

# Education

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The Education Department provides the learning environment in which prospective elementary, special education, and secondary teachers develop the knowledge, skills, attitudes, and values that will enable them to become reflective decision-makers. Through active participation, the department's educational program emphasizes connections between theory and research-based practice. Successful completion of the Saint Francis University program is accomplished when teacher candidates complete all college, program, and certification requirements, and demonstrate their ability and competence to carry out the roles for which they have been prepared according to standards, including the following:

- teachers are committed to all students and their learning;
- teachers know the subjects they teach and how to teach those subjects to diverse learners;
- teachers are facilitators of learning who are responsible for managing and monitoring student learning;
- teachers are reflective decision-makers who think analytically about their practice, learn from their experiences, and adjust their instruction appropriately;
- teachers are members of learning communities.

## **EDUCATION DEPARTMENT MISSION STATEMENT**

The mission of the Education Department of Saint Francis University is to provide a curriculum for pre-service and in-service educators that will develop and reinforce reflective practices. We will strive to instill in teachers the belief that teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments, and communities of students.

## **PROGRAMS**

The education department is creating programs for undergraduates to be certified in Early Childhood Education (ECE), Middle Education with a core specialty, and secondary Education. A dual certification program with Special education will soon be available at the ECE level. A non-degree certification program is available for students seeking a career in teaching and who hold a B.S. or B.A. degree from an accredited four-year college or university. The Department also offers a Master of Education degree, a Master of Education degree with a concentration in Leadership, a Master of Education degree with a concentration in Reading, Elementary and Secondary School principal certification, Special Education Supervision certification, Reading Specialist certification, and Superintendent/Intermediate Unit Executive Director Letter of Eligibility Certification Program. The department is developing a master's level Special Education degree. All Saint Francis University teacher preparation programs are in compliance with the requirements of the Pennsylvania Department of Education.

## **Elementary Education: Early Childhood Education**

The Education Department offers a program leading to a Bachelor of Science degree in Early Childhood Education (Pre K-4). This 131-credit program can be completed in four years.

## **BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION**

### **MAJOR REQUIREMENTS**

Education 101, 210, 212, 223, 225, 231, 261, 324, 349, 375, 406, 411, 417, 423, 425, 431, 432, 490

### **Collateral Requirements**

Geography 201; History 103 and 104; Physical Science 101; Chemistry 105; Soc 305, it is recommended that Mathematics 105 and 106 be taken and that they be taken prior to EDUC 431.

## **SECONDARY EDUCATION PROGRAM**

Students seeking secondary teaching certification must complete a single or multi-discipline major approved by the department chair of those disciplines and by the chair of the Education Department.

Students seeking secondary teaching certification may choose from the following academic areas of certification:

|                       |                  |                 |
|-----------------------|------------------|-----------------|
| Biology               | English          | Mathematics     |
| Citizenship Education | French           | Spanish         |
| Chemistry             | General Sciences | Social Sciences |

## **PROFESSIONAL COURSES**

EDUC 101, 210, 302<sup>+</sup>, 331\*, 333, 334, 402, 408\*, 412, 414\*

+ Secondary Education students are required to complete only the instructional media component of EDUC 302 (2 credits).

\* Required for foreign language education students only.

## **ASSOCIATE OF SCIENCE IN EDUCATION**

### **MAJOR REQUIREMENTS**

EDUC 101, 210, 212, 231, 299, 402, 404; PHYS 101; CORE 101, 102; ENGL 103; three credits of FNAR; three credits of HIST; three credits of MATH (above the 100 level); PHIL 205; PSYC 101; RLST 205; SPCH 103; SOC 305; and non-majors must complete three credits of a language.

## **NON-TRADITIONAL PROGRAM OPPORTUNITY**

### **Education Certification Program**

Students holding a B.A. or B.S. degree from an accredited four-year institution may take courses at Saint Francis University to receive their education certification, providing that they have a cumulative QPA of 3.0 or above and have passed the first three Praxis examinations in mathematics, reading and writing during the first term of their enrollment in the program. Students may enroll on a full-time or part-time basis. Consult the Education Department for further details.

