

EDUCATION, M.A.

Program Description

For years, the traditional school-as-factory model has dominated teacher education programs. In contrast, La Salle's Master of Arts in Education program offers unique alternatives that view each child as an individual learner with needs that cannot be met through an industrialized approach to education. This assembly-line method of schooling encourages teachers to overlook individual differences and the interconnected aspects of a child's education, often leading to stereotypes based on grade, label, and subject.

La Salle-prepared educators are far from semi-skilled production workers. They possess a comprehensive understanding of children and adolescents as unique learners. They are trained to consider the diverse needs of their students and to develop innovative instruction that works in the real world of the classroom. This emphasis on the individual learner is the hallmark of an expert teacher.

La Salle-educated teachers are also well-versed in analytic techniques that enhance their ability to evaluate the impact of educational institutions, develop a critical understanding of educational thought and practice, and contribute to educational policy-making. This approach nurtures genuinely reflective professional practitioners who are capable of leading and innovating rather than merely following established routines. To ensure a strong union of theory and practice, clinical teaching begins early in the program. These practices are managed and directed by La Salle University to provide optimal conditions for professional growth.

This program can lead to a Master of Arts degree or a Master of Arts degree with certification, providing flexible pathways to meet diverse professional goals.

We offer a Master of Arts in Education and Teacher Certification in the following areas:

- Early Childhood (PreK-4) Certification (p.)
- Early Childhood (PreK-4) and Special Education (PreK-12) Certification (p.)
- Middle-Level Science and Math (4-8) Certification (p.)
- Middle-Level Science and Math (4-8) and Special Education (PreK-12) Certification (p.)
- Secondary Education (7-12) Certification (p.)
- Special Education (PreK-12) (p.)
- Reading Specialist Certification (p.)
- Principal Certification

We offer Pennsylvania Certifications and Pennsylvania Endorsements in the following areas:

- Early Childhood (PreK-4) (p.)
- Early Childhood (PreK-4) and Special Education (PreK-12) (p.)
- Middle-Level Science and Math (4-8) Certification (p.)
- Middle-Level Science and Math (4-8) and Special Education (PreK-12) Certification (p.)
- Secondary Education (7-12) Certification (p.)
- Secondary Education (7-12) and Special Education (PreK-12) Certification (<https://www.lasalle.edu/programs/secondary-education-and-special-education-prek-12-certification/>)
- Special Education (PreK-12) (p.)

- Reading Specialist Certification (p.)
- Principal Certification (p.)
- Autism Spectrum Disorders (<https://www.lasalle.edu/programs/autism-spectrum-disorders-endorsement/>)
- Instructional Coach (<https://www.lasalle.edu/programs/instructional-coach-endorsement/>)
- STEM

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 issues
- Display awareness and sensitivity to#an ethnically, linguistically, cognitively, physically, and socially diverse group
- Demonstrate a belief in educational equity

Degree or Certificate Earned

Master of Arts (M.A.)

Required for Program Completion

REQUIRED FOR DEGREE:

- 30 graduate credits, including successful completion of EDC 751
- G.P.A. of 3.0 and higher

CORE COURSES

- EDC 503 Cognitive, Social, and Emotional Development
- EDC 510 Human Diversity
- EDC 602 Educational Technology
- EDC 604 Foundations of Schooling
- EDC 613 The Role of the Developmentally Oriented Teacher
- EDC 751 Transformative Pedagogy: A Capstone Experience

ELECTIVES AND CONCENTRATIONS

Students choose an additional four graduate-level courses (equal to 12 credits) to complete the program. Certification courses can be used as electives for the M.A. Candidates for the M.A. may choose to specialize in one of the program concentrations that follow.

NOTE: Two programs require an additional course for the concentration.

Students may transfer up to 6 credits toward electives with a “B” average or better and the approval of the Director. Courses from other La Salle graduate programs may be used for electives with the approval of the Director.

- Autism Spectrum Disorders (<https://www.lasalle.edu/programs/autism-spectrum-disorders-endorsement/>)
- Instructional Coaching (<https://www.lasalle.edu/programs/instructional-coach-endorsement/>)

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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/financialforms/ (<http://www.lasalle.edu/financialforms/>).

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

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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
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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

Reading Specialist Certification

Code	Title	Credits
Inclusion Practicum		
EDC 651	The Literacy Internship	6
Total Credits		6

Principal Certification

Code	Title	Credits
INTERNSHIP		
EDC 670	Special Topics in Education (This should be internship)	3
Total Credits		3

Autism Spectrum Disorders, Instructional Coach, and STEM Endorsements

- field experiences embedded the courses.

