

Education

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FACULTY

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MISSION STATEMENT

The mission of the Department of Education at Mercyhurst University is to develop teachers who are intellectually and spiritually sensitive, professionally and socially responsible; namely, those who seek to bring out these same qualities in their own students. To accomplish this mission, our teacher preparation program enables pre-service teachers to facilitate growth in intellectual curiosity, self-confidence, knowledge, responsibility, and interpersonal relationships.

PROGRAM STUDENT LEARNING OUTCOMES

The Education Department Early Childhood/Special Education faculty has developed six-broad based learning outcomes that serve as the framework for the program's curriculum.

Upon completion of the pre-service teacher preparation program, graduates will be able to:

Create and facilitate a quality lesson plan.

Articulate a personal teaching philosophy statement.

Assess Pre-4 Early Childhood and Pre-8 Special Education student performance.

Demonstrate personal ethical and professional standards in a school setting.

Plan for and implement differentiated instruction for students with special needs in a PreK-4 Early Childhood and PreK-8 Special Education.

Demonstrate knowledge of best practices associated with child development, teaching and learning in a PreK-4 Early Childhood and PreK-8 population.

CERTIFICATION PROGRAMS

Undergraduate degrees leading to teacher certification from the Commonwealth of Pennsylvania are available in the following areas: Art K-12; Business/Computer/

Information Technology K-12; Early Childhood Education PreK-4; Early Childhood PreK-4/Special PreK-8; World Language Education K-12 (French, Spanish), and Music Education K-12, Secondary (7-12) Social Studies and Secondary (7-12) English.

The Graduate Program in Secondary Education will lead to certification in the following areas; Biology Education 7-12, Chemistry Education 7-12, Earth/Space Science Education 7-12, English Education 7-12, Math Education 7-12, and Social Studies Education 7-12.

The Graduate Program in Special Education will lead to certification in Special Education (see Graduate catalog for further details).

An Education major is expected to maintain a GPA of 3.0, but may seek certification and achieve the conferral of a Bachelor's Degree with a GPA of 2.8-2.99 if the qualifying PAPA and/or Praxis II or PECT score is met.

ACCREDITATION

All Certification Programs have full accreditation endorsements by the Pennsylvania Department of Education. The State Board of Education adopted changes that affect all of PA's teacher certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. New regulations for certifying teachers became effective on January 1, 2013.

MINOR

The Education Department offers a minor in Special Education PreK-8.

CONCENTRATION

The Education Department offers a concentration in Applied Behavior Analysis.

ADMISSION

Students who wish to earn teacher certification in Early Childhood Education PreK-4, or Dual Early Childhood/Special Education, must make formal application for admission to the Education Department during the Spring semester of their sophomore year, upon completion of 48 credits of university level study. Those students earning teacher certification in Secondary Education 7-12 or K-12 Education must make formal application in the specific academic department in their area of study.

Transfer students must complete one Mercyhurst Education course prior to applying for admission. All students must meet the published admissions criteria. Admission to an Education program constitutes admission to the Education Department. Dismissal from an Education program constitutes dismissal from the Education Department. Mercyhurst University is in compliance with the Pennsylvania Department of Education regulations for teacher certification. Should these regulations change, Mercyhurst will change its requirements and students will be responsible for meeting the new guidelines for certification.

PROCEDURES FOR ADMISSION REVIEW

1. The Admission/Retention Process is for undergraduate students only. Admission to the Graduate Education program is to be determined by the Director of the Graduate Program. Admission of post baccalaureate certification students is conducted upon acceptance through the Catherine McAuley Education Center.

2. Minimum requirements for admission to the Education Program are:

GPA of 3.0 - As an alternative to the 3.0 GPA admissions standards, either of the following is acceptable: A 2.8 GPA and a combined score of 1050 on the Scholastic Aptitude Test (SAT), with no score lower than 500 on either the verbal or mathematics subtests OR A 2.8 GPA and a score of no less than 23 on the English subtest and 20 on the Mathematics subtest of the American College Testing.

Completion of 6 university credits in Mathematics

Completion of 6 university credits in English (3 credits in writing and 3 credits in literature)

Completion of 48 credit semester hours

3. Students eligible for admission to the Education Program have their applications examined as follows:

Minimum GPA of 3.0 or alternative is required for admission to the program.

Students who meet the standards for admission present their portfolios to their advisors. If portfolios are complete, students are unconditionally accepted into the program.

Students who do not meet the state mandated minimums (see above) are not eligible for admission into the Education Department. Students may continue working with their advisors as they bring their GPA up to the minimum accepted levels. If the minimum standards are not met by the conclusion of the following Fall semester, they will be dismissed from the Education Program. Students placed on probationary status may not enroll in any Education Department course above the 300 level without the special permission of the respective departmental faculty and the department chairperson.

