

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

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

Outcome 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

Outcome 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.

Outcome 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

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

Outcome 3.2: The student will assess performance and provide feedback.

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

Outcome 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.

Outcome 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

Outcome 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.

Outcome 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

Cornerstone Core Curriculum Requirements

Consist of 14 core and 2 overlay requirements. See below for additional detailed information on each of these requirements.

Code	Title	Hours
First Year Course Requirements		
ENG 101	Craft of Language	3
	World History Course Area	3
Philosophy Requirements		
Either Level One or Level Two (but not both) – must be Ethics designated. If approved, philosophy courses may count for a student's Writing Intensive overlay. Students may not double-count the same course as Philosophy Level Two and as a Mission Overlay course.		
	Philosophy Level One	3
	Philosophy Level Two	3
Theology & Religious Studies Requirements		
If approved, Theology & Religious Studies courses may count for a student's Writing Intensive overlay. Students may not double-count the same course as CCC Theology and as a Mission Overlay course.		
	Theology	3
	Religious Studies	3
Diversity & INT 151 Requirements		

A student's Diversity course may not count for any other CCC course area requirement or as their Mission Overlay course. If approved, Diversity courses may count for a student's Writing Intensive Overlay requirement. INT 151 may not count for any other CCC requirements. This course must be taken in the first two years		
Diversity		3
INT 151	Inequality in American Society	1
Math & Natural Science Requirements		
If approved, Math & Natural Science Requirements may count toward overlay requirements.		
Mathematics		3-4
Natural Science		4
Social Science Requirement		
If approved, such Social Science Requirement may count toward a student's overlay requirements.		
Non-Native Language Requirement		
A single Non-Native Language course may not count as an overlay course but a second language course fulfills a student's Mission Overlay requirement.		
Literature Requirement		
If approved, Literature courses may count toward a student's overlay requirements.		
Fine and Performing Arts, Creativity, and Design Requirement		
If approved, Fine and Performing Arts, Creativity, and Design courses may count toward a student's overlay requirements.		
Overlay Requirements		
Writing-Intensive		3
If approved, Writing-Intensive courses may double count as major courses, minor courses, electives, or as any CCC course area requirement except for the first-year courses (World History and Rhetoric and Composition).		
Mission-Overlay		3
Mission Overlay courses may double count as major courses, minor courses, elective courses, or any of the following CCC course areas: Fine and Performing Arts, Creativity, and Design, Literature, Mathematics, Natural Science, or Social Science.		
Total Hours		47-49

Recommended CCC Courses

Code	Title	Hours
Diversity		
EDU 150	Schools in Society w/ Field	
Social Science		
EDU 151	Cognition & Learning w/ Field	
Writing Intensive		
EDU 151	Cognition & Learning w/ Field	
Mission-Overlay		
SPE 160	Intro to Special Edu w/Field	

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 246	Language and Culture w/ Field	3
EDU 265	Teaching Math in PK2 w/ Field	3
EDU 340	Literacy/Literature II w/Field	3
EDU 362	Soc Stud Thru Arts PK4 w/Field	3
EDU 363	Science Methods PK-4 w/ Field	3
EDU 366	Teaching Math Gr. 3-6 w/Field	3
EDU 498	Dual Major Student Teaching	6
SPE 160	Intro to Special Edu w/Field	3
SPE 205	Inclusive Classrooms w/ Field	3
SPE 320	Progress Monitoring w/ Field	3
SPE 329	High Incid Disabil w/Field	3
SPE 339	Low Incid Disabil w/Field	3
SPE 349	Literacy Intervention w/Field	3
SPE 359	Math & Content Interv w/Field	3
SPE 369	Emot-Beh'l Disabil w/Field	3
SPE 379	Fam School & Comm:Diverse Soc	3
SPE 495	Special Ed. Student Teaching	6
Total Hours		75

Free Electives

Graduation requires 120 credits. Any credits necessary to reach that number outside of the CCC and major requirements are considered free electives.