## **CERTIFICATION**

An applicant for a teaching certificate must complete, in addition to all legal requirements, a program of teacher preparation approved by the Pennsylvania Department of Education. Certification programs offered by Saint Francis University are in compliance with the requirements of the Pennsylvania Department of Education. The Education Department may permit a student to complete a degree in Education without seeking a Pennsylvania teaching certificate.

## **TEACHER CERTIFICATION LICENSING EXAMS**

The Pennsylvania Department of Education requires that individuals seeking an Instructional I certificate pass a series of licensing exams, known as the Praxis Series. Elementary/Special Education students must pass six exams; Secondary subject students must pass four. The Education Department publishes a *Required Timeline for Taking Praxis Exams*, which specifies that students must pass the three Praxis I Academic Skills exams in order to be admitted to the teacher education program. In addition, students must have taken all Praxis exams in order to receive a student teaching placement. Students are responsible for all examination costs.

Students who completed SFU's teacher education program achieved the following pass rates on the Praxis exams: Basic Skills: 100%; Academic Content Areas: 92%; Teaching Special Populations: 100%; Summary Pass Rate: 100%. Additional information on the Praxis exam pass rates as well as comparisons to other programs in the state is available in the Education Department, and on the Saint Francis Education Department website.

## **CLINICAL EXPERIENCES**

Clinical experiences are off-campus activities that provide teacher education candidates with opportunities to apply theories and concepts studied in coursework. These experiences are directed by University faculty, facilitated by teacher mentors, and are an integral part of all education courses leading up to student teaching. Activities include, but are not limited to, observing, tutoring, mini-teaching, lesson planning, and developing instructional materials. Clinical experiences may take place in public or non-public schools, or in community agencies approved by University faculty.

Each elementary/special education student is required to complete a minimum of 190 hours of clinical experience prior to student teaching. Each secondary content major is required to complete a minimum of 50 hours. Clearances for ACT 34 Criminal Record, ACT 151 Child Abuse, Federal Criminal History, and a negative tuberculin test must be submitted to the Education Department. Each student is responsible for maintaining his or her record of clinical experience. Clinical hours will be an integral requirement of education courses. Secondary content majors may find it necessary to initiate some of their own hours in order to meet the minimum requirement prior to student teaching.

## **STUDENT TEACHING**

The student teaching semester is a significant period in the teacher preparation program. It is the culmination of undergraduate professional education and the beginning of a potential career of teaching. It is a requirement for certification and an opportunity of the student to demonstrate his/her ability and commitment to the teaching profession.

Student teaching applications must be submitted during the first week of the Fall or Spring term, immediately preceding the expected student teaching semester. These applications are carefully screened by the Education Department to ensure that all candidates are properly qualified. To be eligible for student teaching, candidates must have a QPA of no less than a 3.0. In addition, candidates must have completed all education courses with no grade less than a C, and received a C or above in any collateral courses taken. Clearances for Act 34 Criminal Record, Act 151 Child Abuse, Federal Criminal History, and a negative tuberculin test must be submitted to the Education Department. Failure to meet departmental requirements and/ or district expectations

can result in exclusion from or withdrawal from field experience teaching placements.

Student teaching is a full-time responsibility, and candidates are encouraged to set aside other pursuits, including jobs, during the student teaching semester. The Education Department will not permit candidates to be enrolled in other coursework while student teaching. Transportation for student teaching is the responsibility of each student.

Saint Francis University teacher candidates will be required to develop a portfolio, a purposeful collection of materials that documents a pre-service teacher's knowledge and skills. A portfolio relies upon the skills of reflection for sorting artifacts that are developed and compiled. The key concepts in portfolio development revolve around collection, organization, reflection, and culminate with the development of a presentation portfolio.

## **ADMISSION**

Students may declare their intent to major in Elementary/Special Education or to seek a degree in a content area with secondary education concentration when they apply to Saint Francis University. Standards have been established for admission to and retention in the Professional Teacher Education Program.

