IEP specially designed instruction, and others) of school related circumstances will be examined from different perspectives. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDSP 532: The English Language Learner

3 credits

In this course, students will build the professional knowledge, skills, and dispositions for creating culturally responsive teaching and learning environments with PK-12 English learners (ELs) across disciplinary areas. Emphasis is placed on accounting for ELs' differences in terms of cultural, linguistic, and educational backgrounds when designing, scaffolding, and differentiating instruction and assessments. A primary focus is on culturally responsive teaching (CRT) practices that honor ELs' funds of knowledge and allow for the integration of social, instructional, and academic language development with learning standards-aligned content across grade levels and disciplinary areas. Lesson design is linked to PA/WIDA English Language Proficiency Standards and PA Core Academic Standards for reading, writing, listening, speaking, and language. Other key topics include major laws and policies related to educating ELs and important considerations for distinguishing language learning from learning differences. Students will also explore communicating positively with culturally and linguistically diverse families, and community and online resources for school personnel, parents, and ELs. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

Early Education PreK-4 Courses**EDP4 523: Early Childhood Development and Learning**

3 credits

The focus of this course is on typical and atypical development, with emphasis on the pre-school and school-aged child. Theory and research in the areas of sensorimotor, language, cognitive, emotional, social and moral behaviors are included. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community. This course is identified as a Stage I field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDP4 524: Early Childhood Theory, Curriculum and Assessment

3 credits

This course will focus on the foundations of Early Childhood Education and the early childhood professional educator. Students will examine the historical, philosophical, theoretical, and cultural aspects of the field of early childhood education and the influence on the development of the curriculum. Students will develop an understanding of the relationship among theory, developmentally appropriate practice, and the knowledge and skills required of the early childhood educator. Translating research-based theory into practical application, teacher candidates will explore the teaching and learning process, the student as learners, social and cultural diversity, individual differences, conceptualize instruction and planning, make decisions using strategies and data, assessment, reflective practice, use of standards, and developmentally appropriate practices (DAP) as applied in the classroom. This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDP4 525: Emerging Literacy and Language Arts

3 credits

This course will provide students with a thorough understanding of the early cognitive, oral, and aural typical and atypical development of language in children that later affects the development and acquisition of reading and writing. The course will include literacy theory, pedagogies, materials, and methods for infants through the early primary grades. Emphasis will be placed on the importance of developing phonemic and phonological awareness through age appropriate activities. The use and examples of oral tradition and children's literature appropriate to the young child will be included.

EDP4 527: Early Childhood Math and Science Methods

3 credits

The course focuses on the mathematical content taught in PreK-4 curricula and will include an analysis of research-based methodologies and teaching strategies. An emphasis will be placed on communication and math as well as relating math to the real world while using a variety of math skills and tools to solve problems. Students will discuss key mathematical concepts and evaluate textbooks, materials, and other relevant documents. Utilizing an inquiry-based, child-centered focus, students will be actively involved in utilizing a wide variety of manipulative materials and representations that can be applied to teaching mathematics to diverse PreK-4 learners. Use of state and professional standards and competencies are used to support planning lessons, units and projects.

EDP4 528: Early Childhood Integrated Methods: Social Studies, Humanities, and the Arts

3 credits

This course presents an analysis of the content, methods, and materials in the design and implementation of PreK-4 Social Studies, Humanities, and the Arts. An emphasis will be placed on a thematic approach to developing curricular units and lesson plans. Hands-on, interactive learning for inclusive classrooms is emphasized which will culminate in an inquiry based integrated content and pedagogy. A variety of research-based teaching and assessment methods and strategies are examined and applied in lesson planning.

EDP4 529: School, Family and Community Collaboration

3 credits

This course is a comprehensive exploration of the relationships of the school, families, and the community in real world settings as it relates to successful learning for all children. An analysis and practice of a comprehensive approach to increasing engagement of parents and the community in the education and development of PreK-4 children. Students will explore culturally responsive practices for creating welcoming, supportive teaching and learning environments for inclusive classrooms. Family dynamics, culture, and diversity of families, ethical decision-making and considerations, and community resources will be explored. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDP4 533: Early Childhood Student Teaching

3 credits

Student Teaching provides qualified students with a semester of practical teaching experience in a PreK-4 classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 14 week semester at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDP4 534. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDP4 534: Early Childhood Student Teaching Seminar

3 credits

The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated.

