

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 and leadership. The primary purpose of Chestnut Hill College's graduate programs in education is to enhance the quality of teaching and prepare candidates for leadership roles, such as school principals and reading specialists. The mission of the Division of Teacher Education and Leadership is to build on the intellectual and holistic foundation of the mission of Chestnut Hill College. Essential elements of education programs include regular attendance and participation in creating learning environments whose purpose is development of the 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." The division seeks 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. The specific curriculum programs offer breadth of knowledge and in-depth specialization. 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 the educational process. The overall objective of these programs is to contribute significantly to the improvement of instruction in the classroom, the leadership in schools, and support services to meet the needs of all children.

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
- 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 program 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 to 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
- 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

(Prior Certification Required)

- Special Education PreK-8
- Special Education 7-12
- Reading Specialist K-12
- Dual: Reading/Special Education PreK to 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 (ACT or SAT exempt score, PAPA, or CORE) prior to registration for any courses taken for the purpose of completing a program began at the undergraduate level. Acceptable basic skills tests include the PAPA or CORE. 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.

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.
- 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—including the Miller Analogy Test (MAT) or the Graduate Record Exam (GRE). 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 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

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 will be appealing to international students who wish to teach outside the United States, private sector teachers, and working professionals who have already earned a teacher certification and are seeking a master's degree for employment purposes and whose professional educational goals are directed to the private sector rather than teacher certification in the state of Pennsylvania.

Core Courses:

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:	Educational Planning and the Law

Electives:

Select seven (7) electives. The electives are selected by the student to meet individual professional goals, with the understanding that other graduate courses may also be used to satisfy the elective course requirements and may be substituted later with permission of the faculty advisor.

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.

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

TOTAL CREDITS: 39

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.

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 &/or ED (High Incidence); w/PD & 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

TOTAL CREDITS: 51

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.

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
EDUC 520	Educational Research and Evaluation
EDMN 520	Montessori: Philosophy and Educational Theory
EDMN 521	Montessori: Everyday Living
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.

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
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.

EDP4 523:	Early Childhood Development and Learning (must have bachelors to take graduate credit)	
	or	
MONC 027	Non-credit (or an equivalent 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)
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
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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.

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.

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
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 &/or ED (High Incidence); w/PD & 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

TOTAL CREDITS: 48

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 a concentration in Instructional Technology Specialist

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.

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
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, or Mathematics.

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	517-520:	Practicum: Special Methods in Content Area (<i>Select One</i>)
	517:	English
	518:	Social Studies
	519:	Biology/Chemistry/Gen. Science
	520:	Mathematics
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 &/or ED (High Incidence); w/PD & CD (Low Incidence)
EDSP	626:	Educational Planning and The Law
EDSP	533:	Special Education Student Teaching
EDSP	534:	Special Education Student Teaching Seminar

TOTAL CREDITS: 45

M.Ed. in Secondary Education with Instructional Technology Specialist Certification Preparation, K-12

This degree is for teachers who seek to deepen their knowledge and skills in the latest technology for classrooms as well as online learning. Students in this program must complete 15 credits in Education courses and 18 credits in Instructional Tech-

nology. If candidates seek to obtain the Instructional Technology Specialist Certification through PDE after graduation, students must take courses identified by an asterisk (*) as electives.

Required Education Courses (15 credits)

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
EDSP	532:	The English Language Learner

Required Instructional Technology Courses (12 credits)

GRIT	541	Video Communications
GRIT	645	Introduction to On-line Learning
GRIT	654	Instructional Theory and Practice*
GRIT	685	Technology Planning*

Electives (6 credits)

GRIT	671	Principles of Instructional Design
GRIT	700	Technology Integration in Multimedia Development
GRIT	704	Practicum and Portfolio*
GRIT	785	Instructional Technologies and Special Education*

TOTAL CREDITS: 33

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.

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 &/or ED (High Incidence); w/PD & 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.

