

EDUCATION, M.A.

Program Description

For years, the traditional school-as-factory model has set the tone for most teacher education programs. In contrast, LaSalle's Master of Arts in Education program offers unique alternatives that view each child as an individual learner with needs that often can't be met through an industrialized approach to education. This assembly-line method of schooling encourages teachers to ignore individual differences and the interlocking parts of a child's education. Worse still, it causes them to think in terms of stereotypes of grade, label, and subject.

LaSalle-prepared educators are not semi-skilled production workers. LaSalle-educated teachers command a comprehensive understanding of the child or adolescent as a very individual learner. They know how to keep the differences of their students in mind and they know how to develop state-of-the-art instruction that works in the "real world" of the school. This focus on the individual as learner is the very embodiment of the expert teacher.

LaSalle-educated teachers also are grounded in analytic techniques that promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, and provide resources for the development of educational policy-making skills. This develops genuinely reflective professional practitioners who are capable of leading and innovating rather than merely following orders.

To insure a union of theory with practice, clinical teaching begins early in the program. Moreover, these practica are managed and directed by LaSalle University in order to ensure optimal conditions of professional growth. LaSalle's Master of Arts in Education program offers: in-service continuing education for practicing teachers; dual certification in elementary, middle level, secondary and special education; certification in most secondary teaching areas; and add-on certifications in Instructional Coaching, Autism Spectrum Disorders and Special Education.

Mission

Consistent with the mission of Graduate Studies, the mission of the Master of Arts in Education program is to prepare 21st century educators through project-based, problem-based service learning and community engagement grounded in Lasallian values.

Program Goals

As students progress through the program, each will gain skills in the following areas:

Professional Learning Stance

- Address practice through the lenses of learning and inquiry stances
- Develop critical habits of mind to address assumptions of practice by evaluating and interrogating significance, perspective, evidence, connection and supposition

21st Century Communication Skills

- Use effective and articulate expression of thoughts and ideas effectively using multiple modalities and technologies in multiple and diverse settings
- Use active and effective listening skills to surface underlying meaning, values, attitudes and intentions

- Infer message effectiveness and impact before, during and after delivery

Social Justice and Leadership

- Engage in respectful collaboration to address professional and community issue
- Display an awareness and sensitivity to ethnically, linguistically, cognitively, physically, socially diverse group
- Demonstrate a belief in educational equity

Admission Requirements

To be accepted into the program:

Required

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. Current official transcripts from each college attended to date (graduate and/or undergraduate) are required.
2. An overall GPA of 3.0 or hold an existing master's degree. For a GPA below 3.0, applicants will submit additional documentation to support the application profile. (e.g., Graduate Record Examination General Test (GRE) or Miller's Analogies Test (MAT), interview, praxis test, etc.)
3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
4. Complete the Online Application for Admission (<https://apply.lasalle.edu/apply/>) (fee is waived).
5. Provisionally meet the criteria, both academic and professional, for Candidacy for Teaching Certification

Optional

1. Professional resume (can be uploaded onto the Online Application).
2. Attend a personal interview with the Director of the program, if requested by the Director.
3. Provide a personal statement of your interest in the program, if requested by the Director.

Send all materials to the address provided with the online application.

Admission is based solely upon applicant's qualifications. Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog.

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Degree or Certificate Earned

M.A.

Required for Program Completion

- Courses
 - 10
- Credits
 - 30
- GPA
 - 3.0

Student Learning Outcomes

At the conclusion of the program, students will accomplish the following student learning outcomes that are aligned with Institutional Learning Outcomes (ILOs):

SLO 1:##Examine assumptions within disciplinary decision-making#(ILO:##Broader Identities #2-Reflective Thinking and Valuing)

SLO 2:##Use evidence as a basis for disciplinary decision-making#(ILO:##Expanded Literacies #2-Critical Analysis and Reasoning)

SLO 3:##Communicate effectively using the conventions of the discipline#(ILO:##Effective Expression #1-Oral and Written Communication)

SLO 4:##Collaborate effectively to solve disciplinary problems#(ILO:##Active#Responsibility #3-Collaborative Engagement)

Tuition, Fees, and Assistance

Students may find the tuition and fee schedule on the Financial Aid website (<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>).

Tuition Assistance

Information about financial aid, deferred payments and application forms may be obtained from the Director of Student Financial Services, La Salle University, Philadelphia, PA 19141-1119, or by calling 215.951.1070.