Co-Requisites: EDP4 533. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDP4 590: Intern Field Experience I

1.5 credits

This semester long course is the first half of a required mentoring component of all students teaching on an Intern certificate in the Early Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies.

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EDP4 595: Intern Field Experience II

1.5 credits

This semester long course is the second half of a required mentoring component of all students teaching on an Intern certificate in the Early Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies. Students are formally assessed using the PDE 430 form as a mid-term evaluation and again during EDP4 534.

Elementary/Middle Level Education Courses

EDML 523: Adolescent Development & Learning

3 credits

The focus of this course is on normal adolescent development, with emphasis on the late elementary through adolescent school-aged child. Theory and research in the areas of language, cognitive, emotional, social and moral behaviors will be addressed. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community. This course is identified as a Stage I field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDML 524: The Emerging Middle School and Assessment

3 credits

Students examine the history of the middle school movement and its evolving philosophy. Implications for teacher professionalism, school design, organization, and development of curricula units and lessons are studied. Teaching methodology in the middle school will be completed through presentations, lesson plans, articles and activities. All lesson plans will identify specific PA Core Standards/Anchors appropriate for age level and content. This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDML 525: Math Methods for Middle Grade Learners

3 credits

In this course, students explore the structure of mathematics, sets and numbers, systems of numeration, problem-solving and skill development. The content of late elementary/middle school mathematics and the development of strategies for effective teaching of mathematical concepts in 4-8 classrooms are emphasized. This course addresses the needs of middle level Mathematics Educations (grades 4-8) as guided by the National Council of Teachers of Mathematics (NCTM) and PA Core Academic Standards for Mathematics. Course topics include an examination of educational trends and the impact of technology in mathematics instruction. Students will explore how to teach key mathematical concepts through a data-driven, standards-aligned system that includes appropriate assessments.

EDML 527: Science Methods for Middle Grade Learners

3 credits

This course provides an overview of the teaching techniques and materials used in contemporary middle level science programs with a focus on inquiry skills and inductive and deductive reasoning through hands-on and minds-on investigations. Students explore the integrated processes of formulating hypotheses, naming and controlling variables, making operational definitions, conducting experiments, interpreting data and engaging in investigative and problem-solving processes. This course addresses an analysis and application of methodology and instructional techniques in the content area of science.

EDML 528: Writing and Social Studies Methods for Middle Grade Learners

3 credits

This course integrates writing and social studies for middle grade learners and prepares middle level educators to plan standards-aligned social studies instruction. The course focuses on social studies teaching at the curricular and instructional levels with intensive writing instruction connected to the kinds of writing tasks middle grade learners will have to perform in high school and beyond. Students will learn research-based instructional techniques that support middle level learners in developing disciplinary writing and literacy practices while learning content. Students will learn how to develop, implement, assess, and modify curriculum lessons and implement various strategies for writing across the curriculum and responding to nonfiction texts.

EDML 529: Classroom Management

3 credits

This course is designed to assist teachers to develop skills to help them effectively manage the classroom environment. Theories and principals associated with implementing classroom management procedures are examined to prepare teachers to create an environment that maximizes student learning. Topics discussed will include: the environmental concerns related to creating a safe learning environment, physical layout of the room, grouping for instruction, time management, authentic learning tasks, instructional methods as they apply to management, and the interrelationship of management and effective discipline. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDML 533: Middle Level Student Teaching

3 credits

Student Teaching provides qualified students with a semester of practical teaching experience in a 4-8 classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 14 week semester at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDML 534. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDML 534: Middle Level Student Teaching Seminar

3 credits

The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated.

Co-Requisites: EDML 533. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDML 590: Intern Field Experience I

1.5 credits

This semester long course is the first half of a required mentoring component of all students teaching on an Intern certificate in the Elementary/Middle Level Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies.

EDML 595: Intern Field Experience II

1.5 credits

This semester long course is the second half of a required mentoring component of all students teaching on an Intern certificate in the Elementary/Middle Level Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies. Students are formally assessed using the PDE 430 form as a mid-term evaluation and again during EDML 534.