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 &/or ED (High Incidence); w/PD & 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

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

TOTAL CREDITS: 36

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

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	627:	Special Education Practicum PreK-8

TOTAL CREDITS 54

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

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 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 628:	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 in K-12 settings. Establishing a positive school climate, developing school goals, 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. Curriculum development and assessment will be a major focus 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

This program is designed for the working education professional who wishes to complete the program in an accelerated manner. Classes are designed and delivered in an accelerated and full semester format concurrently in order to complete the program in one year. Technology infused education is an integral part of the program. A six-credit practicum is required which is conducted the entire 12 months of the program in three 2-credit increments. Students who begin in the program must stay enrolled in order to complete the required courses on schedule. If students decide to skip a term, the courses will not be offered the following term. Please consult with your advisor for any changes in your program.

The summer courses require the completion of 15 credits. All courses will be offered in an accelerated format.

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.

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 (2 credits)
EDLR 702	Educational Leadership Internship II (2 credits)
EDLR 703	Educational Leadership Internship III (2 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. Students must pass PDE required tests in their area of concentration and complete required coursework before applying through the PDE certification system (TIMS).

PDE Endorsements:

These Endorsements are added to existing Level I or Level II certificates but are not required to perform service in these areas. Applications 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:

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.

EDICE 620	Foundations of Instructional Coaching
EDICE 621	Content and Pedagogy in Instructional Coaching
EDICE 622	Instructional Coaching Practices, Assessment, and 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.

Philadelphia Teaching Fellows Only

Intern Certification Programs

The Pennsylvania Department of Education has identified the passing of the PECT PreK-4 exam as the entry into the Intern Certificate program. Accepted candidates are eligible for the Intern Certificate when they pass required PECT exams and have an offer of employment in a high-needs school, and complete the program requirements in three years or less. The major difference between candidates accepted into an Intern Certificate program and a regular Early Education candidate is a mentoring requirement throughout the first year of teaching on the Intern Certificate. This mentoring counts toward the student teaching requirement. Candidates are responsible for all the PreK-4 certification requirements, even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows.

M.Ed. in Early Education/Certification PreK-4

EDP4	590	PTF/Intern Field Experience II (1.5 credits)
EDP4	595	PTF/Intern Field Experience II (1.5 credits)
EDP4	602	Student Teaching/Seminar (3 credits)

M.Ed. in Early Education PreK-4 w/ Special Education Certification PreK-8

EDP4	590	PTF/Intern Field Experience I (1.5 credits)
EDSP	595	PTF/Intern Field Experience II (1.5 credits)
EDSP	603	Student Teaching/Seminar (3 credits)

M.Ed. in Elementary/Middle Level Education/Certifications Grades 4-8

EDML	590	PTF/Intern Field Experience I (1.5 credits)
EDML	595	PTF/Intern Field Experience II (1.5 credits)
EDML	602	Student Teaching/Seminar (3 credits)

M.Ed. in Elementary/Middle Level Grades 4-8 & Special Education PreK-8:

EDSP	590	PTF/Intern Field Experience I (1.5 credits)
EDSP	595	PTF/Intern Field Experience II (1.5 credits)
EDSP	603	Student Teaching/Seminar (3 credits)

M.Ed. in Secondary Education with Certification Grades 7-12

EDSC	590	PTF/Intern Field Experience I (1.5 credits)
EDSC	595	PTF/Intern Field Experience II (1.5 credits)
EDSC	602	Student Teaching/Seminar (3 credits)

M.Ed. in Secondary Education with Certifications in 7-12 and Special Education

EDSC	590	PTF/Intern Field Experience I (1.5 credits)
EDSP	595	PTF/Intern Field Experience II (1.5 credits)
EDSP	603	Student Teaching/Seminar (3 credits)

Phi Delta Kappa Chapter

Chestnut Hill College sponsors a Phi Delta Kappa Chapter for teachers and graduate students interested in continued professional development. Graduate students in any of the certification programs are welcome to become members. Initiation ceremonies are held one or two times each year. Teachers from the surrounding school districts serve as officers of the organization. For more information, please contact the education department.

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.

Student Teaching

If a candidate is not successful in student teaching, the course cannot be repeated at Chestnut Hill College.

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

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.

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.

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. May be elected only after completing five required courses.

