

# EDUCATION PK-4 AND SPECIAL EDUCATION DUAL MAJOR

The dual major prepares teachers for teaching in Elementary PK4 and Special Education PK12 grades. The Elementary Education PK4 major leading to Level 1 Instructional Teaching Licensure is an accredited program approved by the Pennsylvania Department of Education (PDE) and is aligned with the requirements for teacher certification in PK4. Students will also engage with content and pedagogical approaches relevant to grades 5 and 6 which enables them to add certification to teach grades 5 and 6 with additional testing. Throughout the Elementary Education PK4 program, students integrate theory with practice through coursework and field experiences in PK4 classrooms.

Students in the PK4 program have the option to add the Special Education PK12 major to their program of study. The Special Education PK12 program leading to Level 1 Instructional Teaching Licensure is aligned with the Pennsylvania Department of Education requirements for teacher certification for Special Education PK12 grades and for serving the needs of learners of all abilities. In all our teacher preparation programs leading to Level 1 Instructional Teaching Licensure, in-class coursework is combined with weekly field experiences in local PK12 classrooms starting with the first semester of study to give students hands-on experience for teaching young learners.

The undergraduate Teacher Education and Special Education programs are built upon a strong liberal arts curriculum provided through the General Education Program (GEP) at Saint Joseph's University. This enables students to integrate their understanding of interdisciplinary content with an understanding of developmentally appropriate pedagogy.

**Special Education PK-12 must be a double major with Elementary PK-4.**

## Learning Goals and Outcomes

**Goal 1:** Students will demonstrate knowledge of PK-12 learner development and curricular content

**Objective 1.1:** The student will be able to identify individual differences and to respond to the needs of individuals with exceptionalities.

**Objective 1.2:** The student will be able to use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

**Goal 2:** Students will demonstrate the ability to create positive PK-12 learning environments

**Objective 2.1:** The student will demonstrate the ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

**Objective 2.2:** The student will demonstrate an understanding of ways to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

**Goal 3:** Students will demonstrate the use of assessment for diagnosis and progress monitoring

**Objective 3.1:** The student will be able to select and use technically sound formal and informal assessments that minimize bias.

**Objective 3.2:** The student will assess performance and provide feedback.

**Goal 4:** Students will demonstrate knowledge of research-based instructional planning and strategies

**Objective 4.1:** The student will be able to identify an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

**Objective 4.2:** The student will be able to use strategies and technology to enhance language development and communication skills of individuals with exceptionalities.

**Goal 5:** Students will demonstrate knowledge of professional ethical practice

**Objective 5.1:** The student will demonstrate an understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

**Objective 5.2:** The student will demonstrated the ability to develop a variety of education and transition plans for individual with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.

## Requirements

*The traditional undergraduate programs includes a minimum of 120 credits 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<sup>1</sup>:*

1. *Diversity, Globalization or Non-western Area Studies,*
2. *Ethics Intensive*
3. *Writing Intensive, and*
4. *Diversity*

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*Overlay requirements are part of the 120 credit requirements*

## General Education Signature Courses

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

## General Education Variable Courses

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

## General Education Overlays

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

Code	Title	Hours
<b>Diversity Intensive</b>		<b>3</b>
EDU 150	Schools in Society w/ Field	
EDU 246	Language and Culture w/ Field	
<b>Writing Intensive</b>		<b>3</b>
EDU 151	Cognition & Learning w/ Field	
<b>Ethics Intensive</b>		<b>3</b>
SPE 160	Intro to Special Education	
<b>Total Hours</b>		<b>9</b>

## 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	U.S. History to 1877	3
or HIS 202	U.S. History since 1865	
MAT 111	The Mathematics of Patterns	3
or MAT 118	Introduction to Statistics	
SPE 160	Intro to Special Education	3
<b>Total Hours</b>		<b>9</b>

## Major Requirements

(Special Education PK-12 must be a double major with Elementary PK-4)

Code	Title	Hours
EDU 121	Child Development	3
EDU 150	Schools in Society w/ Field	3
EDU 151	Cognition & Learning w/ Field	3
EDU 155	Found of Early Child w/ Field	3
EDU 231	Assessment and Evaluation	3
EDU 232	Literacy/Literature I w/ Field	3
EDU 240	Literacy/Literature II w/Field	3
EDU 265	Teaching Math in PK2 w/ Field	3
EDU 246	Language and Culture w/ Field	3
EDU 362	Soc Stud Thru Arts PK4 w/Field	3
EDU 363	Science Methods PK-4 w/ Field	3
EDU 365	Math & Technology PK4 w/Field	3
SPE 160	Intro to Special Education	3
SPE 205	Inclusive Classrooms w/ Field	3
SPE 320	Progress Monitoring w/ Field	3
SPE 329	Educ Stds w/High Incid Disabil	3
SPE 339	Educ Stds w/Low Incid Disabil	3
SPE 349	Literacy & Intervention Strat	3
SPE 359	Math & Content Area Interv Str	3
SPE 369	Ed Stds w/Emot-Social Beh Disb	3
SPE 379	Fam School & Comm:Diverse Soc	3
EDU 498	Dual Major Student Teaching	6