## **PROGRAM ADMISSION STATUS**

Students may apply for admission to the Professional Teacher Certification program after having completed at least 48 credits. For most students this application process will occur during the sophomore year. In addition, each candidate must have:

- 1) achieved at least a 3.0 QPA;
- 2) achieved no grade lower than C in major and collateral courses;
- 3) obtained a passing score on the Praxis Series Pre-professional Skills Tests (PPST) in Reading (#10710), Writing (#20720) and Mathematics (#10730);
- 4) completed at least six semester hours in college level mathematics;
- 5) completed at least three semester hours in college level English composition and three semester hours in English/ American literature;
- 6) completed Foundations of Education, Educational Psychology and Pedagogy (Elementary/Special Education majors only).

In addition, the candidate must attach to this application:

- 7) a letter of recommendation from a faculty member (Students must have a letter endorsed by a faculty member in their academic area.)
- 8) a brief essay ("Why I Want to Pursue Teaching as a Career")

The criteria stated above must be met and the student accepted into the professional teacher preparation program prior to registration in Education 300- and 400-level courses.

## **RETENTION STATUS**

**In order to be retained in the Professional Teacher Education Program,** Elementary/Special Education majors and students in secondary education content area concentrations (those having at least 96 credits) must maintain a QPA no less than a 3.0 with no grade lower than a C in professional courses or clinical experiences.

## EDUCATION — COURSE DESCRIPTIONS

### 101. Foundations of Education (3 credits)

This course is a comprehensive overview of the foundations of education in the United States. It is an interdisciplinary attempt (incorporating the historical, political, economic, legal, social, philosophical, and curricular foundations) to provide preservice teachers with a clear understanding of the teaching profession and the issues and controversies confronting American education today. The topics covered in the course will provide novice educators with a broad picture of education and schooling in the United States and the basis for informed decision making about the complicated educational environment they are about to enter. The primary focus is to prepare reflective teachers who will be able to make informed decisions to improve and enhance the learning environment for children. *Fall.*

### 210. Educational Psychology (3 credits)

Studies emphasize human development, psychological bases of learning and behavior, class management, assessment, and appropriate instructional strategies for diverse populations. Course projects and experiences incorporate multiculturalism, discipline, motivation, and teaching in the least restrictive environment. Classroom and clinical observation projects and experiences are required. The development of a working portfolio will be organized around the four domains of professional practice. *Prerequisite: Psychology 101. Spring*

### 212. Introduction to Pedagogy (3 credits)

Students will focus on classroom management, the basic skills of planning and delivering instruction, assessment strategies, and accommodations for special needs students. Students observe in a variety of school settings and teach model lessons to peers. The learner will develop an understanding that a teacher must be a reflective decision maker. Course requirements contribute to the collection and development of artifacts in working portfolios. *Prerequisites: Education 101 and 210. Fall.*

### 223. Teaching Communication Skills in the Elementary School (3 credits)

Principles, problems, instructional techniques and resources involved in teaching communication skills in the classroom are examined, as well as an integrated approach to the study of listening, speaking, writing, reading, and children's literature. Process writing is emphasized. Resources for teaching diverse and special needs students are explored. Students develop and collect artifacts for working portfolios. *Prerequisites: Education 101, 210 and 212. Spring.*

### 225. Diversity Experience (1 credit)

This course is a field based course in which students design and carry out an experience in the field under the guidance from the education department. Students will be required to investigate current issues related to diversity, observe in classrooms which offer diverse populations, participate in instructional activity as allowed in the experience and write a comprehensive final paper in which the research is incorporated into the observations summary and reflection. Students will be offered a variety of settings in which they can pursue this program but students will be responsible for making the arrangements and getting approval from the education department. The Diversity Experience may be completed in several current programs such as Ambialet, Perugia, Honduras, Haiti, and Mexico as well as inner city areas within the United States. Other alternatives may be approved through the education department. Fifteen hours in a classroom setting is required for each student. This course may be taken at the point in a student's schedule which is appropriate to his/her program.