Reading Specialist Courses

EDRG 605 Foundations of Literacy

3 credits

Knowledge of important historical movements, theoretical frameworks, and philosophical perspectives is necessary to understanding the evolution of the field of literacy and literacy pedagogies as they have developed and continue to change over time. The work of various influential social, cognitive, linguistic, psychological and educational theorists will be discussed so that students gain a richer, deeper understanding of literacy instruction, as well as become critical evaluators of current and future trends.

EDRG 610 Comprehension and Fluency Instruction and Interventions for Children PreK-4

3 credits

This course will provide a comprehensive background in comprehension and fluency theory and instructional techniques to enable young readers to develop deep understanding in the primary classroom. In addition to sound instructional practices for all students (Tier 1), special emphasis will be placed on Tier 2 and Tier 3 remedial interventions for the struggling reader. This course is required for reading specialist certification.

EDRG 612 Phonemic Awareness and Word Study Instruction and Interventions for Children PreK-4

3 credits

A comprehensive background in the theory and instructional techniques related to developing strong skills in phonemic awareness, phonics, spelling, and vocabulary will be explored in this course. In addition to sound instructional practices for all students (Tier 1), special emphasis will be placed on Tier 2 and Tier 3 direct, explicit instruction and remedial interventions for the struggling reader and writer. Emphasis will be placed on instructional approaches and activities that are multi-sensory, systematic, sequential and scientifically based. This course is required for reading specialist certification.

EDRG 617 The Balanced Literacy Classroom for Children PreK-4

3 credits

This course is designed to provide reading specialist candidates with a strong background in how to create the ideal balanced literacy classroom that accommodates the needs of all learners. Factors that will be addressed include: the social, emotional, physical, spiritual, and intellectual classroom environment; various scheduling models; instructional techniques, including reading and writing workshop; embedded phonics and word study; and authentic assessment. Emphasis will be placed on creating an inclusive environment that addresses the needs of children across the learning spectrum, including the gifted and talented. This course is required for reading specialist certification.

EDRG 620 Literacy in the Secondary Classroom

3 credits

Reading specialist candidates will gain a deeper understanding of the literacy needs of adolescent readers and writers across the curricula through this course. Students will learn how to diagnose and remediate reading and writing differences that may have gone undetected in earlier grades. Emphasis will be placed on: word study and techniques for vocabulary development; reading and responding to a wide variety of fiction and non-fiction texts, including primary sources and digital texts; and reading, writing, and study skills and strategies to support learning across the curricula. This course is required for reading specialist certification.

EDRG 630 Assessment and Diagnosis for Students with Reading and Writing Differences

3 credits

This course is designed to provide reading specialist candidates with the ability to successfully evaluate and diagnose children who are struggling with reading and writing. Students will gain an in-depth understanding of how to select and administer a variety of diagnostic, formal and informal assessments, as well as interpret and communicate those results to school personnel and the child's family. Students will conduct a variety of assessments and will compose a written, clinical case study diagnosing the strengths and needs of a struggling learner. This course is required for reading specialist certification.

EDRG 632 Critical Approaches to Children's Literature

3 credits

This course will provide a survey of the history of children's literature and will equip reading specialist candidates with a critical literacy perspective to using children's literature from infancy through high school. Various genre will be explored including: folklore and oral tradition, rhymes and poetry, picture books, transitional chapter books, graphic novels, young adult fiction, folktales, fairy tales, fantasy, and science fiction. Special emphasis will be placed on using non-fiction texts, as well as books that celebrate diversity and encourage an inclusive classroom environment that fosters social justice. This course is required for reading specialist certification.

EDRG 634 Literacies of Families, Communities, and Cultures

3 credits

This course will provide reading specialist candidates with a comprehensive background in the family, community, and cultural aspects that affect literacy acquisition from birth through high school. Emphasis will be placed on outreach to families and the forming of relationships that support student learners. Other topics will include: creating or supporting community literacy programs for children and adults; assessing family literacy programs; grant writing and funding; educational literacy policy; and literacy acquisition as it supports social justice, promotes social change, and builds strong communities. This course is required for reading specialist certification.