RETENTION

Students placed on any kind of probationary status by the admission/retention committees of the Early Childhood Education, Secondary, or Special Education Departments may not enroll in any Education Department course above the 300 level without the special permission by departmental faculty and the department chairperson. A student receiving a final evaluation of unsatisfactory in any course clinical experience may not enroll in any other Education Department course until the department faculty agree to permit the student to repeat the clinical experience and such is completed at a satisfactory level by the student. A student may be dismissed from the Education Department should he/she receive, at the conclusion of either the first or second half of the capstone clinical assignment, an evaluation of unsatisfactory. The final determination of unsatisfactory performance in the

capstone clinical program is made by the university supervisor and/or the cooperating classroom teacher.

MANDATED GRADING SCALE

The faculty in the Education Department uses a unified grading scale in the assessment of student achievement in all education courses. Above average grades will be reserved for "exemplary" work only.

100-95 % A	94-90% B+
89-85 % B	84-78 % C+
77-70 % C	69-65 % D+
64-60 % D	Below 60 % F

CLINICAL EXPERIENCE

All students will complete the Capstone Clinical; a vital experience in the program of the emerging professional educator. As part of the Capstone Clinical experience, each student will present an accepted Professional Portfolio. Capstone Clinical assignments are the responsibility of the university. To avoid conflicts of interest, a candidate will normally not be assigned to districts from which he/she graduated or to districts in which he/she permanently resides or to schools in which an immediate family member is employed.

Most course offerings of the Education Department require that a student successfully complete an assigned clinical experience in order to pass the academic course. Students who register for courses with a clinical experience are required by PA state law to obtain ACT 24/82, ACT 34, ACT 114 and ACT 151 clearances, a clear TB test and the Mandatory Reporter Training Course. Copies of these clearances must be presented to the course instructor during the first week of class and submitted to the Education Office. Information on obtaining these clearances can be found in the Education Office or on the Pennsylvania Department of Education website (<http://www.teaching.state.pa.us>) The nature of a course (location, number of hours, types of assignments, number of visits, student responsibility, etc.) is determined by the specific subject matter and content of the academic course. Specific information concerning a course clinical is found in the course syllabus. An unexcused absence from an assigned course clinical and/or an unsatisfactory final clinical evaluation from either the course instructor or the classroom clinical supervisor will result in a grade of "F" for the course and the student being given notice of automatic placement on final probationary status within the specific department and the Education Department.

CAPSTONE CLINICAL

Students accepted in the Education Department must make formal application for Capstone Clinical assignments at least one year prior to the semester in which they expect to do the Capstone Clinical experience. All assignments will be for a fourteen-week period. Capstone Clinical is done during the fall semester, J term and spring semester.

EDEC 475. Early Childhood Education PreK-4

ECSP 475. Early Childhood Education PreK-4/ Special Education PreK-8

EDUC 475. Secondary Education
(Art/BCIT/Music/World Languages)

After the application has been received and approved, each student accepted will be granted a conditional Capstone Clinical assignment. All Capstone Clinical assignments are conditional upon the academic results of the previous semester. Students accepted into the Capstone Clinical program must follow the rules and regulations governing admission/retention in this program. Final approval for Capstone Clinicals will be sent to students who have:

- Maintained a minimum GPA overall average as documented in their Admission Review Process.
- Unconditional admittance status.
- Removal of all special conditions on record as part of retention activities.

The Department will recommend for teacher certification only those candidates who have met the following requirements:

- Recommendation from the major Department.
- Satisfactory Capstone Clinical.
- Satisfactory attendance record: no late arrivals, early leave-takings, or unexcused absences.
- Attendance at all scheduled seminar meetings.
- Possession of desirable professional and personal qualities.
- Bachelor degree.

At any time during the Capstone Clinical assignment(s), unsatisfactory performance as determined by the University supervisor and/or the cooperating classroom teacher may result in a student being withdrawn from the course with a final grade of "F" and dismissal from the Education Department. It is the responsibility of the student to have knowledge of and be in compliance with all existing Pennsylvania State rules and regulations for certification.

APPLICATION FOR CAPSTONE CLINICAL

All eligibility requirements must be completed and forwarded to the Director of Student Field Placements by the designated date to qualify. Successful completion of student application.

Maintenance of cumulative GPA of 3.0 required at the time of your admission to the Teacher Education program.

Act 24/82 Form

Act 34 and Act 151 Clearances

Act 114 FBI Criminal History Clearance

Completion of the Mandatory Reporter Training Course
Clear TB test

Completion of all major methods courses, and liberal studies science courses.