Scholarships and Assistantships

There are several additional financial support options for graduate students in the MA and certification programs.

Noyce Scholars Program

Current or recently graduated STEM major (Biology, Chemistry, Physics or Mathematics) who are interested in teaching within the STEM disciplines while supporting students in the Philadelphia region may consider the Noyce Scholars Programs. The scholarship award is \$15,000. See <https://www.lasalle.edu/prnp/> for program details.

Annenberg Scholarship Program

For those interested in teaching STEM subjects, needs-based scholarships are available through the Annenberg Scholarship Program. Candidates are required to have a 3.0 GPA and show financial need. Scholarship awards are available up to \$10,000. Submit the Annenberg application that is available at www.lasalle.edu/finaidforms (<http://www.lasalle.edu/finaidforms/>).

Graduate Assistantships

Students can receive the equivalent of up to 3 graduate credits in exchange for administrative work in the Graduate Education offices or research support for faculty. Students typically work up to 20 hrs. per week each semester. Support is awarded each semester on an as-needed basis.

Other Funding

A modest amount of need-based, tuition-reduction funding is available for new students.

Additional Information

For more information contact the Graduate Education Program Office at 215.951.1593 or graded@lasalle.edu.

Information about financial aid and application forms may be obtained from the Student Financial Services' Web site, <http://www.lasalle.edu/financialaid/>, or by calling 215.951.1070.

Academic Requirements

Individual plans for progression will be determined for each student in consultation with the program director and program adviser.

Courses are offered in an 8-week hybrid or online format. Students complete courses during the fall, spring, summer and winter intersession terms.

Required for Degree

- 30 graduate credits consisting of the 6 Core and 4 other courses
- GPA of 3.0 and higher
- To maintain a 3.0, students need to earn a B or higher in their courses. If a student earns more than 2 below B grades, they will be asked to re-take the course to maintain good standing in the program
- A student must earn at least a B in EDC 751 Transformative Pedagogy: A Capstone Experience, which is the capstone course, for successful completion of the program

Required for the Master of Arts in Education

Code	Title	Credits
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	3
EDC 602	The Teacher and Technology	3
EDC 604	Foundations of Schooling	3
EDC 613	The Role of the Developmentally Oriented Teacher	3
EDC 751	Transformative Pedagogy: A Capstone Experience	3
Electives		
12 credits to complete the M.A. ¹		12
Total Credits		30

¹

Certification courses can be used as electives for the M.A.

Endorsement Certifications

M.A. candidates may choose to specialize in one of the concentrations listed below. Each concentration is also offered as a stand alone endorsement certification.

- Autism Spectrum Disorders-Fully Online (12 credits)
- Instructional Coaching-Fully Online (12 credits)

Certification Candidates - Field Experience/Integrated Coursework

M. A. degree with certification candidates will engage in field experience and integrated coursework:

Elementary and/or Special Education Certification Candidates

Code	Title	Credits
Inclusion Practicum		
EDC 643	Developing and Adjusting Instruction	3
EDC 645	Planning and Instruction for Students with Special Needs	3
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
Professional Semester		
Select one of the following:		6
EDC 662 & EDC 679	Elementary and Special Education Student Teaching and Elementary and Special Education Special Methods of Teaching	
EDC 669 & EDC 679	Elementary and Special Education Supervised Teaching/Transitional Teaching and Elementary and Special Education Special Methods of Teaching	
Total Credits		15

Middle Level and/or Special Education Certification Candidates

Code	Title	Credits
Inclusion Practicum		
EDC 643	Developing and Adjusting Instruction	3
EDC 645	Planning and Instruction for Students with Special Needs	3
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
Professional Semester		
Select one of the following:		6
EDC 662 & EDC 679	Elementary and Special Education Student Teaching and Elementary and Special Education Special Methods of Teaching	
EDC 669 & EDC 679	Elementary and Special Education Supervised Teaching/Transitional Teaching and Elementary and Special Education Special Methods of Teaching	
Total Credits		15

Secondary Education and/or Special Education Certification Candidates

Code	Title	Credits
Secondary Education Practicum		
Select one of the following:		6-9
EDC 647 & EDC 648	Developing and Adjusting Instruction for Secondary Learners and Secondary Education Summer Practicum	
EDC 647 & EDC 648 & EDC 661	Developing and Adjusting Instruction for Secondary Learners and Secondary Education Summer Practicum and Teaching All Students in Inclusive and Special Education Settings	
Professional Semester		
Select one of the following:		6
EDC 680 & EDC 689	Secondary Education Special Methods of Teaching and Secondary Education Student Teaching	