EDRG 695 Leadership for Literacy Administration

3 credits

This course focuses on the roles of the reading specialist as literacy coach, administrator, and leader both at the school and district levels. Special attention will be given to the school-wide administration, interpretation, application and communication of assessment data. Other topics that will be explored are involvement in research communities and professional organizations; developing literacy policy; grant writing; instructional schedules, tasks, and procedures; selecting materials and programs; administering interventions (individual and programmatic); adult learning theory and providing professional support and development; and promoting organizational change and advancing school culture. This course is required for reading specialist certification.

Secondary Education Courses

EDSC 523 Adolescent Development & Learning

3 credits

The focus of this course is on the study of child development from adolescence to young adulthood. Students will learn theories and research related to aspects of adolescent development: physical, emotional, social, cognitive, and cultural. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community. This course is identified as a Stage I field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDSC 524 Foundations of High School Education and Assessment

3 credits

In this course students will explore the historical, philosophical, and social foundations of secondary education and their relationship to the present day. The course provides a framework and tools to analyze, synthesize, and evaluate current issues

and practices related to teaching and learning in the secondary context. This course places the development of high schools in historical perspective and relates both the roles of teacher and school organization to society. The differences between education and schooling are examined, and current educational reform movements are explored within the context of critical educational theory. This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDSC 526 Secondary Methods & Assessment

3 credits

This course provides secondary students across disciplinary areas with foundational knowledge of applicable national standards, content-specific PA Academic and PA Core Standards, and secondary curricula. Research-based pedagogical practices will be used to address lesson planning and unit preparation, grading, tracking, inclusion and physical and mental health of adolescents, as well as assessment of learning in diverse secondary classrooms. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDSC 517 Practicum/Special Methods in Areas of English for Secondary Education

3 credits

This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in English. Students will understand the criteria and techniques for selecting, organizing, and presenting English subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 518 Practicum/Special Methods in Social Studies for Secondary Education

3 credits

This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in Social Studies. Students will understand the criteria and techniques for selecting, organizing, and presenting Social Studies subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 519 Practicum/Special Methods in Biology/General Science/Chemistry for Secondary Educ.

3 credits

This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in Biology, General Science or Chemistry. Students will understand the criteria and techniques for selecting, organizing, and presenting science subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 520 Practicum/Special Methods in Mathematics for Secondary Education

3 credits

This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in Mathematics. Students will understand the criteria and techniques for selecting, organizing, and presenting Mathematics subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 521 Practicum/Special Methods in Foreign Language for Secondary Education

3 credits

This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in Spanish or French, levels K-12. Students will understand the criteria and techniques for selecting, organizing, and presenting foreign language subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Students become familiar with the ACTFL guidelines and the National Standards for Modern Languages and learn how to incorporate them into their teaching. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 533 Secondary Student Teaching

3 credits

Student Teaching provides qualified students with a semester of practical teaching experience in a 7-12 classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 14 week semester at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDSC 534. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSC 534 Secondary Student Teaching Seminar

3 credits

The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated.

Co-Requisites: EDSC 533. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSC 590: Intern Field Experience I

1.5 credits

This semester long course is the first half of a required mentoring component of all students teaching on an Intern certificate in the Secondary Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies.

EDSC 595: Intern Field Experience II

1.5 credits

This semester long course is the second half of a required mentoring component of all students teaching on an Intern certificate in the Secondary Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies. Students are formally assessed using the PDE 430 form as a mid-term evaluation and again during EDSC 534.

Special Education Courses

EDSP 590 Intern Field Experience I

1.5 credits

This semester long course is the first half of a required mentoring component of all students teaching on an Intern certificate in the Special Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies.

EDSP 595 Intern Field Experience II

1.5 credits

This semester long course is the second half of a required mentoring component of all students teaching on an Intern certificate in the Special Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies. Students are formally assessed using the PDE 430 form as a mid-term evaluation.

