EDUCATION

at Arcadia University

Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

Faculty

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Instructors
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Degrees and Concentrations

Bachelor of Arts in Education and five-year program options

Students entering in Fall 2010 as first-semester freshman will pursue the new Pennsylvania Department of Education certification categories—see options below—approved by the Commonwealth of Pennsylvania, Chapter 49.

B.A. in Education: Dual Certification in Early Childhood/Elementary Education, PreK-4 and Special Education, PreK-8

*B.A. in Education: Elementary/Middle Level Education 4-8 (proposal submitted)

***Pending PDE approval**

Bachelor of Arts with five-year (3+2) program options (includes B.A. in Education and Master of Education) Fifth-year concentrations in the following areas:

Special Education (See section describing Special Education options)

Environmental Education (includes certification) (See separate listing for 3+2 program in Environmental Education)

Literacy Education/Reading (includes certification) (See Literacy Education in Graduate Catalog)

Literacy Education/Reading plus ESL (includes certification in both areas)

Literacy Education in TESOL (Teachers of English to Speakers of Other Languages) (includes certification) (includes multiple pathways)

Technology Education (See Instructional Technology in Graduate Catalog)

Library Science (includes certification)

Secondary Education (B.A. or B.S. in Secondary Disciplinary Area with minor track in Secondary Education leading to certification)
Biology (7-12)
Chemistry (7-12)
English (7-12)
General Science (7-12)
Mathematics (7-12)
Social Studies (7-12)

Art Education K-12 (B.F.A. in Fine Arts with minor track in Art Education)

Minors
General Education
Secondary Education
Elementary Mathematics Education (See Mathematics in Undergraduate Catalog)

Related Graduate Study at Arcadia University

(See Graduate Catalog)

Certificate of Advanced Study

Doctorate in Education with a concentration in Special Education or Educational Leadership

Master of Education

Master of Arts in Education

Pathways to Study Abroad in Education

Education majors are urged to consider spending a semester abroad. Students who study abroad strengthen their teaching skills through field experiences in schools in another country and enhance their knowledge of the field of education through the courses they take while abroad.

The junior year is the most convenient time for Education majors to plan to study abroad. Currently, opportunities for student teaching abroad are available as well. Students are encouraged to make these decisions early in their program in order to adequately plan for appropriate course selection, and in the case of student teaching, to adequately prepare, plan and place students abroad.

Visit the University's Web site for Pathways to Study Abroad (www.arcadia.edu/pathways). Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Director of International Services.

About the Education Program at Arcadia University

- More than 20 certification programs at the graduate and undergraduate levels approved by the Pennsylvania Department of Education (PDE)
- Dual Certification in Early Childhood/ Elementary Education.
- Elementary/Middle Level certification (grades 4-8) in Science, Mathematics, Social Studies, and English/Language Arts. Proposal submitted, pending approval from the Pennsylvania Department of Education.
- Add-on certification through five-year 3+2 programs (combined B.A. plus master's degree) in Special Education; Environmental Education; Literacy Education/Reading Specialist and/or ESL; Technology Education; Library Science
- Secondary certification in Biology, Chemistry, General Science, Mathematics, Social Studies, and English
- Additional certification in Art Education (K-12)
- Partnerships with more than 20 urban and suburban school districts as well as schools in other countries
- Extensive, integrated and supervised fieldwork opportunities beginning in the freshman year and into the senior year
- Student teaching in urban, suburban and international sites
- Opportunities to study abroad at some of the top universities around the world
- Institutional grants to collaborate with faculty on research and opportunities to present at regional, national, and international conferences
- Membership opportunities in honorary societies such as Kappa Delta Pi International Education Honorary Society in Education and Phi Kappa Phi Arcadia University Honor Society
- Student memberships in state and local professional education organizations such as the Pennsylvania State Education Association

Leadership and recognition: Arcadia University has been awarded state grants from the Pennsylvania Department of Education's Division of Special Education to train teachers statewide in inclusive practices at the Arcadia Annual Inclusion Institute. The Pennsylvania Department of Education and the National Science Foundation awarded Arcadia major funding to train special educators and secondary English, social studies, science, and mathematics educators. Arcadia has been recognized and funded for its work in developing Professional Development Schools through the Rubinstein Foundation and the

Philadelphia Education Fund, and the University is recognized for its work in the teaching of writing to students through the "Young Writers Project," funded by the Rubinstein Foundation and Cliveden of the National Trust.

Our graduates have received regional and statewide recognition for the work they do after graduation. Graduates of Arcadia's Education program are currently employed or have been employed in schools in Pennsylvania, New Jersey, New York, Maryland, Delaware, South and North Carolina, Florida, California, Oregon, Washington, Ohio, Virginia, England, Australia, Japan, and Korea.

B.A. and M.Ed. degrees: The Education Department offers programs leading to a Bachelor of Arts degree and a Master of Education degree. The B.A. programs combine a liberal arts education with specific career training. Arcadia University offers Education majors an abundance of student-teaching opportunities in urban and suburban settings, here and abroad. In addition, Arcadia University provides students with opportunities and professional tools in areas beyond primary education. Opportunities to develop competence in Special Education, Literacy Education/Reading Specialist and/or Teaching English Language Learners (ESL/TESOL), Urban Education, Instructional Technology Education, Middle School Education (starting Fall 2010), Secondary Education, and Library Science are available to students who want to extend their experiences beyond the standard curriculum.

Dual Certification in Early Childhood /Elementary Education and Special Education and Certification in Elementary/Middle Level Education:

All first year students entering Fall 2010 will come under the new Pennsylvania Department of Education guidelines and will receive a B.A. in Education and certification with a concentration in either Dual Early Childhood/Elementary Education PreK-4 and Special Education PreK-8 or Elementary/Middle Level Education Grades 4-8 (submitted and awaiting approval).

NOTE: First-year students entering the four-year undergraduate program in Fall 2009 will complete coursework that leads to certification in Elementary (K-6) or Dual certification in Elementary Education (K-6) and Early Childhood Education (N-3). All students entering these programs must complete all certification requirements and obtain passing scores on the Praxis state teacher examinations by Aug. 31, 2013, in order to receive the K-6 certificate or the dual PreK-3 and K-6 certificate.

Secondary Education (7-12) and Art Education (K-12): Undergraduate students can prepare for Secondary Education (7-12) by majoring in Biology, Chemistry, English, Mathematics or Social Studies (Political Science, History, Psychology, and Sociology majors) and earning minors in the Secondary Education Certification Program. A program in cooperation with the Art and Design Department leads to certification in Art Education (K-12).