EDC 680 & EDC 668	Secondary Education Special Methods of Teaching and Secondary Education Supervised Teaching (S)	
Total Credits		12-15

Special Education Certification Only Candidates

Code	Title	Credits
Inclusion Practicum		
EDC 643	Developing and Adjusting Instruction	3
EDC 645	Planning and Instruction for Students with Special Needs	3
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
Total Credits		9

Autism Spectrum Disorders and Instructional Coach Endorsement Certifications

- field experiences embedded the courses.

Visit the individual program pages for courses of study for each certification option offered.

Course Sequence

Program courses are offered in 8-week hybrid or online formats. Students complete coursework across the fall, spring, summer and winter intersession terms. The MA degree has the following course sequence:

Code	Title	Credits
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	3
EDC 602	The Teacher and Technology	3
EDC 604	Foundations of Schooling	3
EDC 613	The Role of the Developmentally Oriented Teacher	3
EDC 751	Transformative Pedagogy: A Capstone Experience	3
4 Electives		12
Total Credits		30

Electives

Students can choose up to additional four graduate-level courses (equal to 12 credits) to complete the program. Two of the electives must be in the field of education. Certification courses can be used as electives for the M.A.

Certifications

Students should consult with the Academic Advisor of the MA degree program for more information regarding the sequencing of certification courses.

Course Descriptions**Education**

EDC 501 Cog Dev For Tchrs

This course addresses cognitive development and the acquisition of knowledge, and explores the implications for instruction. Emphasizes creating more meaningful learning experiences for pupils who are at varying developmental levels and who have different learning styles.

EDC 502 Soc-Emot Dev Tchrs

This course is designed to further the educator's knowledge and understanding of the developmental concepts that are essential to sound educational practice. The course explores the areas of social, emotional, and moral development in the context of family and community systems as well as the socializing agents in culture and society that influence these three areas, and the significance of these areas to the classroom teacher. It examines how teachers can use their knowledge of these areas of development and the influence of popular culture on development to make the learning environment more responsive to their students' needs.

EDC 503 Cognitive, Social, and Emotional Development

This course provides an overview of the physical, cognitive, psychosocial, emotional, and moral development for humans across the lifespan. Participants will explore theories of learning and development as they pertain to the individual in the home, in schools, the community, at work, individually, with families and with peers. Attention will be paid to both normative and nonnormative developmental trends.

EDC 504 Needs of Diverse Students

This course prepares educators to differentiate instruction including the gifted, at risk, ESL, and students with Individual Education Plans. The course will explore proven effective models emphasizing the varied inclusion approaches. Under discussion will be the social, emotional, cognitive and academic benefits and challenges from the educators, students and parents perspectives. The total profile of a student in an inclusionary setting requires examination of variations in beliefs, cultural background and individual strengths and needs. Students will be able to apply PDE Special Education Standards to better acquaint themselves with the development and ongoing implementation of evidence-based methods. Prerequisites: EDC 501 or EDC 502 or permission of the graduate director

EDC 505 Introduction to Instructional Leadership I

This course provides an overview of adult learning, understanding, and communication as a vehicle to teacher growth and instructional leadership skills as well as an introduction to models of assessment, technology standards, technology in assessment, data-driven decision making using Excel and other data-based programs, data analysis, supervision, and professional development. Opportunities to shadow and observe practicum supervisory staff will be provided. Students will also get valuable experiences practicing authentic data collection and analysis through the development of an assessment and professional development plan in the graduate practicum. Controversies are dissected and the organizational complexities of school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values-based curriculum. The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills, and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 613 or equivalent

EDC 505A Instructional Leadership PT II

EDC 506 IntroInstruction Leadership II

EDC 507 Breaking Ranks

EDC 510 Human Exceptionalities

This course introduces human exceptionalities and surveys the psychological, medical, legal, and social forces influencing the provision of services for exceptional people. Clarifies perceptions of exceptionalities, defines and describes key terms and concepts, and identifies major trends that affect the scope and nature of service to exceptional people.