EDSP 621 Classroom Management for Students with Disabilities

3 credits

The content and practice knowledge needed to create an effective learning environment for students with disabilities in inclusive and/or separate learning environments are examined in this course. Course content includes the selection, evaluation, and interpretation of specific behavioral assessments (including informal, functional, ecological and behavioral assessments). There is a focus on utilizing appropriate management strategies in the classroom from a theoretical and pedagogical perspective. Students will be exposed to the process of developing behavioral intervention plans for diverse learners. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDSP 622 Transition Services for Students with Disabilities

3 credits

This course focuses on the behavioral, cognitive, legal, and social aspects of transition in the special education process. Teachers are exposed to the basic knowledge and skills needed for developing and implementing transition activities and services, providing a broad context that includes a legislative-policy base. This integration of policy with practice builds a foundation for understanding the requisites that drive transition services as well as providing for educational principles and theories for making classroom decisions guided by law and pragmatism. Students learn to speak knowledgeably about concepts such as assessment, disability, planning, self-concept, self-determination, self-regulation, and transition.

**EDSP 623: Education Practice for Students w/LD and/or ED (High Incidence);
with PD and CD (Low Incidence)**

3 credits

This course examines research and current practice regarding the education of students with high and low disabilities, learning and emotional/social disorders and physical and cognitive disabilities. Inclusive classroom methodologies, modifications and adaptations to the curriculum, including behavioral assessments and management techniques will be addressed. Students are exposed to an historical retrospective of regarding the education for students with disabilities.

EDSP 624: Early Intervention for Children with Disabilities and Their Families

3 credits

In this course students are introduced to the characteristics of young children with disabilities, how to determine early diagnosis, and how to access appropriate services. Emphasis is placed on the importance of working with families, local community agencies and resources in the early diagnosis for young children with disabilities. Understanding how to gather and interpret assessment data in order to develop and implement an Individual Family Service Plan (IFSP) is highlighted in this course.

EDSP 626: Education Planning and the Law

3 credits

This course covers the basic principles underpinning the educational planning, assessment, development, and implementation of Individualized Educational Plans (IEPs), Functional Behavior Assessments (FBAs), and Positive Behavioral Support Plans (PBSPs) for students with identified disabilities. The policies, procedures, and processes inherent to special education will be explored in depth. Students will analyze the legal implications for decision-making, problem-solving, and making executive resolutions in relevant school-based case studies.

EDSP 627: Special Education Student Teaching PreK-8

3 credits

Special Education student teaching provides qualified students with a 7 week teaching experience in a PreK-8 inclusive or special education classroom setting. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 7 week experience at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDSP 629. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSP 628: Special Education Student Teaching 7-12

3 credits

Special Education student teaching provides qualified students with a 7 week teaching experience in a 7-12 inclusive or special education classroom setting. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 7 week experience at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDSP 629. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSP 629: Special Education Seminar

3 credits

The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated.

Co-Requisites: EDSP 627 or EDSP 628. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSP 636 Special Education Practicum PreK-8

3 credits

Special Education practicum provides qualified students with a 7 week teaching experience in a PreK-8 inclusive or special education classroom setting. Students will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 7 week practicum at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. The practicum includes a weekly seminar experience that affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated. Students must have current PA clearances to begin the practicum experience. Requisite: Enrollment in Reading Specialist K-12 and Special Education PreK-8 certification program.

EDSP 637 Special Education Practicum 7-12

3 credits

Special Education practicum provides qualified students with a 7 week teaching experience in a 7-12 inclusive or special education classroom setting. Students will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 7 week practicum at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. The practicum includes a weekly seminar experience that affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated. Students must have current PA clearances to begin the practicum experience. Requisite: Enrollment in Reading Specialist K-12 and Special Education 7-12 certification program.

Electives

EDUC 525 Current Issues in Education

3 credits

In this course, special topics are explored, such as kindergarten curriculum, the assessment of children for school placement, and multicultural and diversity issues, including gender, socio-economic status, race and exceptionality.

EDSP 645 Assistive Technology for Students with Disabilities

3 credits

This course introduces and provides experience with various computer-based and other assistive technologies for students with disabilities. The technologies include everything from electric wheelchairs, standing tables, adaptive battery and non-battery operated toys, to more sophisticated augmentative communication (such as voice synthesizers, communication boards, computerized communication devices), and infra-red devices for computer and software access and use. In addition, the students examine federal entitlements that relate to the provision of specialized equipment and materials, the design of IEP and ITP goals related to instructional and/or assistive technology, local, state and/or community assistive technology resources, and the selection and use of various technologies for students with disabilities in inclusive and separate educational settings.