B.A. plus master's in five years (3+2 program): Multiple five-year undergraduate/graduate programs also are available. These programs combine a B.A. in Education and a Master of Education (M.Ed.) with a concentration in one of the following areas: Special Education, Literacy Education in Reading and/or TESOL, Urban Education, Instructional Technology in Education, and Library Science. Students pursue a typical undergraduate program of study in Education for three years. In their junior year, they can apply to study in specialized areas at the graduate level. If accepted, students can take graduate courses in their senior year. The remainder of their graduate-level program can be finished after their fourth year on a full-time basis or in several years on a part-time basis.

In addition, a five-year (3+2) program also is available in Environmental Studies (See Environmental Studies listing in the Undergraduate Catalog), which enables students to earn K-12 Environmental Education Certification, a B.A. in Biology and an M.A. in Environmental Education.

Graduate programs: Arcadia offers a wide range of graduate options in a number of subject areas. Graduate-level programs are available in Art Education, Instructional Technology, Early Childhood Education, Educational Leadership (supervisory, principal, and superintendent levels), Elementary Education, Environmental Education, Language Arts, Children's Literature, Library Science, Mathematics Education, Reading,

Science Education, Secondary Education, Special Education, Curriculum Studies, English as a Second Language (ESL) and Teachers of English to Speakers of Other Languages TESOL. (See Graduate Catalog) Arcadia also offers an Ed.D. in Special Education and Educational Leadership.).

Bachelor of Arts in Education

The current Bachelor of Arts program in Education provides the necessary training for students interested in teaching at the early childhood /elementary education (PreK-4) and Special Education (PreK-8) levels and Elementary/Middle Levels (4-8, Pending approval) levels.

All Education programs are fully approved by the Pennsylvania Department of Education (PDE). Graduates are recommended by the University Certification Officer after meeting all requirements for the Instructional I Certificate as mandated by PDE. Arcadia University makes every effort to help students prepare to meet certification requirements in other states. Reciprocity among many states currently exists allowing out of state students receiving certification in Pennsylvania to apply to their respective state departments of education for full certification status.

Requirements for the Major in Early Childhood/Elementary Education and Special Education (Dual Certification)

Arcadia University prepares students for a world of increasing interdependence and complexity. Students become familiar with their discipline (Education) as well as develop many different areas of knowledge necessary to be active citizens in a contemporary and interconnected world. Students focus on acquiring knowledge and skills in their major discipline through the Professional Education Coursework and experiences as part of the Undergraduate Curriculum. In addition, students develop a broad-based understanding across disciplines through the other elements of Arcadia's Undergraduate Curriculum (www.arcadia.edu/curriculum). This curriculum emphasizes the need for students to see themselves within a global context and to be prepared to approach the world's diversity and complexity within a spirit of respect, cooperation and justice.

Credit Count (131 credits)

1. Professional Education Requirements (77 credits; Core in Early Childhood/ Elementary Education and Special Education. Some major courses also fulfill other curriculum requirements.
2. Additional Undergraduate Curriculum requirements (54 credits)

Professional Education Requirements (77 credits)

Dual Certification in Early Childhood/Elementary Education (PreK-4) and Special Education (PreK-8).

The Professional Education requirements are based on Pennsylvania Code, Chapter 354 and 49 requirements.

Professional Core in the Dual Early Childhood/Elementary Education and Special Education program totals 74 credit hours, including field experiences and student teaching. Twelve of these credits, and imbedded content and experiences in other courses, address adaptations, accommodations, and cognitive development of diverse students in an inclusive setting (PDE Chapter 49 requirements). Three credits, and imbedded content and experiences in other courses, address content requirements covering the needs of English language learners (PDE PA Code, Chapter 49 requirements).

1. Professional Education Core Courses and Fieldwork (44 credits)

*ED	110a	Teaching for Learning (3 credits; meets Self and Society requirement)
ED	120	Professionalism in Education (2 credits)
ED	211	Assessment and Intervention in ECE (3 credits)
*ED	212	Child and Youth Develop. (3 credits; meets Self and Society requirement)
ED	216	Teaching Literacy in the 21st Century (3 credits)
ED	220	Professionalism in Education II (2 credits)

ED 220L	Field Experience I
*ED 217	The Literacies of Social Studies, Science and Language Arts (3 credits; meets designated Writing requirement)
ED 218	Developing Mathematicians: Thinking Teaching and Learning in Elementary Math (3 credits)
ED 221	Critical Conversations and Fieldwork in Elementary Education (2 credits)
ED 221L	Field Experience II
ED 285	Teachers as Researchers and Writers (3 credits taken in first year, second semester)
**ED 306	Strategies for Content and Emergent Literacy (3 credits)
ED 319	Social Studies Methods (3 credits)
ED 320L	Field Experience III
ED 322	Instructional Techniques in ECE (3 credits)
*ED 324	Science Methods for Elementary Teachers (3 credits; meets Natural and Physical World requirement)
ED 323	Early Intervention in ECE (3 credits)
**ED 420	Pre-Student Teaching Experience (2 credits)

2. Special Education Requirements (21 credits)

*ED 214	Introduction to Inclusive Education (3 credits; meets Self and Society requirement)
ED 315	Differentiated and Individualized Instruction: Teaching and Reaching All Learners (3 credits)
ED 375	Managing an Inclusive Classroom (3 credits)
**ED 382	Special Education Professional Skills for Effective Services (3 credits)
** ED 384	Supporting Students with Low-Incidence Disabilities (3 credits)
**ED 385	Evidence Based Practices to Support Students with Emothional and Behavior Challenges (3 credits)
ED 423	Multilingual and Multicultural Assessment (3 credits)

3. English as Second Language Requirements (4 credits)

*US 324	ESL: Understanding Language Learning (4 credits; meets designated Writing and Global Connections requirement)

3. Student Teaching (12 credits)

*ED 416	Student Teaching, Elementary and Early Childhood Education (12 credits; meets Senior Capstone Seminar and Global Connections Reflections)

Content area courses required under PA Code, Chapter 354 (16 credits)

a) At least one course in Written Communication

*EN 101	Thought and Expression I (4 credits; meets Writing requirement)

b. One course in American/English Literature

*EN 229	Voices of America (4 credits; meets Cultural Legacy requirement)

c. Two courses in Mathematics

*MA 117	Mathematical Concepts I (4 credits; meets Quantitative Reasoning requirement)
*MA 118	Mathematical Concepts II (4 credits; meets Quantitative Reasoning requirement)

*Courses that also meet another Undergraduate Curriculum requirement
**Courses under development

Additional Undergraduate Curriculum Requirements

Many of the following courses will meet both the state certification requirements and

Undergraduate Curriculum requirements. Courses taken in one area also can count toward a requirement in another area. Students will have free choice to select a course from a respective area in cases where no overlaps exist.