EDC 512 Introduction to the Middle School

This course is designed to provide students with an overview of the historical, social, and cultural influences in the development of the middle school concept. It investigates organizational structure, alternative patterns of school and class organization, team planning, and collaboration techniques. This course focuses exclusively on middle-level philosophy, transition, learning, and management so that teacher candidates seeking certification in grades 4-8 will have a deeper understanding of adolescent issues requiring specific educational approaches.

EDC 520 Writing Instruction for Literacy Educators

In this course, students will read and analyze books and articles written about the pedagogy of writing instruction to give the foundation necessary to create an authentic writing environment in their classrooms- where all of the students will view themselves as writers. The students will create teaching goals and will present what they learn through a variety of assignments culminating with the creation and implementation of a unit to reflect their growth.

EDC 522 Safe Schls Hlthy Kids

EDC 523 The Leadership Academy

EDC 541 Tchng Elem Sci w/ Tech

EDC 542 Teach Algebra with Tech

EDC 545 Teach Elem Math with Tech

EDC 546 Teach Mid-Sch Mth w/ Tech

EDC 547 Teach Science with Tech

EDC 548 Dealing With Data

EDC 549 Connecting Math & Science

EDC 555 Introduction of Early Childhood Methods

This course provides an overview of historical and current early childhood education models as well as curriculum, classroom management, and assessment considerations based on developmental theories of young children in Prek-4th grades. A special emphasis is placed on holistic curricula integrating literacy, mathematics, science, social studies, art, music, and movement into early childhood classrooms and including the family and community into the overall design. Understanding how to develop a classroom environment that embraces is emphasized. Prerequisite(s): EDC 503

EDC 560 Teach Interactive Math I

EDC 561 Teach Interactive Math II

EDC 562 Teach Interactive Mth III

EDC 563 Teach Interactive Math IV

EDC 564 Teach Core-Plus Math I

EDC 565 Teach Core-Plus Math II

EDC 566 Teach Core-Plus Math III

EDC 567 Teach Core-Plus Math IV

EDC 568 Math-in-Context I

EDC 569 Math-in-Context II

EDC 570 Special Topics

EDC 571 Special Topics

EDC 574 Intro To Grad Res & Wrtnng

EDC 580 Math-in-Context III

EDC 581 Connected Math I

EDC 582 Connected Math II

EDC 583 Connected Math III

EDC 584 Graphing Calculators

EDC 585 Geometer's Sketchpad

EDC 595 Topics in Math

EDC 601 Foundations Of Educ

This course promotes analysis of the meaning and effects of educational institutions. Provides resources for developing critical understanding of educational thought and practice. Encourages the development of value positions based on critical study. Provides resources for the development of educational policy-making perspectives and skills.

EDC 602 The Teacher and Technology

This course helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing, and multimedia. Emphasizes the impact of those technologies on human growth and development. Prerequisite(s): EDC 503

EDC 603 Curric & Developmt

This course assists students in examining and refining their own concept of the curriculum and provides them with the knowledge and practical skills required to translate that concept into an effective, developmentally based program for learners. Stresses acquiring the knowledge, developing the attitudes, and cultivating the skills that make teachers effective curriculum workers in the schools. Prerequisites: EDC 501, 502, 602, 613 or permission

EDC 604 Foundations of Schooling

This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of educational institutions including, but not limited to schooling, both past and present are discussed. Schooling-related controversies are dissected and the organizational complexities of schools structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values based curriculum. The course provides resources for the development of educational policy- making perspective skills. It stresses the knowledge, skills and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 503, EDC 510, EDC 613

EDC 612 Geography for Teachers

This course provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all Elementary and Special Education Certification candidates.

EDC 613 The Role of the Developmentally Oriented Teacher

This course enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores strategic instructional planning, teaching styles, presentation skills, cooperative learning, and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaches both in the laboratory and the classroom. Prerequisite(s): EDC 503

EDC 615 Advanced Instructional Design

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional leaders. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning. *This course may be taken as an elective in the master's program.

Prerequisite(s): EDC 505

EDC 616 Play, Learning, and Education

This course examines various perspectives on the notion of play in culture, with a particular emphasis on children's play. The course will emphasize the link between theory and practice at the sites in society where children interact with each other and adults.