Advisor's recommendation and signature.

Some programs have standards above the minimum 3.0 cumulative GPA and/or course grade expectations above the minimum grade of C. Each candidate should consult with his/her advisor for information about specific program requirements related to qualifications for the Capstone Clinical.

DISMISSAL OF A CANDIDATE FROM CAPSTONE CLINICAL PLACEMENT

Purpose: To establish reasons or a process for removal of a candidate from the Capstone Clinical assignment. The first two items are consistent with Act 34, Criminal Record Check; the third item establishes a procedure for removing a student if the candidate's behavior is not consistent with appropriate expectations of the school district; the fourth item establishes a process and assures that the student learns of unsatisfactory progress as early as possible; and the fifth item is an appeal process.

Policy: Students ultimately are guests of the cooperating school districts and may be removed at the request of the principal/ superintendent. A student may also be removed by Mercyhurst University from the student assignment for any of the following reasons:

A. If indicted for a felony, which is covered in the School Code and Act 34, there shall be a removal of the student from the school assignment until the matter is cleared. When the student is cleared of the indictment, the capstone clinical assignment will be extended to cover the time missed.

B. If convicted of a felony, which is covered in the School Code and Act 34, the student will be withdrawn from the capstone clinical assignment and will forfeit the time spent during the assignment.

C. If behavior exhibited by the student is not acceptable to the school district, it should be documented by the school administrator/principal in collaboration with the cooperating teacher, the University supervisor/coordinator, and the Director of Field Placement. If, after discussion with the student, improvement is evident, the Director of Field Placement will take no further action.

D. If it is determined by the cooperating teacher or university supervisor that the teaching competency of the student is at an unsatisfactory level based on the teaching competencies indicated on the evaluation form and not in the best interest of the students, a three way conference of cooperating teacher, university supervisor, and the student will be held to discuss the concern, possible outcomes, and remedial strategies. If, after consultation with the university Director of Field Placement, removal from this capstone clinical placement is necessary, the Director of Field Placement and the Chair of the Education Department shall take this action. This behavior should be documented and discussed in the capstone clinical experience as early as possible.

E. Decisions made under this policy may be appealed to the Vice President for Academic Affairs.

TRANSFER STUDENTS

Transfer students seeking to complete their bachelor's degree at Mercyhurst University and teacher certification are required to take a minimum of one half of the Education Department Course requirements and one half of the certification content area course requirements at Mercyhurst University. Transfer students holding Bachelor Degrees from accredited institutions other than Mercyhurst may receive Mercyhurst University recommendation for teacher certification

upon completion of all requirements established on the basis of an evaluation of prospective candidates' academic and experiential credentials by both the Chairperson of the Education Department and the Department Director of the certification area. Factors considered in this evaluation include date of course work, date of degree, and compatibility of academic and experiential credentials with the current academic and professional education requirements of the certificate.

NON-TRADITIONAL STUDENTS

Access to certification programs is available for adults planning mid-career changes, certified persons wishing to add new areas to their certificate, and the self-support students who must work while completing a program. The non-traditional student should meet with an Education Department faculty advisor to develop a plan of study that utilizes a variety of options for completion of certification requirements. The non-traditional student must meet all admission/retention standards of the Education Department as well as all the specific standards of the program offering the certification program.

GRADUATE PROGRAM

The Education Department also offers graduate programs of study leading to a Master of Science Degree in Secondary Education: Pedagogy and Practice, a Master of Science Degree in Special Education with concentrations in four areas; Applied Behavior Analysis, Autism, Higher Education Disabilities Secures, and Diversity Concentration and a Master of Science Degree in Applied Behavior Analysis. (See Graduate Programs Catalog.)

EARLY CHILDHOOD EDUCATION MAJOR PRE-K-4

The Early Childhood Education major can be certified to teach pre-school through grade four. Through the coursework, students develop a knowledge base theory of the teaching/learning process. They develop an understanding of developmentally appropriate practices with young children. Throughout their education, students will receive numerous clinical experiences working with preschool, kindergarten and primary grade children in a variety of settings.