### 231. Child Growth and Development (3 credits)

Physical, psychological, cognitive and affective human development from birth through adolescence. Emphasis is placed on the school-aged child, including the exceptional learner. Health-related issues are discussed. Experiences include observations and interviews of school-age children. These activities will become part of their professional portfolios. *Prerequisite: Psychology 101. Fall.*

**261. English Language Learners  
(3 credits)**

**(Same as English 261)**

The aim of this course is to prepare the aspiring early elementary teacher for the challenge of raising the academic success and social integration of such students by helping them acquire the English Language in the mainstream classroom. Candidates will be able to adapt their instruction and assessment in order to accommodate an ELL at a specific proficiency level (entering through bridging). Such accommodation also requires building a student language ability in all four language domains (listening, speaking, reading and writing) to aid in their competence in both general academic contexts (standard 1) and in one of 4 specific disciplines (standards 2-5: language arts, mathematics, science, and social studies).

**299. Education Practicum  
(3-12 credits)**

This course is designed to provide clinical experience in a school setting for students seeking to complete the Associate of Science Degree in education. Students will apply techniques learned in education courses to their position responsibilities in the school district. The practicum experience will be assessed in cooperation with the school district supervisor/mentor and Saint Francis University Education Department faculty.

**324. Emergent Literacy and Language  
(3 credits)**

A foundation of reading theory will be developed and investigated including the following components: Phonemic awareness, phonics, fluency, vocabulary and text comprehension. Emphasis will be focused on developing a repertoire of instructional techniques which reflect research findings in the field of reading/writing, and appropriate monitoring of student reading/writing development to meet the PA Academic Standards for k-12. *Prerequisites: EDUC 101, 210 and 212. Spring.*

**331. Teaching Foreign Languages  
(3 credits)**

Includes the teaching of English as a second language to speakers of other languages. Objectives, content, and organization of language materials to be taught; instructional methods and history of language teaching strategies. Applied linguistics in the teaching of a specific foreign language. TESOL and ESL. Use of audio-aural-visual aids; preprofessional teaching observation and micro-teaching. *Prerequisites: Linguistics 101, Education 101 and 210, and certified acceptable status in the student's language study area, if teaching certification is sought; otherwise Linguistics 101 and/or approval of the foreign language program director. As needed.*

**333. Reading and Writing in the Content  
Areas  
(3 credits)**

This course focuses on reading and writing as a foundation for learning enhancement in all academic areas. Emphasis will be placed on instructional practice related to pre-reading/writing activity, and a variety of approaches to support retention, organization, retrieval and generalization of information. Classes will offer lecture, discussion, projects and presentations and require observations in secondary classrooms. *Prerequisites: Education 101 and 210. Spring.*

**334. General Methods: Secondary  
(3 credits)**

Examination and development of instructional techniques appropriate for middle school, junior high, and senior high school classrooms. Emphasis on instructional planning, classroom instruction, engaging students in learning, assessment of student achievement, meeting diverse needs of students, and classroom management. Clinical experiences in secondary classrooms include observation and teaching. Designed for all secondary education concentrations except foreign language majors. *Prerequisites: Education 101 and 210, Psychology 101. Fall.*

**349. Accommodating Diverse Learners in  
the Curriculum  
(3 credits)**

This course will focus on the diverse learning needs of all children including second-language learners and students with disabilities. Factors that have influenced the diversity of learners in our schools; collaborative strategies; and instructional, curricular and assessment accommodations and adaptations for all learners will be emphasized. *Prerequisites: Education 101, 210, and 212. Recommended prerequisites: EDUC 301, 402. Spring.*

**375. Developmentally Appropriate Practice for Young Learners (3 credits)**

This course addresses content and methods for planning, facilitating, and assessing developmentally appropriate activities and environments designed to enhance children's cognitive, social, emotional, physical, and creative development in different program models of teachers and parents, materials and settings. This course partially fulfills the PDE guidelines for Early Childhood certification candidates. Also included in this course will be the accommodations and adaptations for children with disabilities in an inclusive setting.