EDC 617 Reading in the Content Areas for Secondary Educators

This course provides students with the opportunity to understand reading as a strategic interactive process that affects the learner's efforts in all academic areas. Students will explore currently held views of the reading process, instruction techniques, and assessment concerns related to secondary education. Class sessions employ a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates. Prerequisite(s): EDC 503

EDC 618 Reading and Writing in the Elementary-Special Education Classroom

Promotes understanding of reading as a strategic interactive process that affects learners' efforts in all academic areas. Explores currently held views of the reading process, instruction techniques, and assessment concerns related to elementary and secondary education. Employs a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates. Prerequisite(s): EDC 503

EDC 619 Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers

The major goal of this course is to help future and practicing teachers understand how reading and writing ability develop, why some students have difficulty learning to read/or write, how to diagnose and address reading and writing problems, why a variety of assessment and teaching techniques must be used to identify students' strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions that impact reading and writing instruction. Prerequisite(s): EDC 617 or EDC 618; or enrolled in Special Education certification program

EDC 620 Literacy Difficulties

This course prepares reading specialists to meet the needs of students who demonstrate significant problems in reading and writing. It prepares reading specialists to use diagnostic assessments as a basis for planning instruction. Emphasis is placed on understanding and analysis of reading problems and the design and implementation of instructional interventions in reading and language arts. Prerequisites: EDC 617 or 618.

EDC 624 Images of Schooling and Childhood in Literature, Painting, and Film

The seminar will examine how concepts of schooling and childhood evolved in American and European culture from the 18th century to the present. The course will focus on how literature, painting, and film reflect these changing concepts as they relate to the following: progressive vs. traditional schooling; school as factory, temple, and town meeting; public vs. private schooling; corporal punishment; moral education; childhood, heredity, and environment; and childhood, creativity, and imagination. The course will also include a field trip to the Philadelphia Museum of Art.

EDC 637 Systems Investigations**EDC 640 Lit across the Curriculum**

This course presents the reading specialist with techniques and strategies for presenting literature to children and adolescents and getting them to respond to it. Students interact with a wide variety of children's literature to recognize notable authors and illustrators and to develop an ability to critically analyze children and young adult literature from diverse perspectives. Students will examine, evaluate, discuss, and use literature and related non-print materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Students develop an understanding for ways in which children's literature develops literacy and encourages young people to know the pleasure that can derive from reading good books. Materials for children, adolescents, and adults with limited reading abilities are covered. Prerequisites: EDC 617 or 618.

EDC 641 Teaching Science as Integrated Inquiry

This course focuses on how to develop student understanding of scientific knowledge and nature of scientific inquiry through inquiry-centered approaches that are in harmony with the contemporary research on cognitive science, motivation, and learning and instruction. It also addresses science education standards, issues, research, and application. Throughout the semester, students are provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science. Prerequisite(s): EDC 503

EDC 642 Development of Mathematical Thought

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all Elementary and Special Education Certification candidates. Prerequisite(s): EDC 503

EDC 643 Developing and Adjusting Instruction

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience necessary to implement instruction in inclusive and non-inclusive educational settings. Prerequisite(s): EDC 503, EDC 510

EDC 644 Assessing the Abilities of all Learners

This course provides an overview of norm-referenced, criterion-referenced, curriculum-based, and authentic assessments used in the evaluation of students with and without disabilities. Classroom-based practices using differentiated assessments are also emphasized in this course. Students will be engaged in evaluating a focus child and writing a report containing Individualized Educational Plan (IEP) goals to meet the needs of the student. Prerequisite(s): EDC 510 or permission

EDC 645 Planning and Instruction for Students with Special Needs

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services. Prerequisite(s): EDC 643

EDC 646 Adj Inst:Mod\Sev Handicap**EDC 647 Developing and Adjusting Instruction for Secondary Learners**

This course applies a developmental perspective to the design and implementation of secondary-level instruction. Prerequisite(s): EDC 503 or permission

EDC 648 Secondary Education Summer Practicum

An intensive summer immersion program for secondary certification candidates. Provides an early full-time classroom teaching experience in a closely supervised and highly supportive clinical setting. Prerequisite(s): EDC 503, EDC 647 or permission

EDC 649 The Literacy Coach

This course promotes the concept that a specialist, serving as a school's literacy coach, can work effectively with secondary teachers to improve students' literacy skills as they study their content area subjects. Future specialists will learn to collaborate with content teachers as they make learning more lasting and meaningful. Strategies, techniques, and approaches will be demonstrated to show how more effective learning can take place without any appreciable loss of "content time." Prerequisites: EDC 617 and 618

