

# EDUCATION

## at Arcadia University

*Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences*

### Faculty

#### Professors

Dr. Christina L. Ager  
Dr. Peter M. Appelbaum  
Dr. Bette P. Goldstone  
Dr. Jeffrey Shultz  
Dr. Ellen Skilton-Sylvester

#### Associate Professors

Dr. Erica Davila  
Dr. Steven P. Gulkus  
Dr. Leif Gustavson, (Chair)  
Dr. Peggy Hickman  
Dr. Deborah Pomeroy (Emeritus)  
Dr. Tanya Santangelo  
Dr. Graciela Slesaransky-Poe

#### Assistant Professors

Dr. Kira Baker-Doyle  
Dr. Foram Bhukanwala  
Dr. Jodi Bornstein  
Dr. Bruce Campbell  
Dr. Kim Dean  
Dr. Steven Hooker  
Dr. Smita Mathur  
Dr. Erik Nelson  
Dr. Clare Papay

#### School Collaboration Staff

Janet Chance, Director of School and  
Community Collaborations  
Christine Miller, Assistant to the Director of  
School and Community Collaborations

#### Instructors

Dr. Doug Sauber  
Dr. Kathy A. Trainor  
Dr. Kathy Wirth

### Degrees and Concentrations

**Bachelor of Arts in Education** and five-year program options

Students entering as first-semester freshmen 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 Elementary Education, PreK-4 and Special Education, PreK-8

B.A. in Education: Middle School Education 4-8

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

**Literacy Education/** (See Literacy Education in Graduate Catalog)

**Literacy Education/Reading plus ESL**  
**Literacy Education in TESOL** (Teachers of English to Speakers of Other Languages)

**Technology Education** (See Instructional Technology in Graduate Catalog)

#### Library Science

**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

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### Doctorate in Education with concentrations in Special Education and 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.

Depending on the program, sophomore or junior year are 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](http://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 School of Education Dean and the Associate Dean of International Affairs.

## About the Education Program at Arcadia University

- Extensive, integrated and mentored fieldwork beginning in the freshman year and into the senior year
- More than 20 certification programs at the graduate and undergraduate levels approved by the Pennsylvania Department of Education (PDE)
- Dual Certification in Early Elementary/Special Education.
- Elementary/Middle Level certification (grades 4-8) in Science, Mathematics, Social Studies, and English/Language Arts. Add-on certification through 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 Education

- 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
- 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

Lori to check on this:

The most inspired teaching happens when we understand how students learn and apply this in the classroom. That's the guiding philosophy in Arcadia's Education Program, where established scientific theories about learning are reflected in everything students do.

As an aspiring teacher at Arcadia, you will:

- Practice and fine-tune your teaching skills through mentored student teaching, starting in your first semester
- Enjoy a sense of camaraderie and idea sharing with other students and

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- faculty in Arcadia's close-knit undergraduate program, and
- Have an opportunity to explore global learning and teaching experiences through Arcadia's accessible and acclaimed [travel abroad](#) program

When you complete your undergraduate studies, you will not only be practiced in the art of teaching but you'll understand the science behind it. That will put you on the path to becoming not just a good teacher but a great one.

### ***About the Education Program***

Arcadia's Education Program provides a highly interactive and individualized learning experience for students pursuing a career in teaching. The program is designed around established theories on how students learn; this knowledge is then applied to every aspect of the undergraduate experience—from classwork and activities on campus to mentored student teaching in real classrooms, which begins in the first semester. Learning is reinforced through self-evaluation and support from a close-knit student and faculty community. Also, students gain global perspectives and teaching experience through study abroad. Additional certification is offered through [five-year 3+2 programs](#) (combined B.A. plus master's degree).

**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 Lawrence J. and Anne Rubenstein Foundation and the Philadelphia Education Fund, and the University is recognized for its work in the teaching of writing to students through "Qui Vive! The Center for Writing, Book Arts, and Performance," funded by the Rubenstein 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 across the nation and internationally.

**B.A. and M.Ed. degrees:** The School of Education offers programs leading to a Bachelor of Arts degree, a Master of Education degree, and Master of Arts in 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 expertise in Special Education, Literacy Education/Reading Specialist and/or Teaching English Language Learners (ESL/TESOL), Urban Education, Instructional Technology Education, Middle School Education, Secondary Education, and Library Science are available to students who want to extend their experiences beyond the standard curriculum.

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

All first year students will receive a B.A. in Education and certification with a concentration in either Dual Early Elementary Education PreK-4 and Special Education PreK-8 or Elementary/Middle Level Education Grades 4-8.