EDUC 705/706: Thesis

6 credits

A thesis may be substituted for two elective courses. To be eligible, students must demonstrate competence in research methods, in-depth knowledge of an area of specialization within the field of education, and ability to present materials with clarity, accuracy, and style. The thesis is completed under the direction of a faculty advisor, is evaluated by a thesis committee of the education department and must be defended by the student.

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.

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.

EDSP 532: The English Language Learner

3 credits

Current practices in supporting students whose first language is not English in pre-school through high school settings are explored. Specific evidence-based ELL teaching strategies and programs will be explored and applied in classroom settings.

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 & development, thinking, learning and motivation to education in the home, school and community.

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.

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 students in this course will explore theoretical and conceptual fundamental content and pedagogy in science and mathematics for young children in Pre-School and Primary School settings. Use of state and professional standards and competencies are used to support planning lessons, units and projects. Students learn about assessment of student engagement and learning in three types of learning: naturalistic, informal, and adult guided. The integrated disciplines are necessary to concretely explore early concept learning with further integration of other disciplines and technology as in the emphasis of the STEM movement (Science, Technology, Engineering, and Math).

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

3 credits

This course will use 21st century teaching and learning in a collaborative framework that will culminate in developing a project and/or an inquiry based on integrated content and pedagogy in the Social Studies, Humanities and The Arts. The professor will facilitate problem solving, analysis, and synthesis of joint ideas among a designated group of participants who will demonstrate self-directed, independent and interdependent learning. Critical elements will be required to understand and make real world application to the project as well as critical attributes to support 21st century curriculum, classroom and school.

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. Students are involved with analytical scenarios of video/movies, investigation of current and 21st century collaboration and relationship-building strategies and activities, and advocacy to support families and children. Candidates will gain an understanding of the skills, tools and strategies they need to establish positive reciprocal relationships with families and others to give children a supportive educational experience. A *Family Systems Theory* of family dynamics, culture, and diversity of families, ethical decision-making and considerations, and community resources will be explored.

EDP4 533: Early Childhood Student Teaching

3 credits

EDP4 534: Early Childhood Student Teaching Seminar

3 credits

This course requires a semester of student teaching in a certified public or private early education PreK to Grade 4 school. Students teaching in a PreK or K setting need to spend a minimum of four weeks in a 1st through 4th grade classroom setting. Student teaching is under the direct supervision of a cooperating teacher and college supervisor. Student teachers participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers. Students will create a required professional portfolio. These courses are taken concurrently unless otherwise approved.

Prerequisite: Completion of coursework in education and approval from Student Teaching Director and/or Department Chair.

EDP4 590: PTF/Intern Field Experience I

1.5 credits

This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Early Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. No class sessions are held.

EDP4 595: PTF/Intern Field Experience II

1.5 credits

This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Early Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are held.

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.

EDML 524: The Emerging Middle School and Assessment

3 credits

This course examines the historical perspective of Middle Schools and the role of the middle school teacher. Students explore the connections among society, culture, politics, economics, and education. Current educational reform movements for Middle Schools are explored within the context of critical educational theory.

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. Students will examine the NCTM Curriculum and Evaluation Standards (1989) and Professional Teaching Standards (1991) to evaluate curriculum requirements, manipulatives, activities and computer software designed for the elementary school classroom.

EDML 527: Science Methods for Middle Grade Learners

3 credits

Methods and approaches for teaching science in the late Elementary/Middle Level grades (4-8) are presented. Science is examined as both process and body of knowledge. Current programs are investigated and evaluated as to balance of approach. "Hands-on" experiences in use of laboratory equipment are provided, as well as opportunities to improvise suitable substitutions for standard equipment.

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

3 credits

This course integrates writing and social studies for middle grade learners. Students will be given intensive writing instruction, including instruction connected to the kinds of writing tasks middle grade learners will have to perform in high school and beyond. 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. Students will apply the standards and thematic strands of social studies as identified by the National Council for the Social Studies.

EDML 529: Classroom Management

3 credits

This course examines the steps teachers must take in order to create an effective learning environment in a 4-8 grade classroom. 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.