EARLY CHILDHOOD MAJOR DEGREE PRE-K-4 REQUIREMENTS

EDEC 101	Early Foundations	3 credits
EDEC 103	Language & Literacy I	3 credits
EDEC 105	Health & Wellness	3 credits
EDEC 201	Reading Methods	4 credits
EDEC 203	Language and Literacy II	4 credits
EDEC 205	Math Methods	4 credits
EDEC 207	Observation and Assessment I	3 credits
EDEC 301	Early Childhood Methods	4 credits
EDEC 401	Integrated Methods	4 credits
ECSP 305	Family and Community	3 credits
ECSP 307	Observation & Assessment II	3 credits
ESPE 201	Inclusive Practices PreK-8	3 credits
ESPE 203	Behavior Theories and Practices	3 credits
ESPE 301	Supporting Literacy PreK-8	3 credits

EDEC 473	Systems, Policies, and Practices	2 credits
EDEC 474	Clinical I - Early Childhood Pre-K - 4	4 credits
EDEC 475	Capstone Clinical Early Childhood PreK-4	12 credits
EDUC 210	Comparative Issues in Education	3 credits
EDUC 222	Aesthetic Education	3 credits
ESPE 101	Psychology of Diverse Learners	3 credits
WL 101	Culturally and Linguistically Diverse Learners	3 credits
3 Education Electives		

EARLY CHILDHOOD EDUCATION PRE-K-4/ SPECIAL EDUCATION DUAL MAJOR DEGREE PRE-K-8 REQUIREMENTS

EDEC 101	Early Foundations	3 credits
EDEC 103	Language and Literacy I	3 credits
EDEC 105	Health & Wellness	3 credits
EDEC 201	Reading Methods	4 credits
EDEC 203	Language and Literacy II	4 credits
EDEC 205	Math Methods	4 credits
EDEC 207	Observation and Assessment I	3 credits
EDEC 301	Early Childhood Methods	4 credits
EDEC 401	Integrated Methods	4 credits
ESPE 101	Psychology of Diverse Learner	3 credits
ESPE 201	Inclusive Practices PreK-8	3 credits
ESPE 203	Behavior Theories & Practices	3 credits
ESPE 301	Supporting Literacy PreK-8	3 credits
ESPE 305	Low Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE 306	Low Incidence Disabilities Clinical	1 credit
ESPE 307	High Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE 308	High Incidence Disabilities Clinical	1 credit
ECSP 305	Family and Community	3 credits
ECSP 307	Observation and Assessment II	3 credits
EDEC 473	Systems, Policies, and Practices	2 credits
EDEC 474	Clinical I - Early Childhood Pre-K-4	4 credits
ECSP 475	Capstone Clinical Early Childhood/Special Education	12 credits
EDUC 210	Comparative Issues in Education	3 credits
EDUC 222	Aesthetic Education	3 credits
WL 101	Culturally and Linguistically Diverse Learners	3 credits

K-12 EDUCATION MAJOR

Teacher certification for grades Kindergarten through grade 12 is available in the following academic areas of study: Art(K-12), Business/Computer/Information Technology (K-12), World Language (French, Spanish), (K-12), Music (K-12). K-12 Education majors must fulfill the requirements for admission to the K-12 Education Program and to the selected academic department of the major.

Students who are seeking certification in any of the K-12 education areas must complete the prescribed courses

in their major area and the education courses listed below. All of the education courses must be taken in sequence, and must be completed before a student can begin the Capstone Clinical (see below). All Capstone Clinical assignments will be for a fourteen week period. The Capstone Clinical experience is normally during the fall and spring semesters. Final approval for the Capstone Clinical will be sent to students who have successfully met the requirements listed by the Department of Education, recommendation from the major Department, and possession of desirable professional and personal qualities as evidenced by successful completion of all clinicals.

Sophomores are required to make formal application for admission to the K-12 Education Program during the spring semester of that school year. Application for admission into the K-12 Education program beyond the Sophomore year may result in extending the normal four-year university period for meeting graduation/certification requirements.

LEVEL I

FRESHMAN/SOPHOMORE YEARS

ESPE 101	Psychology of Diverse Learners	3 credits
WL 101	Culturally and Linguistically Diverse Learners	3 credits

LEVEL II

SOPHOMORE YEAR

EDUC 210	Comparative Issues in Education	3 credits
ESPE 201	Inclusive Practices PreK-8	3 credits

LEVEL III

JUNIOR YEAR

Content area methods courses		
ESPE 301	Supporting Literacy PreK-8	3 credits

LEVEL IV

SENIOR YEAR

EDUC 474	Clinical - Secondary Education(K-12)	3 credits
EDUC 475	Capstone Clinical	12 credits

SPECIAL EDUCATION CERTIFICATION PRE-K-8

Combined with the Early Childhood PreK-4 program, the Special Education curriculum offerings are designed to enable the teacher candidate to develop and demonstrate the attainment of professional qualities, attitudes, and critical performance skills considered essential for successful teaching of exceptional children from Pre-Kindergarten through grade 8. To obtain a special education degree through Mercyhurst University, the teacher candidate must complete the requirements for dual certification with the Early Childhood PreK-4 program.