**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

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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, Library Science, and Secondary Education. 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, ABA and Autism, Curriculum Studies, Infant Toddler Mental Health, 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

Elementary Education (PreK-4) and Special Education (PreK-8) levels and Elementary/Middle Levels (4-8) 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 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 skill and 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](http://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 (136 credits)

1. Professional Education Requirements (80 credits; Core in Early Elementary Education and Special Education. Some major courses also fulfill other curriculum requirements.
2. Additional Undergraduate Curriculum requirements (56 credits)

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## Professional Education Requirements (80 credits)

Dual Certification in Early 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 Elementary Education and Special Education program totals 80 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 (80 credits)

*ED 110	Teaching for Learning (3 credits; meets Self and Society requirement)
ED 211	Assessment and Intervention in Infancy and Toddlerhood (3 credits)
*ED 212	Child and Youth Development (3 credits; meets Self and Society requirement)
ED 216	Teaching Literacy in the 21 <sup>st</sup> Century (3 credits)
ED 305	Critical Conversations and Fieldwork in Elementary Education (3 credits)
ED 317	The Literacies of Social Studies, Science and Language Arts
ED 318	Developing Mathematicians: Thinking Teaching and Learning in Elementary Mathematics (3 credits)
ED 222	Instructional Techniques in Early Childhood (3 credits)
ED 201	Teachers as Researchers and Writers (3 credits; meets designated

**ED306/400?Str	research writing requirement)
	Strategies for Emergent and Content Literacy (3 credits)
ED 319	Social Studies Methods K-6 (3 credits)
ED 222	Instructional Techniques in ECE (3 credits)
ED 266	Instructional & Assistive Technology in Education
*ED 324	Elementary Science Methods (3 credits; meets Natural and Physical World requirement)
ED 323	Early Intervention (3 credits)
**ED 387	Pre-Student Teaching (3 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 282	Special Education: Professional Skills for Effective Services (3 credits)
** ED 394	Supporting Students with Low-Incidence Disabilities (3 credits)
**ED 460	Evidence Based Practices to Support Students with Emotional and Behavior Challenges (3 credits)
ED 423	Multilingual and Multicultural Assessment (3 credits)

### 3. English as Second Language Requirements (4 credits)

*US 324	Understanding Language Learning (4 credits; meets designated Writing and Global Connections requirement)
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### 3. Student Teaching (12 credits)

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- \*ED 416 Student Teaching: Early/Special Education (12 credits; meets Senior Capstone Seminar and Global Connections Reflections)
- ED 416 (SP-Ed) Student teaching for special education in the spring of the senior year? We need a new number for this and I also think we can bring credits down since the coursework will likely integrate fieldwork and capstone in that semester??

### 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. Integrative Learning Experiences** (2 courses; 8 credits)
  - US 324 Understanding Language Learning (4 credits; also meets designated Writing requirement and PDE requirement)
  - Choose a course from the Creative Expression Area (Recommended: US206 The Power of Play)
- 3. Global Connections Experience (GC):**
  - 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
  - Global Connections Reflection Requirement (2 credits)
- 4. Senior Capstone Project**  
ED 416 Student Teaching: Early Elementary/Special Education (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)
  - HS 117 Early U.S. History (also meets PDE requirement)
  - EN 229 Voices of America (also meets PDE requirement)
- 3. Natural and Physical World (PN)** (2 courses):
  - ID 101 Science and Civilization I
  - ED 324 Science Methods for Elementary Teachers (also meets Professional Education requirement)

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

### III. Intellectual Practices

1. **Crossing Boundaries (CB)** (2 courses)
- US 324 Understanding Language Learning (also meets University Seminar and Professional Education requirements)
  - Choose a course in history of cultures outside of United States History

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

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

- VI. **Visual Literacy** (1 course)
- Choose one 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)
- EN 101 Thought and Expression I (First year, first semester, meets Professional Education requirements)
  - ED 201 Teachers as Researchers and Writers (3 credits taken in second year, first semester)
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  - US 324 ESL: Understanding Language Learning (Writing designated course and also meets Professional Education requirement)
  - One other writing designated course

## Special Education Certification Requirements

First year students entering Arcadia in Fall 2012 will earn special education certification through the dual certification program in Early 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 Middle School 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.

Credit Count (128 credits):

1. Professional Education Requirements (47 credits; Core in Elementary/Middle Level Education). Some major courses fulfill other Curriculum requirements

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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. in 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 School of Education.
- 2) Maintain a GPA of 3.0 in all Education courses.
- 3) Obtain two recommendations from School of Education faculty.
- 4) Show evidence of personal maturity.
- 5) Apply for admission into the Five – Year program
- 6) Once accepted, apply for admission to the College of Graduate Studies.

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

#### Secondary Education (English, Mathematics, Social Studies, Science)

#### Special Education (PreK-8 or 7-12) (pending PDE approval)

### 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. It is essential that all students pursuing certification in Secondary Education declare Secondary Education as a minor.