**402. Teaching the Exceptional Learner (3 credits)**

This course addresses the Individuals with Disabilities Act, which requires the coordinated efforts of many disciplines to provide a free, appropriate education for all the nation's children. The responsibility for direct instruction of these exceptional children increasingly falls on the regular education teacher. Based on the Pennsylvania Department of Education's guidelines for developing competencies in regular classroom teachers for working with students with disabilities, this course focuses on providing teacher education candidates with the knowledge, skills, and attitudes necessary for meeting the needs of exceptional learners in the regular classroom. Methods of identifying, teaching, and providing services to exceptional students, as well as legal aspects and implications of least restrictive environment will be examined. This course seeks to provide prospective teachers with competencies that will complement their specific area of expertise. *Prerequisites: Education 101, 210, and 212. Fall*

**403. Transition Planning for Adolescents with Disabilities (3 credits)**

This course will focus on providing pre-service teachers with skills to attend to not only the present educational program for students but also their future needs regarding post-school environments in the area of employment, community involvement, post-secondary education, and leisure pursuits. *Prerequisites: Education 101, 210, and 212. Recommended prerequisites: EDUC 301, 402. Spring.*

**405. Education of Individuals with Moderate/Severe Disabilities (2 credits)**

This course focuses on major theoretical positions regarding etiology, definition, and identification of a diverse population. Educational approaches will be presented which emphasize methods to facilitate and implement an integrated functional, life-skills, and community-based curriculum in inclusive settings. Strategies regarding assessment, adaptations, accommodations, partial participation, teaming, co-teaching, transition, and utilizing paraprofessionals in the school, the community, and the work place will be provided. *Corequisite: 1-credit seminar is required for education majors when registered for EDUC 405 for 2 credits. Prerequisites: Education 101, 210 and 212. Recommended prerequisites: EDUC 301, 402. Fall.*

**406. Techniques of Behavior Change (3 credits)**

Educators have long understood that behavior difficulties can keep students from functioning productively in the classroom. Federal and state regulations require IEP teams to develop positive behavior intervention plans and supports that address behaviors that interfere with the learning of students with disabilities and with the learning of others. This course focuses on various methods of assessment, the general principles of applied behavior analysis, and proactive/preventative interventions to support all students experiencing emotional and behavioral difficulties. Behavioral interventions include the use of school-wide, classroom and individual strategies. *Prerequisites: Education 101, 210 and 212. Recommended prerequisites: EDUC 301, 402. Fall.*

**408. Student Teaching of Foreign Language in the Elementary School (6 credits)**

Analysis and evaluation of methods and techniques of teaching, and thorough analysis of observation and participation by the student teacher at the elementary school level, followed by actual teaching experience, under supervision, in the elementary schools. *Prerequisites: All major course requirements through the 300 level completed prior to student teaching, application for student teaching submitted to the Education Department prior to the anticipated student teaching semester and approved by the department chair. Fall, Spring.*

**411. Problems in Reading and Writing  
(3 credits)**

This course provides an in-depth look at working with students who do not demonstrate expected progress in reading and writing growth. Building upon the foundations and processes established in EDUC 324, the students will investigate, practice and interpret assessment measures within each area of concern through sound and appropriate selection and application of formal and informal means of assessment. Specific techniques for remediation to address areas of concern will enrich the future teacher's repertoires of delays. Direct observation of students and individual work with students who experience reading challenges will assist the future teacher in applying theoretical knowledge and making sound instructional decisions. *Prerequisites: Education 101, 210, 212 and 324. Fall.*

**412. Student Teaching in the Secondary School  
(12 credits)**

Student teaching is the culminating experience for the senior student enrolled in the professional phase of the teacher preparation program at Saint Francis University. University faculty and cooperating teachers place emphasis on helping student teachers develop as reflective decision makers while applying educational theory to practice. Experiences include lesson observation, planning, and teaching; using a variety of instructional strategies, resources, materials, and technology; adapting instruction for special needs students; teaching diverse populations; and assessing student achievement. Secondary majors complete a twelve-credit, fifteen-week assignment in their area of certification. Students are required to attend an integrated, non-credit weekly seminar designed to reinforce and enhance the standards and expectations of the program. Topics include lesson planning, effective instruction, motivation techniques, assessment practices, classroom management, school law issues, portfolio development, licensing and certification, job search strategies, and program standards. *Prerequisites: All major course requirements completed prior to student teaching, application for student teaching submitted by the established deadline and approved by the Field Services Coordinator. Successful completion of the Writing Competency Exam. Must have taken content area Praxis examinations. Fall, Spring.*