I. Curricular Experiences

1. **First-Year Seminar (FYE)** (1 course, 4 credits) Choose one course from this area.

2. **University Seminars (US)** (2 courses; 8 credits)
   a. US 324 ESL: Understanding Language Learning (4 credits; also meets designated Writing requirement and PDE requirement)
   b. Choose a course from the Creative Expression Area (should be a course in art, music, or theater)

3. Global Connections Experience (GC):
   a. A "sustained cross-cultural experience": Can be fulfilled through certain Student Teaching contexts, study Abroad/Domestic Study away in approved sites, some forms of Fieldwork, Internships
   b. Global Connections Reflection Requirement (2 credits)

4. **Senior Capstone Project** ED 416 Student Teaching Experience (12 credits)

II. Areas of Inquiry

1. **Creative Expressions (CE)**: (1 course) Choose one course in the arts: Art and Design, Music, or Theater (should also meet the University Seminar and Visual Literacy requirements)

2. **Cultural Legacies (CL)** (2 courses)
   a) HS 117 Early U.S. History (also meets PDE requirement)
   b) EN 229 Voices of America (also meets PDE requirement)

3. **Natural and Physical World (PN)** (2 courses):
   a. ID 101 Science and Civilization I
   b. ED 324 Science Methods for Elementary Teachers (also meets Professional Education requirement)

4. **Self and Society** (2 courses) Any two courses in the Professional Education core will meet this requirement.

III. Intellectual Practices

1. **Global Connections Courses (GC)** (2 courses)
   a. US 324 Understanding Language Learning (also meets University Seminar and Professional Education requirements)
   b. Choose a course in history of cultures outside of United States History

IV. Modern Languages (0 to 2 courses)
   a. Level 1 Modern Language course (possible exemption based on placement exam)
   b. Level 2 Modern Language course (possible exemption based on placement exam)

V. Quantitative Reasoning (2 courses)
   a. MA 117 Mathematics Concepts I (also meets PDE requirements)
   b. MA 118 Mathematics Concepts II (also meets PDE requirements)

VI. Visual Literacy (1 course)
   a. Choose <u>one</u> course in the arts from this area: Art and Design, Music, or Theater (can meet University Seminar and Creative Expression requirements)

VII. Writing (4 courses)
   a. EN 101 Thought and Expression I (First year, first semester, meets Professional Education requirements)
   b. ED 285 Teachers as Researchers and Writers (3 credits taken in first year, second semester)
   c. ED 217 The Literacies of Social Studies, Science, and Language Arts (Writing designated course and also meets Professional Education requirement)
   d. US 324 ESL: Understanding Language Learning (Writing designated course and also

meets Professional Education requirement)

Special Education Certification Requirements

First year students entering Arcadia in Fall 2010 will earn special education certification through the dual certification program in Early Childhood/Elementary Education (PreK-4) and Special Education (PreK-8). Students in this program will be certified under the new guidelines mandated by the Pennsylvania Department of Education: Early Childhood/Elementary Education PreK-4 and Special Education PreK-8.

Requirements for the Major in Elementary/Middle Level Education (4-8)

Students entering this program will receive a B.A. in Education with a concentration and certification in Elementary/Middle Level Education. Students who major in this area will also select a content area specialization in one or more of the following areas.

Mathematics
Science
English/Language Arts
Social Studies

Students will follow a course of study that includes professional education coursework, that prepares them to teach children at the Elementary and Middle School levels (4-8). In addition, students will be required to take content area courses in their selected focused content area (i.e., mathematics).

Upon completion of the program students will be able to teach grades 4-8 as well to be able to teach content specialized coursework in the Middle School in their focused area.

This program has been submitted for approval to the Pennsylvania Department of Education and we are awaiting approval. Upon approval (expected approval, Fall 2010), all first year, first semester students will be eligible to enter the program in Spring 2010.

Credit Count (128 credits):

1. Professional Education Requirements (47 credits; Core in Elementary/Middle Level Education). Some major courses fulfill other Curriculum requirements
2. Content specialization requirements (28-36 credits depending on content area selected)
3. Additional Undergraduate Curriculum requirements 45-53 credits depending on content area focus)

Students can obtain special education certification by completing a 5 year program. Students in this program will receive a B.A. in Education and a M.Ed. is Special Education (PreK-8).

Five-Year Program Requirements for Combined Bachelor of Arts and Master of Education Concentrations

Students choosing this option graduate after four years of undergraduate study with a Bachelor of Arts in Education degree and complete their graduate program requirements as a graduate student in their fifth year. Upon completion of the fifth-year requirements, students graduate with a Master of Education degree in a selected area of concentration.

In order to complete this program in five years, students may begin to take graduate courses during the fourth year of their undergraduate program. Additionally, they are required to enroll in courses during the summer between the fourth and fifth years of the program. Courses will be chosen in consultation with the student's adviser.

Requirements for admission to the five-year program must do the following:

1) Obtain admission to the Education Department.

2) Apply for admission to the College of Graduate Studies.
3) Maintain a GPA of 3.0 in all Education courses.
4) Two recommendations from Education Department faculty.
5) Show evidence of personal maturity

Five-Year Programs are available in the following areas:

Literacy Education in Reading

Literacy Education in Reading plus ESL (includes certification in both areas)

Literacy Education in TESOL (Teachers of English to Speakers of Other Languages) (includes multiple pathways)

Instructional Technology

Library Science

Environmental Education

Requirements for Secondary Education Certification (Grades 7-12)

Arcadia University is approved by the Pennsylvania Department of Education to certify students in the following six secondary education areas: **Biology**, **Chemistry**, **General Science**, **English**, **Mathematics** and **Social Studies.** Prospective secondary teachers must complete requirements in their respective disciplinary major—Biology, Chemistry, English, Mathematics or Social Studies (History, Political Science, Psychology and Sociology majors).

In addition, candidates for certification complete coursework in the Professional Education Core designed to prepare students to teach in grades 7-12. This constitutes a minor in Secondary Education. Advisers in the respective liberal arts and sciences departments will guide the student in the selection of disciplinary content courses, while secondary education faculty guide the student through the certification and Professional Education Core requirements.