EDML 533: Middle Level Student Teaching

3 credits

EDML 534: Middle Level Student Teaching Seminar

3 credits

This course encompasses a semester of student teaching in a selected public or private late elementary education (grades 4-6) to Elementary/Middle Level grades 7-8. Student teaching is under the direct supervision of the cooperating teacher and college supervisor. Student teachers participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers. These courses are taken concurrently unless otherwise approved.

Prerequisite: Completion of coursework in education and approval from Student Teaching Director and/or Department Chair.

EDML 590: PTF/Intern Field Experience I

1.5 credits

This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Elementary/Middle Level Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. No class sessions are held.

EDML 595: PTF/Intern Field Experience II

1.5 credits

This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Early Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are held.

Reading Specialist Courses

EDRG 605 Foundations of Reading

3 credits

During this course graduate students become knowledgeable of the theories and research, current and historical, comprising the foundations of reading and writing processes and practices. Various theories are reviewed with consideration of their

impact on current language arts instruction and social, cognitive, linguistic and psychological factors that promote learning success. This course aligns with IRA Standard 1: Foundational Knowledge, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification.

EDRG 615 Strategies for Teaching Reading and Writing in the Elementary School

3 credits

This comprehensive course is designed to extend the instructional literacy knowledge of teachers. Formative and summative assessments, research-based instructional strategies, and techniques for teaching diverse learners are emphasized. This course aligns with IRA Standards 2: Curriculum and Instruction, 3: Assessment and Evaluation, 4: Diversity and 5: Literate Environment, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisite: EDRG 605.

EDRG 620 Reading and Writing in the Secondary Classroom

3 credits

This comprehensive course is designed to help teachers develop proficiency in instructional strategies for content areas in the secondary classroom. Theoretical foundations supporting holistic frameworks will be shared. Strategies for improving vocabulary, study skills, reading varied genres and writing to learn are included. This course aligns with IRA Standards 2: Curriculum and Instruction, 3: Assessment and Evaluation, 4: Diversity and 5: Literate Environment, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisite: EDRG 605

EDRG 630 Assessment and Evaluation of Reading Difficulties

3 credits

This course is designed to provide reading specialist candidates an in-depth understanding of how to select, administer and interpret assessments and materials related to literacy and reading diagnosis. Specifically, candidates will administer and interpret literacy achievement and cognitive assessments along with interviewing to design a written, clinical case study report diagnosing the strengths and needs of a struggling learner. Recommendations for home and school interventions are included. This course aligns with IRA Standard 3: Assessment and Evaluation, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisites: EDRG 605, EDRG 615, EDRG 620.

EDRG 635 Remediation of Reading Difficulties

3 credits

This practicum builds on the coursework completed in EDRG 630. During this semester of study, reading specialist candidates implement interventions in a tutorial setting with the students they assessed during EDRG 630. The selected instructional framework, interventions, post-testing data and interpretation are added to the case study report. This course aligns with IRA Standards 2: Curriculum and Instruction and 3: Assessment and Evaluation, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisite: EDRG 630.

EDRG 640 Technology in Reading/Writing

3 credits

This course highlights the learning theories, content, and computer applications specific to technology in the English Language Arts classroom. Students research the use of the word processor for writing, as well as evaluate writing assistant packages and desktop publishing. They also analyze and evaluate the use of instructional software in the teaching of reading and language skills in keeping with a whole language approach to instruction and evaluation, and the Standards of the National Council of Teachers of English/International Reading Association.

EDRG 695 Literacy Leadership

3 credits

This advanced course in literacy focuses on the role of the literacy coach. Specific topics examine adult learning theories, organizational change, current issues, professional development and school culture. Preparation for the Reading Specialist Praxis is included. This course aligns with IRA Standard 6: Professional Learning and Leadership, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisite: EDRG 635

EDRG 701 Reading Practicum I**3 credits**

This advanced course in diagnostic assessment and remediation is designed to provide the reading specialist candidate a practical application of evaluative techniques, diagnosing reading abilities and designing remediation and appropriate instructional interventions for students with significant needs in literacy acquisition. The clinic is a supervised laboratory setting held for five weeks in the summer. This course aligns with all IRA Standards with an emphasis on Standard 2: Curriculum and Instruction, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisite: EDRG 635

Secondary Education Courses

EDSC 523 Adolescent Development & Learning**3 credits**

The focus of this course is on normal 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 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.