SPECIAL EDUCATION MINOR DEGREE REQUIREMENTS

ESPE 101	Psychology of Diverse Learners	3 credits
ESPE 201	Inclusive Practices PreK-8	3 credits
ESPE 203	Behavior Theories & Practices	3 credits
ESPE 301	Supporting Literacy PreK-8	3 credits
ESPE 305	Low Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE 306	Low Incidence	

ESPE 307	Disabilities Clinical	1 credit
	High Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE 308	High Incidence Disabilities Clinical	1 credit
ECSP 307	Observation & Assessment II	3 credits

APPLIED BEHAVIOR ANALYSIS (ABA) CONCENTRATION REQUIREMENTS

The Applied Behavior Analysis (ABA) Concentration allows students to gain specialized knowledge and additional proficiency in the concepts and principles of behavior analysis that can be used with diverse populations (e.g., schools, prisons, health and fitness centers, hospitals, organizations). Offered in collaboration with the Psychology Department, the ABA Concentration prepares students with the skills needed to describe, understand, predict, and modify behavioral processes, with an overall aim of promoting health enhancing behaviors. Students who successfully complete this concentration will be eligible to take a national certification exam to become a Board Certified Assistant Behavior Analyst (BCaBA), sponsored by the Behavior Analysis Certification Board (BACB).

Students seeking to pursue this concentration must have completed PSYC 281, Behavior Modification, before starting in on the Core Sequence.

The CORE sequence includes:

PSYC 282	Basic Principles of Applied Behavior Analysis	3 credits
PSYC 283	Behavioral Research: Single Subject Design	3 credits
PSYC 284	Advanced Principles of Applied Behavior Analysis	3 credits
PSYC 482/483/484	Intensive Practicum: Applied Behavior Analysis	9 credits

COURSE DESCRIPTIONS

ECSP 305. FAMILY & COMMUNITY

This course addresses the diversity found in today's school children in terms of race, culture, family structure, and the overarching needs of all children based on the works of Bronfenbrenner, Erikson, Maslow and other related theorists.

Strategies to communicate with families and build a mutually supportive link between home and school will be addressed as well as community resources to assist with the needs of PreK- to grade four students and their families. Prerequisites: EDEC 101, ESPE 101. **3 credits.**

ECSP 307. OBSERVATION & ASSESSMENT II

This course provides further study into psycho-educational assessment in education. Topics of study include:

1. Overview of basic considerations in assessment;
2. Assumptions underlying assessment and legal and ethical considerations in assessment;

3. Basic concepts of measurement, with a focus on descriptive statistics, quantification of test performance, norms, reliability, and validity;
4. Assessment of processes-intelligence, sensory acuity, oral language, perceptual-motor skills, and personality;
5. Assessment of skills-academic achievement, reading, mathematics, written language, adaptive behavior;
6. Applying assessment information to educational decision making. Prerequisite: EDEC 207. **3 credits.**

ECSP 475. CAPSTONE CLINICAL EARLY CHILDHOOD/SPECIAL EDUCATION

This 12-week experience is designed to prepare the student to assume full teaching responsibilities in both a Early Childhood PreK-4 and Special Education PreK-8 classroom. A bi-weekly seminar is mandatory. Offered every year. ~A HELM Course~ **12 credits.**

EDEC 101. EARLY FOUNDATIONS

This course introduces the student to the field of early childhood care and education. An overview of the field will include: history, developmental and learning theory and research; the social, emotional, physical, cognitive, language and creative development of young children; how early childhood professionals and early childhood programs meet the needs of young children and their families, as well as recognize the critical relationships that must be developed; types and organization of early childhood programs; characteristics of quality early care and education, including the critical importance of play and developmentally appropriate practices; current issues of the profession; cultural awareness; and the importance of ethical and professional conduct in the field. Activities (initial lesson planning), materials and standards used in the early childhood profession are introduced. **3 credits.**

EDEC 103. LANGUAGE & LITERACY I

This course provides a solid foundation in the theoretical and pedagogical underpinnings of best practices that support language and literacy acquisition from birth through the early primary grades, with a special focus on how language contributes to literacy attainment. The use of children's literature (picture book genre) in the language arts curriculum receives special attention. There is also a focus on the development of the skills of speaking, listening, writing, reading, and viewing, essential components of literacy. Students will utilize several checklists to evaluate children's speech and language learning and conduct appropriate literacy assessments on children and programs. The importance of family literacy partnerships and the significance of meeting the needs of second language learners and bilingual children will be addressed. Knowledge regarding content, instructional strategies, age-appropriate materials, and technology for intentional teaching will be discussed and practiced. Clinical Required. ~A HELM Course~ **3 credits.**