Students interested in secondary certification should consult with their disciplinary adviser or their respective education adviser as early as possible, preferably freshman or sophomore year. All Arcadia undergraduates seeking certification, except those who transfer to the University in their junior year, apply into the certification program during the spring semester of their sophomore year. See the section outlining the application process for all certification candidates.

The following Professional Education courses are required for Secondary Education certification. Courses with an asterisk (*) are courses that apply to the Arcadia University Undergraduate Curriculum requirements:

1. **Seven courses in Education and Student Teaching**

*ED 110b	Teaching for Learning, 7-12 (also meets Self and Society requirement)
ED 120	Professionalism in Education I (2 credits)
*ED 313	Meeting the Needs of Diverse Learners (also meets Self and Society requirement)
*ED 315	Differentiated and Individualized Instruction: Teaching and Reaching All Learners
ED 375	Managing an Inclusive Classroom
ED 411	Designing Learning Environments
*US 324	ESL: Understanding Language Learning (4 credits; also meets Writing and Global Connections designated requirements)

2**. Choose only one methodology course appropriate to your area of certification.**

ED 412a	Curriculum and Methodology for Grades 7-12: English
ED 412b	Curriculum and Methodology for Grades 7-12: Social Studies
ED 412c	Curriculum and Methodology for Grades 7-12: Mathematics
ED 412d	Curriculum and Methodology for Grades 7-12: Science

3. **Student Teaching**
   *ED 417 Student Teaching Secondary Education (12 credits)

4. **Additional courses required by PDE** (PA Code, Chapter 354)

   a. At least one course in Written Communication
   *EN 101 Thought and Expression I(4 credits)

   b. One course in American/English Literature
   *EN 229 Voices of America (4 credits; also meets Cultural Legacies requirement)

   c. *Any two courses in Mathematics above MA 100. Students not majoring in mathematics or science can take MA 117 Mathematics Concepts I and MA 118 Mathematics Concepts II (also meets Quantitative Reasoning requirement)

*Courses that also meet Undergraduate Curriculum requirements

Suggested Course Sequence

The following courses should be taken in the following sequence. Required Professional Education courses that also meet the Arcadia University Undergraduate Curriculum requirements are noted with an asterisk (*).

Freshman Year (8 credits)
Fall
*EN 101 Thought and Communication I
Spring
*ED 110b Teaching for Learning, Secondary Education (7-12)

Sophomore Year
Fall
*ED 313 Meeting the Needs of Diverse Learners (4 credits)
*One course in Mathematics: MA 110, MA 117, MA 118, or MA 141 are recommended for majors who do not have a mathematics requirement (4 credits)

Spring
*A second course in Mathematics: MA 110, MA 117, MA 118, or MA 141 are recommended for majors who do not have a mathematics requirement
*American Literature, EN 229 (4 credits)

NOTE: Certification program candidates also should complete the PRAXIS I, PPST tests by the end of the sophomore year and submit passing scores when applying into the Education Department teacher certification program (GPA of 3.0 required).

Junior Year (11 credits)
Fall
ED 315 Differentiated and Individualized Instruction: Teaching and Reaching All Learners (4 credits)
Spring
ED 411 Designing Learning Environments (4 credits)
US 324 ESL: Understanding Language Learning (4 credits)

NOTE: In the spring semester, candidates for certification must do the following: Obtain Student Teaching Information from the Office of Student Teaching.

Senior Year First Semester (8 credits):
Fall
1. Choose only one course appropriate to your area of certification from the following:
   ED 412a Curriculum and Methodology for Grades 7-12: English
   ED 412b Curriculum and Methodology for Grades 7-12: Social Studies
   ED 412c Curriculum and Methodology for Grades 7-12: Mathematics
   ED 412d Curriculum and Methodology for Grades 7-12: Science
2. Take the following course:
   ED 375 Managing an Inclusive Classroom

NOTE: In the fall semester, candidates for certification must do the following:

- Complete the Praxis II Subject Area Test.
- Complete Spring Student Teaching applications and submit by September 15.
- Have GPA of 3.0 required for admission.
- Make sure all clearances are current and valid.

Spring

ED	417	Student Teaching (14 weeks full-time teaching)

Different Pathways to Secondary Education Certification

Three different pathways can be taken that will ultimately lead to certification in a secondary education area. Students should choose the option that best suites their needs. The decision should be made in consultation with their Education Department adviser and should be determined as early as possible, preferably in the freshman or sophomore year.

Option 1: Complete all course requirements and student teaching during the four years of undergraduate study, earning a bachelor's degree and teacher certification at the same time. (Some courses may be taken during the summer or online.)

Option 2: Complete the requirements for a major in an appropriate field and a minor in Education during the four years of undergraduate study, earning a bachelor's degree and eligibility for a Graduate Intern Certification (requires passing scores on the Praxis I and II examinations). This allows recipients to teach full-time in a public school classroom while continuing to take courses to fulfill the teacher certification Instructional I requirements during the next three calendar years. These courses could be taken through Arcadia University's graduate program and would be credited toward a master's degree.

Option 3: Complete the requirements for a major in an appropriate field during the four years of undergraduate study, earning a bachelor's degree. Then take all the required Education courses for teacher certification at the graduate level.

Requirements for Art Education Certification

Students in the B.F.A. Studio degree program (with the exception of Interior Design majors) can earn certification in Art Education. This certification provides a skilled background in the technical and historical aspects of art education as a prerequisite to teaching art in grades K-12. The program emphasizes all arts as a means of arriving at aesthetic experiences. Since students are required to take additional courses in liberal arts in order to meet the Education certification requirements, additional time may be required to earn certification. Graduates who are recommended by the chairs of the Education and Art and Design departments can receive the Instructional I Specialist (K-12) certification to teach art in Pennsylvania.

Required Coursework Beyond the BFA requirements

1. PA Code, Chapter 354 content area coursework required for admission into certification program (16 credits)

*EN	101	Thought and Expression I
*Two Course in Mathematics beyond the remedial level (MA 110, MA 117, MA 118, or MA 141) (meets Quantitative Reasoning requirement)		
*EN	229	Voices of America (or an equivalent American or English literature course) (meets Cultural Legacies requirement)

2. The following Education courses:

*ED	110a	Teaching for Learning (Complete before applying into teacher certification program; meets Self and Society requirement)
ED	120	Professionalism in Education I (2 credits)
*ED	212	Child and Youth Development (meets Self and Society requirement)
*ED	214	Introduction to Inclusive Education (meets Global Connections requirement)
*US	324	ESL: Understanding Language Learning (4 credits; meets Writing designated requirement)

*ED	375	Managing an Inclusive Classroom

3. The following Art Education courses:

AE	300	The Uses of Theory in Art Education
AE	308	Curriculum Design in Art Education

(Art Education courses may be included within the course selection of studio electives.)

