

SECONDARY EDUCATION (7-12) GRADUATE

Secondary Education 7-12 Graduate Program

The M.S. in Education program leads to PDE Instructional I Teacher Licensure for teaching a specific content area in secondary 7-12 grades. M.S. and certification consist of 30 credits. The program integrates theory with practice through rigorous coursework and field experiences. The capstone course is a semester of student teaching in secondary 7-12 grades in the candidate's content/subject area.

Subject Area Options in Secondary Education:

- Biology,
- Chemistry,
- Physics,
- General Science,
- English,
- Mathematics,
- Citizenship Education
- Social Studies
- Computer Science

Prerequisite coursework to meet certification standards may be required.

The 4+1 program in secondary education 7-12 for SJU non-education majors

The 4+1 program allows non-education majors (Biology, Chemistry, Math, English, and History) at SJU to begin a master's program in education as part of their undergraduate program. Undergraduate students may take up to three graduate level courses (total of 9 credits) that will "double count" as elective undergraduate credits and as required credits in the graduate program. Double-counted courses include: EDU 550, SPE 600, EDU 557.

The graduate program leads to Instructional I teaching licensure. All candidates must apply through the graduate office to be in the 4+1 program, must maintain a GPA of 3.0 or higher to be fully accepted and continue in the graduate program, and follow clearance guidelines applicable to all certification students. Upon program completion, candidates must complete all Praxis testing requirements to obtain PDE Instructional I Teaching Licensure.

Learning Goals and Outcomes

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.

Secondary Education 7-12 Graduate Program (All Candidates) List of Courses

Required courses for M.S. in Education and PA Certification (30 credits)

Code	Title	Hours
EDU 550	His & Contemp Persp Ed w/Field	3
EDU 557	Adolescent Psychology w/ Field	3
EDU 646	Language and Culture w/ Field	3
EDU 610-622 w/Field:	Instructional Techniques (Select in content area discipline)	3
EDU 647	Literacy & Lrn Acr Cur w/Field	3
SPE 600	Found & Current Issues: Sp Edu	3
SPE 613	Incl. Class Practices w/Field	3

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SPE 626	EducAssess & ProgMonitor PK-12	3
EDU 691	Secondary Student Teaching	6