EDEC 105. HEALTH & WELLNESS

This course focuses on promotion and maintenance of physical activity, health, safety, and nutrition of young children. It provides an overview of the basic principles and best practices of physical education, health, safety, and nutrition utilized in early childhood and primary-

aged settings caring for children from birth to age nine. The course works is informed by the following: National Health Education Standards; National Association for Sport and Physical Education (NASPE) standards; NAEYC health and safety accreditation standards; Pennsylvania Learning Standards; DPW regulations. Topics covered include: Physical-Education: recognition of the importance of physical education and the goal of life-long physical fitness; knowledge about and ability to provide physical education and movement activities aimed at promoting increased motor development and competence-use of standards, lesson and activity planning; strategies used to encourage children and families to foster life-long habits of health and wellbeing; the impact of inactivity on all domains of development; and cooperative versus competitive games and the value of both. Health and Safety: learning about the critical importance of health and safety issues in care and education facilities; obtaining knowledge about common childhood illnesses and communicable diseases; preventive health and safety measures; record keeping, supervision and reporting (including mandated child abuse reporting); arrangement and maintenance of indoor and outdoor equipment; knowledge about basic first aid and emergency procedures; and identification of dangers specific to developmental stages and individual needs. Nutrition: developing an understanding of the use of the food pyramid for identifying the nutritional needs of young children and for planning nutritional and culturally sensitive snacks and meals; discussing nutrition related issues such as obesity, diabetes, and fatty liver disease. **3 credits.**

EDEC 201. READING METHODS

This course is a research-based, practical course designed to enable the early childhood education major to obtain the skills needed to effectively teach reading in grades Pre-K to 4. In addition to giving the pre-service teacher experience through readings, writing intensive activities, class discussion, hands on activities, technology exposure, demonstration lessons and practicums, the students will demonstrate increased proficiency in their own reading skills, including knowledge of phonic generalizations. Clinical Required. ~A HELM Course~ Prerequisites: EDEC 101, EDEC 103, ESPE 101. **4 credits.**

EDEC 203. LANGUAGE AND LITERACY II

This course is a research-based, practical course designed to enable the early childhood education major to obtain the skills needed to effectively teach the language arts curriculum in grades K to 4. In addition to giving the pre-service teacher experience through readings, writing intensive activities, class discussion, hands-on activities, technology exposure, demonstration lessons and clinicals, the students will demonstrate increased proficiency in their own language arts skills. The focus of this course is to help the student become proficient in the instruction of language arts (reading, writing, speaking, listening, viewing and visually representing), using an integrated approach to teaching the principal curricular skills of reading, writing, listening, speaking, spelling, grammar, and handwriting. Clinical I Required. Prerequisites: EDEC 101, EDEC 103, EDEC 201, ESPE 101. **4 credits.**

EDEC 205. MATH METHODS

This course is designed to review mathematical content, present and explore methodology and instructional materials for a contemporary elementary mathematics program. It stresses the use of knowledge obtained from learning theory, various selecting, preparing, organizing and finally presenting mathematical content for elementary children. Clinical I Required. ~A HELM Course~ Prerequisite: ESPE 101. **4 credits.**

EDEC 207. OBSERVATION AND ASSESSMENT I

This course focuses on the importance of assessment that is done through the techniques of observation, recording, and documentation. Authentic assessment, the documentation of children's learning in naturalistic settings via non-numeric instruments, will be stressed. Students will learn about different methods and tools for recording observations as they complete a clinical in a local early childhood program. Using observations as a method of understanding and assessing children's development and learning, as well as transforming the collected data into curricula and individual education plans, will be addressed. The importance of professional ethical behavior will also be a topic of discussion. Clinical required. ~A HELM Course~ Prerequisites: EDEC 101, EDEC 103, ESPE 101. **3 credits.**

EDEC 301. EARLY CHILDHOOD METHODS

This course enhances the student's understanding of developmentally appropriate curriculum, focusing specifically on curricula which provide for all areas of a young children's development (3-7), including the physical, intellectual, emotional, social, and linguistic domains. Students will examine the critical role of play - a dynamic, active, and constructive behavior—and determine that it is an essential and integral part of children's learning across all ages, domains, and cultures and therefore must be part of every early childhood curricula. Part of the course work will enable students to evaluate the theory and research integral to a variety of curriculum approaches, analyze early childhood curriculum models, and identify the historical, social and cultural influences on curriculum. Emergent curriculum, play-based curriculum, integrated curriculum across content areas, theme planning versus the project approach, and anti-bias/multicultural curriculum will be examined. By studying the materials and teaching strategies used in a variety of content areas pre-service teachers will discover how children represent their understanding through language, dramatic play, art, blocks, sand and water, and manipulatives. Focus will be on preschool, kindergarten and first grade curricula development and implementation. Clinical Required. ~A HELM Course~ Prerequisites: EDEC 101, EDEC 103, EDEC 105, ESPE 101. **4 credits.**

