SECONDARY EDUCATION 7-12

Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about adolescent development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of adolescent learners and use this information effectively when selecting instructional strategies and making curricular decisions.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners’ competence in a specific subject matter area.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of comprehensive high school education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of the subject matter.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine high school student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

The traditional undergraduate programs include 40 courses distributed across three components: A General Education component divided into

Signature Courses, Variable Courses, and an Integrative Learning requirement; a Major and Divisional component; and Free Electives. In addition to course requirements as specified in each area, students must complete one certified course in each of the following overlay areas:

1. Diversity, Globalization or Non-western Area Studies,
2. Ethics Intensive, and
3. Writing Intensive. Overlay requirements are part of the forty-course requirement.

Saint Joseph’s University has established a General education program for all undergraduate students: The following courses must be included as GEP courses for education majors:

General Education Signature Courses

See this page about Signature courses (https://academiccatalog.sju.edu/curricula/#signature). Six courses

General Education Variable Courses

See this page about Variable courses (https://academiccatalog.sju.edu/curricula/#variable). Six to Nine courses

Code     Title                      Hours
One Science Course with Lab

General Education Overlays

See this page about Overlays (https://academiccatalog.sju.edu/curricula/#overlay).

Code     Title                      Hours
Diversity Intensive
EDU 150   Schools in Society-Fr Seminar  3
EDU 246   Literacy, Language and Culture  3

Writing Intensive
EDU 151   Develop, Cognition, & Learning  3

Ethics Intensive
SPE 160   Intro to Special Education  3

General Education Integrative Learning Component

See this page about Integrative Learning Component (https://academiccatalog.sju.edu/curricula/#integrative-learning). Three courses:

Code     Title                      Hours
HIS 201   History of the United States  3
or HIS 202  History of the United States  3

MAT 111   The Mathematics of Patterns  3
or MAT 118  Introduction to Statistics  3

SPE 160   Intro to Special Education  3

Major Concentration
List of Courses
F indicates that course includes a field component
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 150/150F</td>
<td>Schools in Society-Fr Seminar (GEP First Year Seminar)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 151/151F</td>
<td>Develop, Cognition, &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 246/246F</td>
<td>Literacy, Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDU 247/247F</td>
<td>Literacy in the Content Areas</td>
<td>3</td>
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<tr>
<td>SPE 160/160F</td>
<td>Intro to Special Education</td>
<td>3</td>
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<tr>
<td>SPE 203/203F</td>
<td>Tchng Adolescents Inclus Envir</td>
<td>3</td>
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<tr>
<td>SPE 310/310F</td>
<td>Assessment &amp; Progress Monitor (Secondary)</td>
<td>3</td>
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<tr>
<td>EDU 491</td>
<td>Secondary Student Teaching</td>
<td>12</td>
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Select one of the appropriate techniques course for area:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 410/410F</td>
<td>Instructional Tech -English ¹</td>
<td>3</td>
</tr>
<tr>
<td>EDU 412/412F</td>
<td>Instruct Techniques: Soc Stud</td>
<td>3</td>
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<tr>
<td>EDU 416/416F</td>
<td>Instructional Techniques -Math</td>
<td>3</td>
</tr>
<tr>
<td>EDU 418/418F</td>
<td>Instructional Tech: Science</td>
<td>3</td>
</tr>
</tbody>
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¹ English and foreign language majors are required to take one linguistics course: LIN 200, LIN 317, or EDU 420