EDSP 655 Culturally Responsive Practices for Students with Disabilities

3 credits

This course is designed to provide advanced knowledge, skills and practice in understanding the cultural influences of disability, including over representation of under-represented groups in special education classrooms.

Educational Leadership/Principal Certification Courses

EDLR 600 Conceptual Foundations for School Leadership

3 credits

This course is an examination of the various philosophical and theoretical bases that can shape teaching and learning in the schools and, therefore, provide direction for the decision-making processes of the school leader. The course will include the exploration of values and beliefs underlying leadership in the schools, how schools are organized, as well as investigating the relationship among the various agencies - local, state and federal - that impact the school. Emphasis of the core functions of leadership in schools and creating and sustaining an inclusive learning environment for all students will be analyzed and discussed.

EDLR 610 Curriculum Theory, Development and Issues. Part 1

3 credits

This course provides an in-depth study of the major ideologies and theories of curriculum and instruction and design that have shaped curriculum theory and thought. A comprehensive investigation of effective primary and secondary educational programs for contemporary leaders is undertaken. Emphasis will be placed on the translation of ideologies and theories into practice. The course will also focus on managing and developing the teaching/learning process, incorporating the elements of assessment and identifying different philosophies of teaching. Students will begin to analyze how to adapt the curriculum to meet the needs of all students.

EDLR 611 Curriculum Theory, Development and Issues, Part 2

3 credits

This course provides a continued in-depth study of the major ideologies and theories that have shaped curriculum and instruction and design that have shaped curriculum theory and thought. A specific field component, involving a critique of one of the curriculum areas outside of the major disciplines (e.g., fine arts, music, physical education, reading in the secondary schools, etc.), or of support services (e.g., special education, counseling, library, nursing, etc.), will be required. The course will emphasize goal-setting, decision-making and the role of the leader in the planning and implementation of curricular design with special attention to student learning styles and strengths for the diverse school population.

EDLR 615 Improvement of Instruction, Staff Development, and Supervision

3 credits

This course includes a wide-ranging investigation of an array of teaching models and instructional approaches using research, case studies, problem-based learning and discussion on teacher effectiveness. The course will promote an understanding which will enable the leader to facilitate the paramount objective of improving student achievement. The course will also focus on the study of the dynamics of interpersonal and intrapersonal group relations with an emphasis on improving teaching and learning and designing, implementing and evaluating effective staff development programs.

EDLR 620 The Principal as an Effective Agent of Change

3 credits

This course undertakes an examination of the necessity for the principal to have broad “visions” about the school that are shared, clear, inclusive, ambitious, and performance-oriented. The creation of the climate to achieve such “visions” will also be investigated. In addition, students will come to understand that effective principals are willing to take risks and to seek innovative solutions. Strong emphasis will be placed on emotional intelligence, effective, responsive communication and intergroup relations, essential leadership traits and leadership styles, as well as reflective practice. Students will also explore leadership sustainability, a key force leading to meaningful, long-term change.

EDLR 630 School/Community Relations

3 credits

The use of language, both oral and written, will be explored and practiced by means of organized sets of experiences relevant to the role of a school leader. These will cover both content and presentation in interpersonal situations such as interviews, discussions, formal and informal speaking, working in print, and with social media (such as Facebook, Twitter, district/school web sites, etc.). They will address both content and structure in such areas as correspondence, staff emails, e-alerts, global messages, reports, and teacher observations. Using a four-prong approach, emphasis will be placed on how to develop a community relations plan that encourages public support, strengthens parent/guardian and community ties and creates the desired behavior for both the internal and external stakeholders. The focus on parent/guardian and community support and understanding to help increase student achievement will be analyzed. Involvement of the student at the school level will be required.

EDLR 635 School Law

3 credits

The intent of this course is to familiarize leaders with the basic legal principles governing the structure and operation of school settings and the legal problems encountered in the day-to-day operation of schools. Understanding the legal base for education and the rights and responsibilities of school leaders will be explored through class discussion. The broad principles of school governance as determined by statute and case law, with an understanding of due process, are emphasized. Special attention is given to Pennsylvania statutes, cases and decisions.

EDLR 640 Personnel and Pupil Administration and Management

3 credits

In this course, students identify what the leader needs to know about school law, student records, collective bargaining, and contract administration, employment relations and special education rights and responsibilities. Source materials will include case studies, grievances, arbitration awards, and contracts.