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Students interested in secondary certification should consult with their disciplinary adviser or their respective education adviser as early as possible, preferably freshman 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 110	Teaching for Learning (also meets Self and Society requirement)
ED 306	Strategic Instruction for Emergent and Content Literacy
*ED 313	Meeting the Needs of Diverse Learners (also meets Self and Society requirement)
* ED 375	Managing an Inclusive Classroom
ED 411	Designing Learning Environments
*US 324	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)
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### 4. Additional courses required by PDE (PA Code, Chapter 354)

- At least one course in Written Communication
  - \*EN 101 Thought and Expression I(4 credits)
- One course in American/English Literature
  - \*EN 229 (Recommended) Voices of America (4 credits; also meets Cultural Legacies requirement)
- \*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

##### Fall

\*EN 101 Thought and Expression I

##### Spring

\*ED 110 Teaching for Learning, Secondary Education (7-12)

#### Sophomore Year

##### Fall

\*ED 313 Meeting the Needs of Diverse Learners  
\*One course in Mathematics: MA 110, MA 117, MA 118, or MA 141 are recommended for majors who do not have a mathematics requirement.

##### Spring

\*A second course in Mathematics: MA 110, MA 117, MA 118, or MA 141 are recommended for majors who do not

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have a mathematics requirement.

\*American Literature, EN 229

**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 School of Education teacher certification program (GPA of 3.0 required).

### Junior Year

#### Fall

ED 315 Differentiated and Individualized Instruction: Teaching and Reaching All Learners

#### Spring

ED 411 Designing Learning Environments  
US 324 Understanding Language Learning

**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:

#### 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:  
Secondary (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 suits their needs. The decision should be made in consultation with their School of Education 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

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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 110 Teaching for Learning (Complete before applying into teacher certification program; meets Self and Society requirement)
- \*ED 212 Child and Youth Development (meets Self and Society requirement)
- \*ED 214 Introduction to Inclusive Education (meets Global Connections requirement) or Ed 614: Art Education and the Inclusive Classroom
- \*US 324 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, K-12 (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, 18 credits)

The minor in Education provides an introductory background to the field of education and partially prepares students for entry into a certification program upon graduation. A minor in Education consists of at least 18 approved credits and includes field experiences and a capstone project. Students who want to minor in Education should contact Dr. Tanya Santangelo to discuss and select an appropriate corpus and sequence of thematically related courses.

## Admission Requirements for All 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 School of Education and must meet the following prerequisite requirements.

Admission decisions are based on the Pennsylvania Department of Education state

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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 Middle School Education 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 School 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 School. 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 School of Education main office, or by visiting the School of Education website . 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), Middle School 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 School of Education, 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

## EDUCATION at Arcadia University

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 School of Education website (<http://www.arcadia.edu/edudept>) or School of Education 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 School of Education website.

## 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.<sup>324</sup>  
Understanding Language Learning  
(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

## EDUCATION at Arcadia University

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)

110

Teaching for Learning  
(3 credits; 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.

201

Teachers as Researchers and Writers  
(3 credits; Fall)

This is a research writing course designed to give students an experience of what conducting research as a teacher looks and feels like from the inside out. The units for this course are divided into four according to the four main analytic papers that students will be working on over the semester are: Educational Autobiography, Teacher-Researcher Portrait, Research Essay and This I believe: Teacher Manifesto.

**Prerequisite:** EN101, ED110a

211

Assessment and Intervention in Infancy and Toddlerhood  
(3 credits; 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.

**Prerequisite:** ED212, ED214, ED201

212

Child and Youth Development  
(3 credits; Fall)

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.

**Prerequisite:** ED110a

214

Introduction to Inclusive Education  
(3 credits; Fall)

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.

**Prerequisite:** ED110a

216

**Teaching Literacy in the 21<sup>st</sup> Century**

(3 credits, Spring)

The purpose of this course is to explore the teaching of literacy skills and differentiating instruction in the pre-K to 8<sup>th</sup> 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 212, ED214, ED201

317

**The Literacies of Social Studies, Science and Language Arts**

(3 credits, 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.

**Prerequisites:** ED218, ED375, ED323, ED221, ED306

220

**The Teacher as a Professional II**

(2 credits; 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

## EDUCATION at Arcadia University

New number 305

### **Critical Conversations and Fieldwork in Elementary Education (Taken in Conjunction with ED 318, ED 375, ED 323, ED306)**

(2 credits; 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 School of Education admissions committee.