EDSC 524 Foundations of High School Education and Assessment**3 credits**

This course places the development of high schools in historical perspective and relates both the roles of teacher and school organization to society. Students explore the connections among culture, politics, economics and education. The differences between education and schooling are examined, and current educational reform movements for middle schools are explored within the context of critical educational theory.

EDSC 526 Secondary Methods & Assessment**3 credits**

The preparation of students in all major departments for general knowledge applicable to secondary school curricula is the focus of this course, which addresses issues of lesson plan and unit preparation, grading, tracking, inclusion and physical and mental health of adolescents, as well as assessment of learning.

EDSC 517 Practicum/Special Methods in Areas of English for Secondary Education**3 credits**

This course consists of observation and participation in secondary classrooms in both public and private settings. Students participate in a middle school, junior high school, or senior high school teaching experience prior to the final student teaching requirement.

EDSC 518 Practicum/Special Methods in Social Studies for Secondary Education**3 credits**

This course integrates general principles of education into the teaching of Social Studies on a secondary level, with special focus on preparing and conducting problem solving in the context of current and past historical events. This course is required of all candidates for secondary certification in social studies.

EDSC 519 Practicum/Special Methods in Biology/General Science/Chemistry for Secondary Educ.**3 credits**

This course is designed to integrate general principles of education and the teaching process into the teaching of biology on a secondary level, with a special focus on preparing and conducting laboratory experiments. This course will be offered as needed and is required of all candidates for secondary certification in biology.

EDSC 520 Practicum/Special Methods in Mathematics for Secondary Education**3 credits**

This course covers topics considered essential for successful teaching of mathematics at the secondary level, including careful analysis of the standards and goals established by the National Council of Teachers of Mathematics. Students observe classes and meet for discussion on content, methods, lesson planning, test construction, and other items related to secondary teaching. This course is required of all candidates for secondary certification in Mathematics and will be offered as needed.

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

3 credits

This course prepares teachers of foreign languages, levels K-12. It includes the discussion of current methodology in foreign language teaching, linguistic principles and practical experience. Students become familiar with the ACTFL guidelines and the National Standards for Modern Languages and learn how to incorporate them into their teaching. Students develop sample lessons, participate in observation, and obtain familiarity with current research in foreign language pedagogy. This course is required of all candidates for secondary certification in a foreign language, and will be offered as needed.

EDSC 590 PTF/Intern Field Experience I

1.5 credits

This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Secondary Education programs. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. No class sessions are held.

EDSC 595 PTF/Intern Field Experience II

1.5 credits

This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Secondary Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are held.

EDSC 533 Secondary Student Teaching

3 credits

EDSC 533 Secondary Student Teaching Seminar

3 credits

This course encompasses a semester of student teaching in a selected public or private middle school, junior high school or senior high school. Student teaching is under the direct supervision of the cooperating teacher and college supervisor. Student teachers participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers. These courses are taken concurrently unless otherwise approved.

Prerequisite: Completion of coursework in education and approval from Student Teaching Director and/or Department Chair.

Special Education Courses

EDSP 590 PTF/Intern Field Experience I

1.5 credits

This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Special Education with a content area Intern program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. No class sessions are scheduled.

EDSP 595 PTF/Intern Field Experience II

1.5 credits

This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Special Education with a content area Intern program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are scheduled.

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. Students learn how to select, evaluate, and interpret

specific behavioral assessments (including informal, functional, ecological and behavioral assessments) and utilize appropriate management strategies in the classroom. The development of behavioral intervention plans enable students to plan specific strategies to help increase attention span and support the completion of classroom assignments.

EDSP 622 Transition Services for Students with Disabilities

3 credits

This course is for students in the 7-12 special education certification preparation program. Topics covered in this course include: the legal requirements for creating transition plans for students with disabilities, IEP related components in creating transition plans that are inclusive of student and parent input, and how to write a transition plan based upon case studies.