EDLR 701/702 Principal Internship Part 1 and Part 2

3 credits each

A vital part of the educational leadership program is the internship, which provides the future leader candidate with the opportunity to integrate theory and research with real-life experiences in the schools. The candidate seeking specialization in leadership must complete a total of 360 hours, the majority of which includes a supervised internship in a school setting covering an entire school year. The candidate, with the internship supervisor, will define a program improvement and/or problem-solving project that will be carried out in the student's school. The candidate's Chestnut Hill College supervisor must approve the project. Emphasis of the internship program and on-site projects/activities are aligned with the standards of the Pennsylvania Inspired Leadership Program. The candidate's Principal/Mentor must be a certified principal who has practiced in Pennsylvania as a principal for at least three years, and agrees to allow the internship and project to take place in their school. The candidate's Principal/Mentor will be an integral part of the internship. A log of all activities, materials and readings must be kept, and a comprehensive written research-supported report must be submitted during the second semester of the practicum. A formal oral presentation of the report will also be required at that time. In addition to scheduled classroom attendance, there will be ongoing individual conferences and school visitations by the college professor during the course of the practicum.

Montessori Specialization

EDMN 520 Montessori Philosophy and Educational Theory

3 credits

This course describes the educational philosophical school of thought that influenced Maria Montessori. A second trend, emanating from science and the scientific method, forms a comparative study of her predecessors in the fields of child development, medicine, anthropology and pedagogy. Background relates the pedagogical principles of the Montessori method to today's educational philosophies and methods.

EDMN 521 Montessori: Everyday Living/Art

3 credits

A study of the child's environment and culture dictates the exercises that aid inner discipline, self-esteem, a sense of order, and muscular control. Montessori pedagogical principles provide the rationale for the demonstration techniques appropriate for the very young child. Prerequisite: EDMN 520, unless exempted by Program Director

EDMN 522 Montessori: Sensorial/Music

3 credits

In this course, students explore the rationale and technique undergirding the refinement of sense perceptions as a means of acquiring classified, detailed and accurate knowledge from the environment. Students receive practical insight into the role of movement. Prerequisite: EDMN 520

EDMN 523 Montessori: Mathematics

3 credits

This course prepares the student to assess a child's mathematical readiness, to introduce number with its properties of cardinality and ordinality, to develop the mathematical experience to include the basic operations with the didactic apparatus. This course forms part of the student's preparation for the intern experience. Prerequisite: EDMN 520

EDMN 524 Montessori: Language

3 credits

This course provides the basis for a sound language program within the prepared Montessori environment. Discussion includes the responsibility of the teacher in the different levels of development that lead to writing and reading, in the sequencing of materials and in the adaptations to specific language needs of children, with special emphasis on the urban minority child. Prerequisite: EDMN 520

EDMN 525 Montessori: Natural & Social Sciences/Parent Education

3 credits

This course provides the student with material for the natural and social sciences used in the Montessori classroom. Presentations are programmed to the age and development of the child. Insights for the student about the wonders of nature, the interaction of human beings and nature are explored. Parent education discussion includes suggestions for developing parent-teacher partnerships and mutual responsibilities. Prerequisite: EDMN 520

EDMN 526 Montessori Education for Peace

1 credit

This course will focus on the essentials of education for peace, which are built into the Montessori curriculum at every level. Emphasis will be on role modeling, conflict resolution, and the teacher's role in creating a peaceful environment.

EDMN 620/621 Montessori: FALL Practicum/Internship & Seminar

5 credits

A year of practicum/internship brings together the theory, practice and curriculum of Montessori Education. Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the internship for both fall and spring semesters.

EDMN 622/623 Montessori: SPRING Practicum/Internship & Seminar

5 credits

A year of practicum/internship brings together the theory, practice and curriculum of Montessori Education. Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the internship for both fall and spring semesters.

PDE Autism Endorsement Courses

PSYG 652 Introduction to Autism Spectrum Disorders

3 credits

This course is designed to provide students with a basic understanding of the current research into the etiology and range of manifestations of autism spectrum disorders (ASDs). This course will also provide students with knowledge about effective methods of assessment and intervention for ASDs.