4. Student Teaching

AE/ED 418	Undergraduate Student Teaching Practicum, Art Education (8 credits)

All Art Education students must meet the same admission requirements for all candidates seeking certification.

Requirements for the Minor in Education Without Certification

(minimum, 20 credits)

The minor in Education without certification provides an introductory background to the field of education and partially prepares students for entry into a certification program upon graduation. Students who want to minor in Education should contact the Chair of the Education Department if they need assistance in selecting courses appropriate for the grade level they plan to teach. Selecting courses early in your program is advised.

General Education: Students who want to minor in General Education should choose 20 credit hours from the following list of courses:

ED	110a or b	Teaching for Learning
ED	211	Assessment and Intervention in Infancy and Toddlerhood
ED	212	Child and Youth Development
ED	214	Introduction to Inclusive Education
ED	313	Meeting the Needs of Diverse Learners
ED	411	Designing a Learning Environment
ED	315	Inclusive Practices II
US	324	ESL: Understanding Language Learning (4 credits)

Other combinations of courses may be chosen in consultation with the Education Department.

Admission Requirements for <u>All</u> Certification Program Candidates

The Pennsylvania Department of Education requires that all candidates interested in obtaining teacher certification must meet certain prerequisite requirements before they can enter a program leading to teacher certification. All students who are seeking Pennsylvania teacher certification in Elementary, Early Childhood, Special Education, Secondary Education or Art Education must formally apply into the teacher certification program through the Education Department and must meet the following prerequisite requirements.

Admission decisions are based on the Pennsylvania Department of Education state certification requirements (PA Code, Chapter 354). The following are required:

- 48 credits outside of Education
- An overall GPA of 3.0 or higher
- Two college-level Mathematics courses
- Courses in English Composition and a course in American Literature
- Current PA Criminal Background and Child Abuse Clearances, FBI Background Clearance and negative TB test results.

In addition to the above requirements, students must do the following:

- Take at least one Education course
- Allowed only one grade of “C” in an Education course
- Pass the Praxis I Reading, Writing and Mathematics tests
- Submit an electronic portfolio (Early Childhood/Elementary and Special Education majors and Elementary/Middle Level majors only)

NOTE: All Arcadia undergraduates seeking certification, except those who transfer to the University in their junior year, should apply during the spring semester of their sophomore year.

A student who thinks his or her GPA might be below 3.0 and/or has not met all the

prerequisite requirements may request to be conditionally admitted. Students completing the conditional requirements within a designative timeframe will be fully admitted into the teacher certification program. Those students who do not meet the requirements may continue in the Education Program but will not be able to pursue certification. Students also may choose to pursue an alternative major.

Students denied admission to the Department will be advised to pursue an alternative major or seek a path that may combine Education with another major.

Transfer Students Admission

All transfer students above the level of a first-semester sophomore must apply for admission to the Department immediately after their first semester as a full-time student or after two semesters as a part-time student. At the end of that semester, their Arcadia University GPA (3.0 or higher) along with their transfer GPA will be used to determine whether they will be admitted to the Department. Transfer students are not required to submit an e-portfolio until they apply for student teaching. They are required to meet all admission standards required by the Pennsylvania Department of Education.

Student Teaching Practicum (for all majors)

Students who have completed their entire coursework will student teach as their culminating experience during the last semester of the senior year. Applications for student teaching must be submitted with all required materials the semester prior to student teaching. The deadlines are September 15 for a spring practicum and February 1 for a fall practicum. Applications are available through the Office of Student Teaching and Fieldwork, the Education Department main office, or by visiting the Education Department Web site. A 3.0 overall GPA, completion of all Praxis Series Certification Examinations, valid and updated clearances, senior in good standing and permission of the Director of Fieldwork and Student Teaching are required for admission to student teaching.

Testing Requirements for All Candidates Seeking Certification in the State of Pennsylvania

All candidates applying for Pennsylvania State Certification in Early Childhood/Elementary Education (PreK-4), Special Education (PreK-8), Elementary/Middle Level (4-8), Secondary Education (7-12) and Art Education (K-12) need to pass all Praxis Series state teacher examinations in order to receive an Instructional I certificate from the Pennsylvania Department of Education. It is required that before applying into the Education Department, students must pass the following tests: Praxis I: Pre-Professional Skills Tests in Reading, Writing and Mathematics.

Only candidates for Early Childhood/Elementary Education, Special Education, and Art Education must take the Fundamental Subjects: Content Knowledge test (#30511, Praxis II) This test should be completed before the first semester of the senior year. It is recommended that students should complete all Praxis examinations prior to their senior year or at least before the start of the student teaching experience, all certification candidates must complete all Praxis Series examinations, including subject area specialization test(s). All individuals seeking dual certification will be required to be examined in both areas of specialization. Information is available on the Education Department Web site (http://www.arcadia.edu/edudept) or Education Department Main Office Current information is subject to change without notification.

The total Praxis pass rate for students completing teacher certification programs at Arcadia University exceeded the statewide total pass rate. Results aggregated by area are available in the College of Graduate Studies Office for review or on the Arcadia Education Department Web site.

Exit Requirements for All Certification Program Candidates

1. Satisfactory completion of all coursework for the bachelor's degree and GPA

requirement specified by the Pennsylvania Department of Education (3.0 GPA).

2. Satisfactory completion of University requirements as identified elsewhere in this catalog.

3. Satisfactory completion of student teaching ("B" or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser's approval received before enrolling in the student teaching.)

4. Successful passing of the Praxis I Series qualifying tests and successful completion of the Praxis II tests (Note in order for students to receive an Instructional I certificate from the PA Dept. of Education they will be need to pass all required Praxis I and II tests. Students may retake tests not meeting the state required cutoff score.

5. Maintained annually updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

6. Completion of Pennsylvania Instructional I certification forms (available in the College of Graduate Studies Office) required by the University and the Pennsylvania Department of Education.