EDC 650 Language Assessment and Special Education of ESL Learners

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios are addressed specifically. Issues in authentic assessment and assessment in the content areas are also addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students analyze the impact that a handicapping condition has on the individual in learning and social environments. Prerequisite(s): BLS 600 and BLS 601

EDC 651 The Literacy Internship

The literacy internship is the capstone experience for the program. Students will complete a minimum of 100 hours in an intensive summer reading program designed for children and adolescents. Students will be expected to apply concepts from their coursework to their work with students who are struggling readers. Students will be expected to conduct literacy evaluations of students with mild, moderate, and severe reading or writing difficulties, design specific literacy instruction to meet student needs, implement instruction, and evaluate the effectiveness of the instructional techniques on literacy growth. Students will also be expected to choose literacy materials that are in line with students' instructional levels and to develop a literacy-rich and positive learning environment. An alternate option for completing the required internship hours exists for those currently teaching in reading/literacy-intensive positions. The director of the Graduate Programs in Education must approve this option. Prerequisites: EDC 617 or 618, 620, and 640.

EDC 652 Leadership and Educational Change I

This course focuses on developing education professionals' ability to critically reflect on problems arising in schools for the purpose of achieving positive school change. Using in-depth research related to instructional practices in a specific content area of interest or expertise (reading, mathematics, social studies, science, etc.) or behavior management, students will conduct needs assessments in their schools and design a professional development project that will result in positive classroom or school change. Approval of the project is required by the school leadership and course instructor prior to progressing to the next course (EDC 651), in which the action research project will be implemented. In order to prepare graduate students for this project they will be exposed to the following 1) school staff development needs and resources based on analysis of data, interviews with teachers and the leadership team, and personal observations; 2) multiple assessments designed to measure program outcomes, and; 3) activities designed to address the needs of the educational program and needs assessment. Prerequisite(s): EDC 505, EDC 615

EDC 653 Leadership and Educational Change II

This course is a continuation of EDC 650: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored and supervised by a La Salle University instructor as they engage in implementing their school-based projects and measuring outcomes. Prerequisite(s): EDC 505, EDC 615. EDC 652

EDC 655 Dimensions of Autism

This course provides an overview of the historical and legislative antecedents of autism spectrum disorder (ASD). Students will learn about the characteristics of students who fall within the Autistic Spectrum (Asperger's syndrome, pervasive developmental disorder, Rett's syndrome, childhood disintegrative disorder, and hyperlexia) in preparation for teaching students with autism in inclusive and self-contained settings. Students will be introduced to a continuum of interventions for students with ASD.

EDC 657 Systems Approach With Families and Educators

This course is designed to provide the Marriage and Family Therapy (MFT) Graduate Student, and the Education Graduate Student with an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the special needs child and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child. Prerequisite(s): EDC 655

EDC 659 Prac IA EI/Spc Stu Teach**EDC 660 Prac IB EI/Spc Stu Teach****EDC 661 Teaching All Students in Inclusive and Special Education Settings**

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences. Prerequisite(s): EDC 643 and EDC 645 or EDC 647

EDC 662 Elementary and Special Education Student Teaching

Required of all Elementary and Special Education Certification candidates with no teaching experience. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 665 Communication Strategies for Teachers of Students Spanning the Special Needs Spectrum

This course will provide educators with new insights into the communications-related needs of students, enable participants to work more effectively with related services in the delivery of special programming and, teach class members to apply new technologies and strategies to best meet the needs of special needs students including those with Autism Spectrum Disorders (ASD). In collaboration with speech- language pathologists, current practices in monitoring, data-gathering and assessment of students holding communications-related IEPs will be introduced, practiced and applied to the classroom setting in a practicum experience. Prerequisite(s): EDC 655

EDC 667 Implementing the IEP in the Inclusive Classroom

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed. Prerequisite(s): For the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661; For the ASD program: EDC 655; EDC 665

EDC 668 Secondary Education Supervised Teaching (S)

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his or her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth standards as appropriate for area of certification.) Required of all certification candidates who are not required to take student teaching. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 669 Elementary and Special Education Supervised Teaching/ Transitional Teaching

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. Required of all certification candidates who are not required to take student teaching. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 670 Special Topics in Education

Permits individual examination of topics of special interest.

Restriction(s): Requires faculty sponsor and permission of the Director.