EDSP 632 Assessment of Students w/ASD

3 credits

This course is designed to prepare educators with a variety of strategies for assessing and providing instruction to student with Autism Spectrum Disorders (ASD). The course will review common behavioral symptoms of ASD students, screening instruments and assessments for those students, and recommended instructional interventions and techniques when working with students with ASD.

EDSP 633 Instruction of Students w/ASD

3 credits

This course is designed to prepare educators to successfully implement learning and behavioral interventions for individuals diagnosed with ASD. This course uses an evidence based approach to examine the various models of interventions commonly used for students with ASD. Principles of applied behavior analysis (ABA) will be discussed. Students will be expected to demonstrate competences in utilizing this behavioral model.

EDSP 634 Clinical Practicum w/ASD Students

3 credits

This practicum is designed to prepare professionals to educate students with Autism Spectrum Disorders.

NOTE: Candidates without prior exposure will be required to complete an additional twenty hours of observation in an ASD setting prior to attending the Practicum. This will be documented in a completed Journal.

Practicum field experiences are held in public or private school-based environments. The practicum candidates' primary responsibility is to design, implement and evaluate effective instruction in the least restrictive environment. In order to accomplish this, the candidates will also be required to have experiences that allow for effective communication and collaboration with educational partners. Candidates are expected to spend a minimum of 80 field hours where they are directly involved with ASD students. Placements will be arranged in collaboration with the candidate, selected sites, and the Student Teaching Director. Summer and Extended School Year programs that offer academic as well as other supports may be appropriate practicum sites. Permission of the instructor is required.

PDE Instructional Coaching Endorsement Courses

EDIC 620 Foundations of Instructional Coaching

3 credits

This course promotes understanding of the role of the Instructional Coach in the PreK-12 setting. Participants examine the fundamentals of instructional coaching skills and abilities, and describe key elements of various coaching approaches. This course emphasizes content knowledge as a critical component of instructional coaching. A knowledge and understanding of academic disciplines applied through instructional coaching skills will be used to guide the development of high quality and comprehensive curriculum. Participants will utilize state and national professional standards and competencies. Participants will demonstrate knowledge of adult learning theory. Field experience within a school setting will be an integral part of the learning process in each course. In this course candidates will begin to develop an Action Research Project and Implementation Plan that will build over the duration of the endorsement.

Prerequisites: Instructional I or II Teacher Certification and 3 years of teaching experience

EDIC 621 Content and Pedagogy in Instructional Coaching

3 credits

This course advances the understanding of the role, knowledge and skills of the instructional coach. Participants will learn how to build professional interpersonal relationship skills to increase teacher competencies and leadership. They will continue to learn and demonstrate a variety of strategies for use in working with the diverse adult learner in a collegial and collaborative manner. Field experience within a school setting will be an integral part of the learning process. A mid-course requirement will be the submission of a proposal to be approved for the Action Research Project and Implementation Plan that will continue through the remainder of the endorsement.

Prerequisites: Instructional I or II Teacher Certification and 3 years of teaching experience; EDIC 620

EDIC 622 Instructional Coaching Practices, Assessment, and Decision Making

3 credits

This course develops the application of differentiated coaching skills, using multiple sources and measures of assessment to guide instruction. They will also demonstrate the use of technology in observing, collecting and analyzing data, and making instructional decisions. Participants will learn how to evaluate their goals for transformational coaching. There will be a significant focus on the continuation of the Research Action Project and Implementation Plan, while participants utilize and reflect on their developing coaching skills in the fieldwork setting.

Prerequisites: Instructional I or II Teacher Certification and 3 years of teaching experience; EDIC 620, EDIC 621 and an approved Action Research Project and Implementation Plan

EDIC 623 Teacher Leadership for School Change

3 credits

Through research, participants will learn about highly effective professional learning communities. They will demonstrate evidence of teacher leadership abilities to contribute to a culture of professional learning communities in schools. Participants will collaborate through shared leadership to establish and promote common goals and vision for school change. Field experience will continue to be an instrumental for meaningful applications. The course will culminate in the completion of the Research Action Project and Implementation Plan for instructional coaching.

Prerequisites: Instructional I or II Teacher Certification and 3 years of teaching experience; EDIC 620, EDIC 621, EDIC 622, and an approved Action Research Project and Implementation Plan.