SECONDARY EDUCATION (7-12) MAJOR

Students with a primary major in one of the following who are interested in teaching grades 7-12 can dual major in Secondary Education (7-12):

- BA in Biology (https://academiccatalog.sju.edu/arts-sciences/biology/bs-biology/#biologysecondaryeducationtext)
- BA in Chemistry (https://academiccatalog.sju.edu/arts-sciences/chemistry/chemistry-bs-american-chemical-society-certification/#secondaryeducationtext)
- English (https://academiccatalog.sju.edu/arts-sciences/english/english-major/#englishsecondaryeducationtext)
- History (https://academiccatalog.sju.edu/arts-sciences/history/history-major/#secondaryeducationtext)
- Mathematics (https://academiccatalog.sju.edu/arts-sciences/mathematics/bs-mathematics/#secondaryeducationtext)
- Physics (https://academiccatalog.sju.edu/arts-sciences/physics/bs-physics/#physicssecondaryeducationtext)

Upon successful completion of the dual major, SJU degree requirements, and required certification exams, teacher candidates may apply to obtain an Instructional I Secondary Education (7-12) Teaching Certificate from the State of Pennsylvania. Students must also maintain an overall GPA of 3.0 or higher to obtain teacher certification upon graduation.

In addition to their primary major advisor, Secondary Education(7-12) dual majors will also be assigned an advisor from the Education Department who will guide them through their required Education courses. The Education advisor will also assist students seeking teacher certification in formally applying for the SJU Educator Preparation Program, usually in the spring semester of their sophomore year. Students must have an overall GPA of 3.0 or higher to enroll in EDU 491 (https://academiccatalog.sju.edu/search/?P=EDU%20491) Secondary Student Teaching in their senior year.

Pennsylvania's Secondary Education (referred to as "secondary" or "7-12") preparation program guidelines require a professional core of courses, early and varied field experiences, and student teaching. In addition to the subject-specific content requirements for secondary programs that are met by the student's major, candidates for the 7-12 teaching certificate in Pennsylvania must complete a prescribed sequence of coursework, which includes the specific requirements for Accommodations and Adaptations for Diverse Learners in Inclusive Settings and Meeting the Needs of English Language Learners under §49.13(4)(i)).

Learning Goals and Outcomes

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

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

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

Requirements

Students will also follow curriculum requirements for selected primary major. Requirements for the Secondary Education (7-12) major are as follows.

Code	Title	Hours
In addition to the Secondary Education major courses, PDE requires education majors to complete 6 credits in English (ENG 101 and a ENG Literature course) and 6 credits in Mathematics		
EDU 150	Schools in Society w/ Field	3
EDU 157	Adolescent Development w/Field	3
EDU 230	Eval: Secondary Grades 7-12	3
EDU 246	Language and Culture w/ Field	3

EDU 247	Literacy in Cont Areas w/Field	3
SPE 160	Intro to Special Edu w/Field	3
SPE 205	Inclusive Classrooms w/ Field	3
EDU 491	Secondary Student Teaching	12
Select appropriate course for content area/primary major:		**3**
EDU 418	Instr Techniq Science w/Field	
EDU 410	Instr Techniq English w/Field	
EDU 412	Instr Techniq Soc St w/Field	
EDU 416	Instr Techniq Math w/Field	
Total Hours		**36**