EDEC 401. INTEGRATED METHODS

This course examines attitudes and skills needed to teach the major content areas; specifically emphasizing Social Studies and Science integrated using a model of inquiry and Aesthetic Education. Pre-service teachers will be involved in learning experiences that prepare them to facilitate content in a Pre-K to grade 4 setting that will involve multiple subjects, multiple teachers, multiple students learning together, and multiple facets of technology emphasizing inquiry based

interdisciplinary instruction and learning. Hands-on strategies, teaching materials, and organization of lessons into units are explored. Clinical Required. ~A HELM Course~ Corequisites: EDEC 473, EDEC 474.

4 credits.

EDEC 473. SYSTEMS, POLICIES, AND PRACTICES

This seminar course will help candidates learn to identify with and conduct themselves as members of profession, with an emphasis on familiarizing candidates with the current practices/topics in the field, areas of professionalism, and family/community collaboration partnerships. Candidates will be encouraged to engage and interact with instructor and peers to discuss their field experiences, practical problems in the classroom, and reflect on how their classroom encounters relate to early development and learning theory, subject matter content, pedagogy, assessment, as well as their current coursework and overall education program goals. Candidates are expected to be active participants in assigned readings, questioning, and other discussions/debates. Candidates will enroll in this seminar concurrent with EDEC 474.

EDEC 474. CLINICAL I - EARLY CHILDHOOD PRE-K - 4

A pre-Capstone Clinical program, in which the student observes the classroom teacher, tutors individual children, supervises and teaches children in small and large group settings, and assists the teacher in appropriate teaching/learning experiences in grades Pre-K to 4. In addition to the classroom experience, the student will demonstrate proficiency of planning, writing, and implementing lesson plans and develop skills in classroom organization and management techniques. A focus on the Pennsylvania Academic Standards in health, safety and physical education will also be emphasized. Prerequisites: Unconditional acceptance into the Education Department is required. ~A HELM Course~ Corequisite: EDEC 473. **4 credits.**

EDEC 475. CAPSTONE CLINICAL EARLY CHILDHOOD PREK-4

This 12-week experience is designed to prepare the student to assume full teaching responsibilities in a Early Childhood classroom. A bi-weekly seminar is mandatory. Offered every year. ~A HELM Course~ **12 credits.**

EDUC 210. COMPARATIVE ISSUES IN EDUCATION

The emphasis of this course is to help students develop into teachers who become reflective practitioners. A case study approach, seminar-type discussion, and numerous writing assignments will be used to involve students in the day-to-day activities that are part of teaching practice. The course will explore the social, cultural, political, historical, and philosophical contexts of schools, and use the perspective gained from this study to consider present day educational issues. Students will also begin construction of their teaching portfolio by writing a statement of their philosophy of education. A fifteen hour clinical during regular school hours is required. Prerequisites: ESPE 101, Sophomore level and above. Must have state mandated clearances Acts 34,114, and 151. ~A HELM Course~ **3 credits.**

EDUC 222. AESTHETIC EDUCATION

This course is designed to help students understand the world in new ways through an experiential exploration of the arts. Students will consider the meaning of "aesthetic education" through an empirical examination of the arts and their relationship with education. Utilizing an approach developed by the Lincoln Center Institute for the Arts in Education (LCI), students will be immersed in a combination of well thought-out observations and analyses of specific works of art through hands-on exploratory activities designed by arts and education faculty. The LCI approach advocates that through these art making journeys into dance, music, theater, and the visual arts, students will be encouraged to draw upon prior perceptions to build new insights and further their comprehension of the work of art. This inquiry-based practice which encourages students to interact, question, reflect, observe, notice, and analyze art to develop a new perspective - an aesthetic awareness, integral to all forms of education and life itself. Through discussion and dialogue of these shared aesthetic experiences, students will develop an understanding of "aesthetic education" as a process of building knowledge which incorporates the elements of "art" itself, as well as incorporating the arts as a means for teaching other branches of learning. **3 credits.**

EDUC 474. CLINICAL I - SECONDARY EDUCATION (K-12)