EDC 671 Special Topics**EDC 672 Special Topics****EDC 673 Seminar in School Law**

This course surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

EDC 674 Special Topics**EDC 675 Special Topics****EDC 676 Classroom Mgt/School Disciplin****EDC 677 Comput/Internet For Teachers**

EDC 679 Elementary and Special Education Special Methods of Teaching
Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 680 Secondary Education Special Methods of Teaching

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 682 Soc/Education Outcomes

Students will examine the socioeconomic factors that help and hinder educational success and failure. By engaging various texts on educational stratification and social inequality, students will examine how various social locations and structural conditions shape which groups are likely to be educationally mainstreamed and the social factors that result in educational marginalization. The role of social reproduction theory, as an intergenerational arbitrator of academic success and failure, will be examined. Central to this class will be the macro-sociological, political, and economic forces that shape our educational institutions. By the end of the course, our students will have a solid handle on how race, class, gender, sexual orientation, poverty, disability, and educational policy influence educational outcomes.

EDC 684 Class Mgt/School Discipline

Students will explore issues of school and classroom behavior, examine foundational philosophical perspectives, and reflect on one's own developing perspectives about those issues. The underlying philosophy of this class is that we must first manage our own behavior before we can influence our students. The course is intended to place students in the position of being reflective by making connections between personal experiences and theories of human behavior. Students will be provided with specific tools and techniques for managing the behavior of students, but more importantly, they will be encouraged to develop a systematic process for thinking about (a) their own behavior and (b) the behavior of their students.

EDC 689 Secondary Education Student Teaching

Required of all certification candidates not eligible for Supervised Teaching. Prerequisite(s): Must be taken as final course in certification sequence

EDC 695 Action Research/Edc Change

Focuses on developing education professionals' ability to critically reflect on problems arising in schools through developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. Students will be introduced to publishing opportunities. Prerequisites: EDC 617 or 618, 620, 640, and 651

EDC 697 Action Research/Educ Change II

As a continuation of EDC 695: Action Research and Educational Change, students will design, conduct, implement, and analyze data collected from action research proposals begun during the EDC 695 course. Students will be mentored as they engage in the research process. A final report of the action research will constitute a master's thesis. Prerequisites: EDC 695 and 601

EDC 743 Intro/Conceptual Change

P. 215-991-2037

EDC 744 Adv/Conceptual Change

EDC 750 Teaching AP Stats

EDC 751 Transformative Pedagogy: A Capstone Experience

This capstone course, for students in any of the Education programs leading to a Master's degree, will focus on critical pedagogy and transformative pedagogies, while providing the structure and guidance for the completion of a capstone project. Students will be able to choose one of three capstone options: (1) publishable quality paper, (2) development of a curriculum, or (3) action research project. The course will be structured so that students will be guided through project proposal, design and completion while engaging in coursework and readings that emphasize transformative pedagogies. A B or higher must be obtained in this course to complete the Master's Degree program. Prerequisite(s): EDC 501, EDC 502, EDC 504, EDC 604, EDC 613

EDC 764 Comp Science A/AB: Adv Plcmt

EDC 774 Special Topics

EDC 775 Govt & Pol: US

EDC 776 Govt & Pol: Comparative

EDC 777 Psychology: Adv Plcmt

EDC 779 US History: Adv Plcmt

EDC 781 Eng Lang: Adv Plcmt

EDC 783 English Lit: Adv Plcmt

Faculty

Professors: Bednar, Richardson, Williams

Associate Professors: Lewinski, Liang, Mosca, Roy

Assistant Professors: Baker, Byrne, McLaurin

Lecturers: Auletta-Singer, Brown, Conway, Davis, Dougans, Finore, Foote,

Innocenzo, Kersul-Wiener, Ricci, Vassallo, Rulli

Professors *Emeritus*: Clabaugh, Feden, Vogel, Yost

Program Contact Information

Master of Arts in Education

Hayman Hall 112

1900 W. Olney Ave.

Philadelphia, PA 19141

graded@lasalle.edu (graded@lasalle.edu)

215-951-1593 (p)

215-951-1843 (f)

Staff Contact Information

Kimberly E. Lewinski, PhD

Program Director

Hayman Hall 112

1900 W. Olney Ave.

Philadelphia, PA 19141

Lewinski@lasalle.edu (Lewinski@lasalle.edu)

215-951-1362 (p)

215-951-1843 (f)

Mariama Quist

Academic Advisor, Graduate Education

Hayman Hall 112

1900 W. Olney Ave.

Philadelphia, PA 19141

Quist@lasalle.edu