7. Meeting of all the Pennsylvania State Standards for the Preparation of Teachers.

8. Completion of a professional e-portfolio.

University Seminar Courses (US)

206
The Power of Play: Theater and Learning
(4 credits)

This is a course that investigates the intersection between Improvisation and Education. It is relevant for students preparing for careers as teachers in elementary or secondary education, or as teaching artists in professional theaters, schools and communities. In this course we investigate how the theater process (improvisation-rehearsal-performance) can be an inquiry-based model for teachers as well as how theater games and exercises can be adapted to explore non-arts curriculum. No previous theater courses are necessary but most of our learning is by doing so students must be willing to participate in all improvisations and be prepared to act in a project.
NOTE: US 206 can count toward the Education and Theater majors and minors.

324
Understanding Language Leaning
(4 credits)

This course addresses the processes of language learning from a variety of disciplinary orientations (in particular socio-cultural and cognitive perspectives) and engages students in an understanding of the structure and sound systems of English in relation to other languages and in relation to a variety of teaching/learning strategies. By focusing both on a comparison of language structures and sound systems as well as theories of second language acquisition and development, this course allows students to learn about differences between learning a first and a second language and the influences of these processes on instructional principles. This course includes a language-learning component for students in the course that will allow them to reflect on their own learning processes in relation to language learning theories and to compare English to another language. Students will have opportunities to read about immigrant experiences in the US and collaborate with local bilingual community organizations and community members to experience language learning with a language partner. The course fulfills a requirement for ESL certification in the state of Pennsylvania.

Education Courses (ED)

110a
Teaching for Learning
(3 credits; Fall, Spring)

Introductory course in education for prospective teachers. Includes an intensive analysis of teaching and of the culture of the school. Observation and tutoring in a school setting. Current issues and topics and their influences on contemporary education. Requires a field experience of two hours per week (minimum) in addition to the scheduled classes.

110b
Teaching for Learning, 7-12
(3 credits; Fall, Spring)

Ethnographic research, historical and philosophical approaches are used to explore how youth cultures, institutional organization, disciplinary contexts, and categories of difference frame youth experiences and the enactment of curriculum. Field experiences provide

opportunities to analyze disciplinary learning in a variety of formal and informal environments.

120
Professionalism in Education
(Taken in Conjunction with ED110a or ED110b)
(2 credits; Fall, Spring)

This course will encourage students to examine teaching issues through a professional lens. Students will investigate professional ethics, professional electronic portfolios, communication strategies, assessment and evaluation, and pedagogic resources. Students will also explore their strengths and weaknesses in an effort to take ownership of their growth as students and as developing professionals.

211
Assessment and Intervention in Infancy and Toddlerhood
(3 credits; Fall, Spring)

Intensive study of children, birth to 3, enabling the student to have an in-depth understanding of the physical, social, emotional, and cognitive development of a child. Includes required field experience focusing on an understanding of developmentally appropriate curriculum and environmental management skills, and understanding of the significance of play. Assessment and intervention of children developing both typically and atypically are addressed. Requires field observations in an infant/toddler program.

212
Child and Youth Development
(3 credits; Fall, Spring)

Study of growth and behavior of children from infancy through pubescence. Includes individual and environmental factors affecting normal cognitive, emotional, physical and social development. Requires field experience.

214
Introduction to Inclusive Education
(3 credits; Fall, Spring)

Introduction to the etiology and developmental manifestations of exceptionality in children and youth. Topics include: giftedness; physical, intellectual and emotional handicaps; education and rehabilitation services. Requires field observations.

216
Teaching Literacy in the 21st Century
(3 credits, Fall, Spring)

The purpose of this course is to explore the teaching of literacy skills and differentiating instruction in the pre-K to 8th grade classroom. Pre-service teachers will gain an understanding of the reading process and strategies and assessments used in inclusive classrooms. Some of the topics included are: phonemic awareness, phonics, vocabulary, comprehension, fluency, and differentiating instruction for the English language learner and students with special needs. Taken in conjunction with ED 220 and ED 221L (fieldwork).
Prerequisites: ED 110a and ED 120

217
The Literacies of Social Studies, Science and Language Arts
(3 credits, Fall, Spring)

This course explores literacy as a practice in different disciplines (science, social studies, and language arts) and different contexts (home, community, workplace, and school). Through reading and writing as historians, scientists, and poets, honing skills to be able to identify these ways of knowing and communicating in their students, and understanding/acting on the "theoretical shoulders" on which they stand as future teachers. Taken in conjunction with ED 221 and ED 221L.
Prerequisites: ED110a and ED 216

218
Developing Mathematicians: Thinking Teaching and Learning in Elementary Mathematics
(3 credits, Fall; Spring)

Through class investigations, field applications and common assignments with other co-requisite education courses and field work in area schools, students will develop a working conception of mathematics as an evolving literacy. Students will learn how to integrate mathematics with other subjects in the school curriculum, and develop effective strategies and assessments for the K-8 inclusive classroom. Taken in conjunction with ED 221 and ED 221L.
Prerequisites: ED 110a and ED 216

220
The Teacher as a Professional II
(Taken in Conjunction with ED216 and ED220L)
(2 credits; Fall, Spring)

The purpose of this course is to continue to examine teaching issues through a professional lens. Students develop and deepen their understanding of professional ethics, electronic portfolios, professional resources, and critical thinking models. The course provides a scheduled opportunity to complete common fieldwork that bridge content specific courses.
Prerequisites: ED 110a and ED 120

220L
Field Experience I
(Taken in Conjunction with ED216, ED212, ED214, ED220)
(0 credit; Fall, Spring)

An integrated 13 week field experience incorporating content-specific and pedagogic knowledge related to coursework taken during the first semester of the sophomore year. Pre-service teachers begin with observation, then move onto working with students in small group settings, ending with whole class teaching opportunities. **Prerequisites:** ED 110a and ED 120

221
Critical Conversations and Fieldwork in Elementary Education
(Taken in Conjunction with ED 217, ED 218, ED 221L)
(2 credits; Fall, Spring)

An on-line course for undergraduate elementary education majors, this course addresses key digital literacies integral to college learning as well as learning to be an effective teacher. The course assists students in defining who they are as educators in relation to fieldwork, course content, and provocative theoretical texts. Students will refine their e-portfolio for submission to the department admissions committee.
Prerequisites: ED 110a, ED 120, ED 216

221L
Field Experience II
(Taken in Conjunction with ED 217, ED 218, ED 221)
(0 credit; Fall, Spring)

An integrated 13 week field experience incorporating content-specific and pedagogic knowledge related to coursework taken during the second semester of the sophomore year. Pre-service teachers work with students in small group settings and have the opportunity for whole teaching and collaborative lesson planning.
Prerequisites: ED 212, ED 214, ED 216, ED 220, ED 214

285
Teachers as Researchers and Writers
(3 credits)

Students explore the research and professional writing in Education. The course meets the Research Writing requirement for the Arcadia Curriculum.