This course is designed to provide secondary students with first-hand teaching experiences in middle and/or high school classrooms. Students work with mentor teachers in their content areas. During this time they serve as apprentices, assisting the classroom teacher and gradually move from a role of observer to roles of tutor, small group leader, and large group instructor. Interns work at their school sites each Wednesday and Friday during the semester for a total of 60 hours. Each Monday morning the interns participate in a campus seminar that addresses research-based instructional strategies and inclusive classroom practices. This course must be taken the semester immediately prior to student teaching. ~A HELM Course~ **3 credits.**

EDUC 475. CAPSTONE CLINICAL - SECONDARY (K-12)

This 12-week experience is designed to prepare the student to assume full teaching responsibilities in a secondary classroom. Students will normally teach at both the junior and senior high school levels. A bi-weekly seminar is mandatory. ~A HELM Course~ **12 credits.**

EDUC 475. CAPSTONE CLINICAL - ART/MUSIC AREAS

This 12-week experience is designed to prepare the Art and/or Music student to assume full teaching responsibilities in both elementary and secondary classrooms. A bi-weekly seminar is mandatory. ~A HELM Course~ **12 credits.**

ESPE 101. PSYCHOLOGY OF DIVERSE LEARNERS

This course provides an overview of the psychology of learning, motivation, growth and development, personality dynamics, and social adjustment with emphasis on the diversity of learners in today's classrooms. **3 credits.**

ESPE 201. INCLUSIVE PRACTICES PREK-8

This course addresses issues related to the inclusion of students with disabilities into general education classrooms and programs through policy, research, and practice. Participants will be given an opportunity to explore and develop their personal philosophy toward inclusion and collaboration in schools and communities. Participants will learn tools for collaboration, instructional strategies, assessment, and curriculum design, which will allow them to educate students with exceptionalities in the general education classroom dealing with grades Pre-K through 8. Clinical I required. ~A HELM Course~ Prerequisite: ESPE 101. **3 credits.**

ESPE 203. BEHAVIOR THEORIES & PRACTICES

This course focuses on the provision of support to students with emotional and behavior needs in academic settings. The central theme will focus on the development of assessment-based interventions that address interfering behavior, academic learning problems, and/or difficulties in interpersonal relationships. Evidence-based approaches as well as practices required by the Individuals with Disabilities Education Act (IDEA) will be emphasized. Clinical I Required. ~A HELM Course~ Prerequisite: ESPE 101. **3 credits.**

ESPE 301. SUPPORTING LITERACY PREK-8

This course prepares teacher candidates to explore the integration of literacy across all disciplines and to develop the idea that all teachers teach literacy. It prepares teacher candidates to support, accommodate, and coach students with disabilities in particular literacy strategies, including the use of assistive technologies relevant to content area subjects in grades Pre-K through 8. Prerequisite: ESPE 101. **3 credits.**

ESPE 305. LOW INCIDENCE DISABILITIES: EFFECTIVE INSTRUCTIONAL PRACTICES

This course focuses on research-based methods of instruction for students with low incidence disabilities in basic communication, mobility, sensory, and social skills, as well as academic skills (especially literacy and general education curricular access). Our approach to provision of services for these students is grounded in the broader context of expanding students' valued roles in classrooms, schools, and communities, while teaching skills that will enhance personal competence and life quality today and in the future. An introduction to augmentative and alternative communication (AAC) and assistive technology (AT) is also addressed in this course. Clinical required. Prerequisites: ESPE 101, ESPE 201, or ESPE 202, ESPE 301, or ESPE 302. **3 credits.**

ESPE 306. LOW INCIDENCE DISABILITIES CLINICAL

A 30-hour, supervised field experience in which students will participate in special education programs as observers and teacher aides. Placement will include public schools and other agencies serving children with low incidence disabilities. ~A HELM Course~ Corequisite: ESPE 305. **1 credit.**

ESPE 307. HIGH INCIDENCE DISABILITIES: EFFECTIVE INSTRUCTIONAL PRACTICES

This course focuses on the practical application of research-based instructional methods for students with high incidence disabilities. Students enrolled in this course will be expected to (a) demonstrate knowledge of the theoretical frameworks underlying instructional practices that have been shown to be effective for students with mild disabilities, (b) develop and use appropriate assessment tools for instructional decision-making, (c) develop appropriate instructional lessons based on assessment information and models of effective instruction, and (d) generate appropriate modifications and adaptations for content-area curricular materials. ~A HELM Course~ Prerequisites: ESPE 101, ESPE 201, or ESPE 202, ESPE 301, or ESPE 302. **3 credits.**

ESPE 308. HIGH INCIDENCE DISABILITIES CLINICAL

A 30-hour, supervised field experience in which students will participate in special education programs as observers and teacher aides. Placement will include public schools and other agencies serving children with high incidence disabilities. ~A HELM Course~ Corequisite: ESPE 307. **1 credit.**