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

3 credits

This course examines current research and practice regarding the needs of students with high incidence disabilities (Learning Disabilities, Attention Deficit Disorders, and Emotional/Behavioral Disorders); as well as the needs of students with low incidence disabilities (Physical/Health and Communication Disabilities, including Visual and Hearing Impairments). Inclusive classroom methodologies, modifications and adaptations to the curriculum, including behavioral assessments and management techniques will be addressed.

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

3 credits

This course emphasizes the importance of working with families, local community agencies and resources in the early diagnosis for young children with disabilities. Students will explore appropriate early interventions based upon assessment data in the development and implementation of Individualized Family Service Plans (IFSP).

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

EDSP 629: Special Education Seminar

3 credits

This course encompasses a semester of student teaching in a public or private school-based environment in which student-teaching students will be assigned a mentor teacher who already holds certification in special education. The students primary responsibility is to design, implement and evaluate effective instruction for students with mild to moderate disabilities in the least restrictive environment, in an early, elementary, or middle school setting. The student will also be required to have experiences that allow for effective communication and collaboration with educational partners, such as parents, organizations, and advocacy groups. Students are expected to spend from 120-150 hours depending on past background and experience. Placements are arranged in collaboration with the student, selected sites, and a faculty student teacher coordinator. Permission of the lead instructor is required. This student teaching experience also requires a seminar experience and students must enroll for both student teaching and the seminar during the same semester.

EDSP 628: Special Education Student Teaching 7-12

3 credits

EDSP 629: Special Education Seminar

3 credits

This course encompasses a semester of student teaching in a public or private school-based environment in which student-teaching students will be assigned a mentor teacher who already holds certification in special education. The students primary responsibility is to design, implement and evaluate effective instruction for students with mild to moderate disabilities in the least restrictive environment, in a middle school (grades 7-8) or secondary school setting. The student will also be required to have experiences that allow for effective communication and collaboration with educational partners, such as par-

ents, organizations, and advocacy groups. Students are expected to spend from 120-150 hours depending on past background and experience. Placements are arranged in collaboration with the student, selected sites, and a faculty student teacher coordinator. Permission of the lead instructor is required. This student teaching experience also requires a seminar experience and students must enroll for both student teaching and the seminar during the same semester.

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 principal.

EDLR 610 Curriculum Theory, Development and Issues. Part 1 **3 credits**

This course provides an in-depth study of the major ideologies that have shaped curriculum theory and thought. A comprehensive investigation of effective primary and secondary educational programs for contemporary learners is undertaken.

EDLR 611 Curriculum Theory, Development and Issues, Part 2 **3 credits**

This course provides an in-depth study of the major ideologies 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.

EDLR 615 Improvement of Instruction, Staff Development, and Supervision **3 credits**

This course includes a wide-ranging investigation of a variety of teaching models and research on teacher effectiveness, an understanding of which will enable the principal to facilitate the paramount objective of improving student performance.

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 clear, active, 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 effective communication and intergroup relations.

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 principal. These will cover both content and presentation in interpersonal situations such as interviews, discussions, formal and informal speaking, and working with the media. They will address both content and structure in such areas as correspondence, staff bulletins, newsletters, reports, and teacher observations. 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 teachers and administrators 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. The broad principles of school governance as determined by statute and case law 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 principal needs to know about school law, student records, collective bargaining, and contract administration, and employment relations. Source materials will include case studies, grievances, arbitration awards, and contracts.

EDLR 701/702/703 Principal Internship Part 1, Part 2, and Part 3

2 credits each

A vital part of the educational leadership program is the internship. 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 to allow the internship and project to take place in their school. The candidate’s Principal/Supervisor 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

EDICE 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

EDICE 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; EDICE 620

EDICE 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; EDICE 620, EDICE 621 and an approved Action Research Project and Implementation Plan

EDICE 623 Organizational 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; EDICE 620, EDICE 621, EDICE 622, and an approved Action Research Project and Implementation Plan.