**414. Student Teaching of Foreign Language in the Secondary School  
(6-12 credits)**

Analysis and evaluation of methods and techniques of teaching, and thorough analysis of observation and participation by the student teacher at the secondary school level, followed by actual teaching experience, under supervision, in the secondary schools. *Prerequisites: All major course requirements through the 300 level completed prior to student teaching, application for student teaching submitted to the Education Department prior to the anticipated student teaching semester, must have taken all PRAXIS exams and approved by the department chair. Fall, Spring.*

**417. Tests and Measurements  
(3 credits)**

Concepts, procedures, and techniques for developing, selecting and interpreting teacher-made and standardized instruments for measuring student achievement in elementary/special education and secondary educational settings. Emphasis is placed on evaluation techniques applicable to classroom situations. Assessing progress of special needs learners in the least restrictive environment and of diverse student populations. *Prerequisites: EDUC 101, 210 and 212. Recommended prerequisites: EDUC 301, 402. Spring.*

**419. School Law  
(3 credits)**

Awareness of fundamental definitions and concepts used in basic school law. Common legal terms defined and significant court cases reviewed. Study of Pennsylvania school laws governing tenure, certification, students, special education, intermediate units, curricula, state aid, federal aid, finance, transportation, and Act 195. Critical thinking and application to school-based settings emphasized. *Prerequisites: EDUC 101, 210. As needed.*

**421. Special Topics  
(3 credits)**

Study of a given topic, the specific subject to be announced each time the course is offered. Example: Children's Literature. *As needed.*

**423. Family/Community Relations in Early Childhood Education**  
(3 credits)

This course approaches the issue of communication with parents and parent involvement as well as relationships of the educator and school program with the community at large. Such topics as parents' roles and relationships with educators, social service agencies, clinics, and other settings serving physical, mental health and educational needs of families and young children are included. Social and cultural differences and the impact of current parent and family structures will be explored. The course will require observation at sites serving the needs of young children and their families.

**425. Program and Organizational Management**  
(3 credits)

Management and other skills and knowledge needed to develop and/or manage a quality early childhood education program will be presented. The course will provide guidelines for financing, budgeting, board members, community assessment, facility equipment, staffing, scheduling, health and safety management, licensing, regulations and enrollment management.

**431. Methods Block I**  
(2-8 credits)

The methods block experience establishes the foundation for developing a teaching repertoire prior to the student teaching experience. The course focuses on the theory, methods, and practices of teaching elementary math, science, physical education, health, environment and ecology in inclusive classrooms. Course work includes observing and teaching in local schools. Each student prepares and presents a portfolio to demonstrate competencies. *Prerequisites: Education 101, 210, and 212. Fall.*

**432. Methods Block II**  
(6 credits)

The methods block experience establishes the foundation for developing a teaching repertoire prior to the student teaching experience. The course focuses on the theory, methods, and practices in teaching elementary social studies and fine arts. Course work includes observing and teaching in local schools and the museum. Each student prepares and presents a portfolio to demonstrate competencies. *Prerequisites: Education 101, 210, and 212. Spring.*

**490. Student Teaching in Elementary and Early Childhood Education**  
(12 credits: 6 for each assignment)

Student teaching is the culminating experience for the senior student enrolled in the professional phase of the teacher preparation program at Saint Francis University. University faculty and cooperating teachers place emphasis on helping student teachers develop as reflective decision makers while applying educational theory to practice. Experiences include lesson observation, planning, and teaching; using a variety of instructional strategies, resources, materials, and technology; adapting instruction for special needs students; teaching diverse populations; and assessing student achievement. Elementary Education/Early Childhood Education majors complete 15 weeks of student teaching. Student teachers are required to attend an integrated, non-credit weekly seminar designed to reinforce and enhance the standards and expectations of the program. Topics include lesson planning, effective instruction, motivation techniques, assessment practices, classroom management, school law issues, portfolio development, licensing and certification, job search strategies, and program standards. *Prerequisites: All major course requirements completed prior to student teaching, application for student teaching submitted by the established deadline, must have taken all PRAXIS exams and approved by the Education Department chair. Successful completion of the Junior English Exam. Fall, Spring.*

**501. Independent Study in Education**  
(1-8 credits)