301
Contemporary Issues in Education
(4 credits)

Survey of contemporary issues in education. Topics include cultural pluralism, desegregation and race, and bilingualism. Presents readings in anthropological, sociological, linguistic and folkloristic aspects of education.

**306
Strategies for Emergent and Content Literacy
(3 credits)

This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to learners of all instructional and grade levels, as well as practical and effective modifications for diverse learners (including struggling readers, English language learners, and students with disabilities in reading). Strategic literacy instruction through the content areas of social studies and science, particularly in relation to post-elementary learners, will also be emphasized. Formative and summative assessments of emergent and content literacy, including components of literacy (phonological awareness, word analysis, comprehension, vocabulary, fluency) will also be addressed, with an emphasis on assessments and progress monitoring that communicate the student's progress most clearly to parents, teachers, and the students themselves.
Prerequisites: ED216, ED217.

313 (Graduate version ED 513)
Meeting the Needs of Diverse Learners
(4 credits; Fall, Spring, Summer)

Includes three, four-week integrated modules: adolescent development, diverse learners including those with disabilities, and literacy in the content areas. Includes one hour/week in the field conducting an action research project. Meets Pennsylvania teaching standards relating to the needs of diverse learners and includes introduction to theory, identification and instructional strategies to address these needs.
Prerequisites: ED 110b or permission of the instructor.

314
Assessment of Teaching and Learning
(4 credits; Fall)

Survey of assessment procedures. Focuses on current issues and improved competency in devising assessment procedures. Prepares secondary school teachers to develop a balanced program of evaluation which will increase instructional effectiveness and assess student learning. A self-paced, individualized course.
Prerequisites: ED 110a or ED 110b

315
Differentiated and Individualized Instruction: Teaching and Reaching All Learners
(3 credits; Fall, Spring)

This course is designed to teach future teachers how to create a repertoire of teaching strategies to differentiate and individualize instruction to meet the academic needs of every student in their classrooms. Topics will include development of Individual Education Plans (IEPs), differentiated instruction, universal design for learning, adaptations, modifications, and assistive technology.
Prerequisite: ED 214 or ED 313

319
Social Studies Methods (K-6)
(3 credits, Fall; Spring)

Students will gain skills in planning, implementing, and assessing social studies curriculum in K-6 classrooms. Using the Pennsylvania Academic Standards in Social Studies as a guide students will thematically thread social studies concepts through multiple subject areas.
Prerequisites: ED 110a and ED120

320L
Field Experience III
(Taken in Conjunction with ED 319)
(0 credit; Fall, Spring)
An integrated 13 week field experience incorporating content specific to the teaching of social studies. Pre-service teachers work with students in small group settings and have the opportunity for whole teaching and collaborative lesson planning in social studies.

322
Instructional Techniques in Early Childhood
(3 credits; Fall)

Examination of the teaching strategies used in education of young children. Explores the relationship of child development to all areas of the early childhood curriculum from a wide spectrum of strategies. Includes the use of observational tools, lesson planning with an understanding of the process involved, analysis of teacher behavior, parent-teacher relationships, and environmental planning. Requires field experience.
Prerequisites: ED 110a, ED120, ED 212.

323
Early Intervention
(3 credits; Spring)

Provides an overview of innovative practices in programming for preschool children with special needs. An ecological, integrative, actively based model of service delivery is emphasized throughout. Philosophical, historical and legal foundations are covered as are current issues and trends in the field. Course objectives are met through lectures, class discussions, student projects and class activities. Requires field observations.
Prerequisites: ED110a, ED120, ED211, and ED214

324
Elementary Science Methods
(3 credits; Fall, Spring)

Students will work as scientists, curriculum developers, and teachers of science, through an inquiry-based approach. Students will experience scientific inquiry first-hand, then design an inquiry investigation for children, and finally, they will guide children in their field placement through a scientific inquiry investigation.

337
Developmental Content Area Reading
(4 credits; Fall, Spring, Summer)

For Secondary Certification and Art Education majors. Examination of reading and learning from texts as processes. Analysis of strategies for teaching reading and writing in content areas, selecting texts and study strategies.
Prerequisites: ED 110a or ED , ED 212

375
Managing an Inclusive Classroom
(3 credits; Fall, Spring)

This course is designed to teach future teachers to manage their classrooms and challenging behaviors including noncompliance, disruption, inattention and aggression. Proactive strategies from the basic (routines, rules, attention, consistency) to the instructional (chunking work, grouping, marking corrects) are taught. Students learn to use a problem-solving approach with an emphasis on using observations, interactions, progress monitoring, and teaching social skills. The basics of prereferral intervention, instructional support teams, Individualized Education Plans (IEPs) and the use of paraprofessionals in the classroom for behavior management are covered. Fieldwork required.
Prerequisite: Elementary Education and Early Childhood Education majors: ED 110a, ED120, ED 212, ED 214, ED 216, ED 217; Secondary Education majors: ED 110b, ED120, ED 313

**382
ED 382: Special Education: Professional Skills for Effective Services
(3 credits)

This course is designed to prepare Special Education teachers for the demands of the role in the field. Course content, along with practicum placement with a special education teacher will provide the opportunity to explore the role of

special education teacher. Students will examine relevant issues in special education across all settings from inclusion to self-contained placement. Students will examine the IEP process from the early stages in the general education classroom all the way through placement procedures and to issues relating to reevaluation and transition planning. This course will bring together students previous learning about component parts of meeting the needs of diverse students within the context of the legal, ethical, and best practice requirements. Pre-service teachers participating in this course will focus on the role of the special education teacher in facilitating effective services across settings through the use of assessment, collaboration, alternative delivery models of special-education. The critical role of quality IEP development will be the framework for much of this course.
Prerequisite: ED211, ED214, ED 216, ED217, ED218