**Prerequisites:** ED ED319, ED384, ED315

266

### **Instructional and Assistive Technology in Education**

(3 credits; Spring)

The purpose of the course is to provide pre-service teachers with an increased knowledge and understanding of the different types of Instructional (IT) and Assistive Technology (AT) available to enhance Pre-K-8th grade students' ability to engage in learning and interaction. Participants acquire an improved understanding of the technological tools and resources available while also gaining the skills required to assess technology as it continues to evolve. Participants explore the use of Instructional and Assistive Technologies as tools to support successful educational experiences of all students, including those with significant disabilities, to have fully inclusive access to content learning, general education curriculum, social relationships, and real life experiences. This is a hybrid course where students will meet face for approximately half of the sessions while half of the objectives will be addressed in the online learning environment

**Prerequisite:** ED110 or the equivalent, ED212 or the equivalent.

282

### **Special Education: Professional Skills for Effective Services**

(3 credits; Spring)

This course introduces pre-service Special Education teachers to the demands of the role in the field. Through content and fieldwork, participants in this course focus on the role of the special education teacher in facilitating effective services across settings through the use of research, assessment, progress monitoring, and collaboration across various special education service models. The critical role of quality IEP development is the framework for much of this

course. Emphasis is placed on the learner with disabilities in grades 4-8.

**Prerequisite:** ED110 or the equivalent, ED214 or the equivalent.

301

### **Contemporary Issues in Education** (3credits)

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.

\*\*306or 400??

### **Strategies for Emergent and Content Literacy** (3 credits; Fall)

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:** ED319, ED383, ED315

313 (Graduate version ED 513)

### **Meeting the Needs of Diverse Learners** ( 3 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** (3 credits\)

Survey of assessment procedures. Focuses on current issues and improved competency in devising assessment procedures. Prepares secondary school teachers to develop a balanced

## EDUCATION at Arcadia University

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)

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 216, ED 382, ED211, ED322

318

**Developing Mathematicians: Thinking Teaching and Learning in Elementary Mathematics**

(3 credits, 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:** ED319, ED384, ED315

319

**Social Studies Methods (K-6)**  
(3 credits, Fall)

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

222

**Instructional Techniques in Early Childhood**  
(3 credits; Spring)

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 ED212, ED214, ED 201.

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:** ED319, ED384, ED315

324

**Elementary Science Methods**

(3 credits; Fall)

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.

**Prerequisites:** ED218, ED375, Ed323, ED221, ED306

337

**Developmental Content Area Reading**  
(4 credits)

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.

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**Prerequisite:** Early Elementary/Sp. Ed majors: ED ED319, ED384, ED315; Secondary Education majors: ED 110b, ED120, ED 313

ED460

### **Evidence Based Practices to Support Students with Emotional & Behavioral Challenges**

(3 credits; Spring)

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:** ED218, ED375, ED323, ED221, ED306

387

### **Pre-Student Teaching**

(3 credits; Fall, Spring)

Undergraduate education students work one day per week in the elementary school that preferably will become their next semester student teaching placement. Students work in their host teacher's classroom with a main focus on getting to know the students, the teacher, the school, and the larger community. An overarching goal for this experience is that Arcadia pre-student teachers become full participants in the life of their placement school and gain valuable experience working in the classroom and school where they will aim to complete their student teaching during the next academic semester.

Each student is supervised by an Arcadia University faculty member. Students meet regularly in small groups on site at their school and a s a whole group 5 times over the course of the semester. The seminar provide a forum for open discussion and problem solving based on pre-student teaching classroom experience. This

course is taken the semester preceding student teaching.

**Prerequisite:** Students must be eligible to student teach the semester after pre-student teaching.

388

### **Survey of Day Care**

(3 credits)

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 School Dean.

**Prerequisite:** permission of the School Dean.

394

### **Supporting Students with Low-Incidence Disabilities**

(3 credits; Fall)

The purpose of this course is to prepare students in problem solving strategies, teaching techniques, itinerant services, and use of 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 the provision of effective education to this population of students. Students will explore the ramifications, language, and 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 early intervention to 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 will be 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 to provide a context for all assignments. Fieldwork requirements include 15 hours of Stage 2 fieldwork and 20 hours of Stage 3 fieldwork. Course will be conducted in face-to-face format and content will be presented through discussion, lecture, field work, laboratory and reading. Class is scheduled for 2 days a week;

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once a week students will report to Arcadia for class and once a week to their field work site to complete hours and assignments. The professor holds the right to quiz the students on the required reading for course.

**Prerequisite:** ED 110, ED 214 and ED 282 or equivalent.

411

Designing Learning Environments  
(3 Credits)

Integral part of the student teaching experience for secondary education. Investigates areas relevant 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  
(3 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  
(3 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  
(3 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  
(3credits; Fall, Spring, Summer)

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

416

Student Teaching: Early Elementary/ Special  
Education  
(12 credits; Fall)

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.

423 (Graduate version ED 622)

**Multilingual and Multicultural Assessment**  
(3 credits; Spring)

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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