**384
Supporting Students with Low-Incidence Disabilities
(3 credits)

The purpose of this course is to teach students problem solving strategies, teaching techniques, itinerant services, Assistive Technologies critical to effectively serving students with disabilities that fall under the designation "Low Incidence" and who require more intensive supports. We will learn what constitutes a low-incidence disability and issues surrounding providing this population with and an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with creating an IEP for these students. Students will discuss the appropriateness of various academic environments as children with low-incidence disabilities progress from elementary to secondary education. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. Planning for transition across the life-span will be explored. A holistic approach to educating this population, with an emphasis on social, emotional, behavioral, transition and life skills are addressed. We will explore services through the lens of "quality of life" to help us consider critical issues. Students will participate in a fieldwork experience. This time will be used to guide instruction and complete the required assignments. Content will be presented through discussion, lecture, field work, laboratory and reading.
Prerequisite: ED211, ED214, ED 216, ED217, ED218

**385
Evidence Based Practices to Support Students with Emotional & Behavioral Challenges
(3 credits)

The main purpose of this course is to enable educators to support students with a range of emotional and/or behavioral challenges in the least restrictive environment. This course builds on the classroom management and preventative strategies learned in ED375 (Managing an Inclusive Classroom). Positive behavior support provides the framework for assessment and problem solving using well established evidence based practices (teaching skills and arranging environments) in order to achieve the lifestyle goals identified by the support team. pre-service teachers will learn how to gather assessment data from all these sources, develop person-centered plans, and other collaboration and consultation based skills. A variety of emotional, mental health and behavioral challenges will be explored in light of how they interfere with students' academic achievement and social/community relationships. Students will also develop skills in using resources to identify characteristics and generalized support strategies for various mental health, emotional, or behavioral challenges.
Prerequisite: ED211, ED214, ED 216, ED217, ED218, ED375

388
Survey of Day Care
(4 credits; Fall)

Examination of the social, emotional and cognitive growth that can be facilitated by a young child's experience in day care. Prerequisite: permission of the instructor.

389
Independent Study
Individualized study tailored to suit the needs and interests of a limited number of juniors or seniors. Encourages limited experimental research activities. Each student works under the guidance of a faculty member assigned by the Department Chair.
Prerequisite: permission of the Department Chair.

411
Designing Learning Environments
(Credits: 4)

Integral part of the student teaching experience for secondary education. Investigates areas relavant to the specific student teaching situation such as development of curricula, testing and evaluation techniques, classroom management and using audio-visual materials. Prerequisites: senior standing and admission to student

teaching; or permission of the secondary education adviser.

412a
Curriculum and Methodology for Grades 7-12: English
(4 credits; Fall, Spring, Summer)

Examination of instructional strategies and techniques for teachers of English, grades 7-12.
Prerequisite: ED 411

412b
Curriculum and Methodology for Grades 7-12: Social Studies
(4 credits; Fall, Spring, Summer)

Examination of instructional strategies and techniques for teachers of Social Studies, grades 7-12.
Prerequisite: ED 411

412c
Curriculum and Methodology for Grades 7-12: Mathematics
(4 credits; Fall, Spring, Summer)

Examination of instructional strategies and techniques for teachers of Mathematics, grades 7-12.
Prerequisite: ED 411

412d
Curriculum and Methodology for Grades 7-12: Science
(4 credits; Fall, Spring, Summer)

Examination of instructional strategies and techniques for teachers of Science, grades 7-12.
Prerequisite: ED 411

416
Student Teaching: Elementary or Elementary and Early Childhood Education
(12 credits; Fall, Spring)

Full-time teaching for a minimum of 14 weeks in an accredited day care center or school under the direction and guidance of an experienced cooperating teacher and an Arcadia University supervisor. Requires attendance at weekly seminars with the supervisor. Students must provide transportation to the school.
Prerequisite: GPA of 3.0 or higher, senior standing and permission of the Coordinator of Field Placement and Supervisor. Applications must be submitted early in the fall semester of the senior year for placements in the spring of the senior year. Students planning to student teach in the fall semester must apply in the spring semester prior to student teaching.

417
Student Teaching: Secondary
(12 credits; Fall, Spring)

Full-time teaching for a minimum of 14 weeks in an accredited middle and secondary school under the direction and guidance of an experienced cooperating teacher and an Arcadia University supervisor. Requires attendance at weekly seminars with the supervisor. Students must provide transportation to the school.
Prerequisite: GPA of 3.0 or higher, completion of all Praxis series certification tests, senior standing and permission of the Coordinator of Field Placement and Supervisor. Applications must be submitted early in the fall semester of the senior year for placements in the spring of the senior year. Students planning to student teach in the fall semester must apply in the spring semester prior to student teaching.

418
Human Development: School Years K-12
(3 credits, Fall, Spring)

Examination of cognitive, social, emotional and physiological development during childhood and adolescence.

419
Undergraduate Student Teaching Practicum, Art Ed, K-12
(8 credits; Fall, Spring)

Student teaching practicum to include 14 weeks of full-time teaching in an accredited school and attendance at nine on-campus seminars. Includes supervision by an Arcadia University faculty member. Students must provide transportation to the school. Applications are due at the beginning of the semester prior to student teaching. Deadline dates are Oct. 1 for the spring semester and Feb. 1 for the fall semester.
Prerequisites: AE 300, 308, and senior standing.

**420
Pre-Student Teaching Experience (Taken in Conjunction with ED315, ED384, ED385, ED423)
(2 credits)

Pre-Student Teaching is designed to provide students with opportunities to participate in individual tutoring as well as small group and whole group instruction in a supervised setting within inclusive Pre-K-4 school settings. Emphasis will be on designing planning that meets the needs of all learners, various assessment practices, and professionalism. Students will be in classrooms one day a week for 12 weeks for a total of 78 classroom hours. During this time the students will be mentored by the certified Pre K-4 classroom teacher and supervised by a faculty member. Students will

meet weekly with faculty in order to link classroom practices with course content. Faculty will meet with students in their schools one day a week for an hour. Students will also participate in an online Blackboard assignment one hour per week.

422 (Graduate version ED 622)
Teaching Multilingual and Cultural Literacies
(3 credits; Fall, Spring)

This course focuses specifically on the academic language needed for English language learners (ELLs) to be successful in U.S. schools. Students utilize a “pedagogy of multiliteracies” and the “continua of biliteracy” perspective to imagine curricula and pedagogy for their students. The course also emphasizes the connections between in-school and out-of-school literacies. In addition, students spend time investigating reading and writing standards and curricula and the ways that materials might be adapted for ELLs and ELLs with disabilities. Students either tutor ELLs or demonstrate a literacy activity for classmates.

**Courses under development