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

Early Childhood (PreK-4) Certification

48 Credits

Code	Title	Credits
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	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
Certification Courses		
EDC 555	Introduction of Early Childhood Methods	3
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
EDC 618	Reading and Writing in the Elementary-Special Education Classroom	3
EDC 619	Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers	3
EDC 641	Teaching Science as Integrated Inquiry	3
EDC 642	Development of Mathematical Thought	3
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		
EDC 662	Elementary and Special Education Student Teaching	3
OR		
EDC 669	Elementary and Special Education Supervised Teaching/Transitional Teaching	3
Early Elementary and Special Education Supervised Teaching (candidates with two or more years of teaching experience and currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)		
EDC 679	Elementary and Special Education Special Methods of Teaching	3

Early Childhood (PreK-4) and Special Education Certification

51 Credits

Commonwealth of Pennsylvania Prerequisites

Studies or appropriated CLEPs to indicate knowledge of, American history (3credits), art or music (3 credits), literature (3 credits), and mathematics (6credits).

Code	Title	Credits
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	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
Certification Courses		

EDC 555	Introduction of Early Childhood Methods	3
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
EDC 618	Reading and Writing in the Elementary-Special Education Classroom	3
EDC 619	Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers	3
EDC 641	Teaching Science as Integrated Inquiry	3
EDC 642	Development of Mathematical Thought	3
EDC 644	Assessing the Abilities of all Learners	3
<i>Inclusion Practicum</i>		
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		
EDC 662	Elementary and Special Education Student Teaching	3
OR		
EDC 669	Elementary and Special Education Supervised Teaching/Transitional Teaching	3
Early Elementary and Special Education Supervised Teaching (candidates with two or more years of teaching experience and currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)		
EDC 679	Elementary and Special Education Special Methods of Teaching	3

Middle-Level Science and Math (4-8) Certification

45 Credits

Code	Title	Credits
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	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
Certification Courses		
EDC 512	Introduction to the Middle School	3
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
EDC 617	Reading in the Content Areas for Secondary Educators	3
EDC 641	Teaching Science as Integrated Inquiry	3
EDC 642	Development of Mathematical Thought	3
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		

EDC 662	Elementary and Special Education Student Teaching	3
OR		
EDC 669	Elementary and Special Education Supervised Teaching/Transitional Teaching	3
Early Elementary and Special Education Supervised Teaching (candidates with two or more years of teaching experience and currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)		
EDC 679	Elementary and Special Education Special Methods of Teaching	3

Middle-Level Science & Math with Special Education Certification

51 Credits

Code	Title	Credits
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	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
Certification Courses		
EDC 512	Introduction to the Middle School	3
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
EDC 617	Reading in the Content Areas for Secondary Educators	3
EDC 619	Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers	3
EDC 641	Teaching Science as Integrated Inquiry	3
EDC 642	Development of Mathematical Thought	3
EDC 644	Assessing the Abilities of all Learners	3
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
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
Professional Semester		
EDC 662	Elementary and Special Education Student Teaching	3
OR		
EDC 669	Elementary and Special Education Supervised Teaching/Transitional Teaching	3
Early Elementary and Special Education Supervised Teaching (candidates with two or more years of teaching experience and currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)		
EDC 679	Elementary and Special Education Special Methods of Teaching	3

Reading Specialist Certification

Using a schedule that accommodates those already employed as teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and Preparation) requiring that specialists of reading be certified according to specific competencies set forth in the regulations.

Students can earn either a Master of Arts in Education with Certification as a Reading Specialist (33 credits) or Certification only as a Reading Specialist (21 credits).

In addition to the standard admission requirements for Graduate Education, applicants must also provide a valid teaching certificate or evidence of completion of all requirements for certification, including passing scores on all relevant PRAXIS exams.

Code	Title	Credits
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	3
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
EDC 751	Transformative Pedagogy: A Capstone Experience	3
Certification Courses		
EDC 520	Writing Instruction for Literacy Educators	3
EDC 618	Reading and Writing in the Elementary-Special Education Classroom	3
or EDC 617	Reading in the Content Areas for Secondary Educators	
EDC 619	Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers	3
EDC 640	Multicultural Literature for children and Adolescents Across the Curriculum	3
EDC 649	The Literacy Coach	3
EDC 651	The Literacy Internship	6

Secondary Education (7-12) Certification

36 Credits

Certification Areas

Certification is offered in Biology, Chemistry, Communications, Social Studies, Earth and Space Science, English, French, General Science, German, Italian, Latin, Mathematics, Physics, and Spanish.

Code	Title	Credits
Subject Area Courses		
Determined on an individual basis.		
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	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
Certification Courses		
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
BLS 602	History of Spain and the Americas	3

EDC 617	Reading in the Content Areas for Secondary Educators	3
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Secondary Education Practicum

EDC 647	Developing and Adjusting Instruction for Secondary Learners	3
EDC 648	Secondary Education Summer Practicum	3

Professional Semester

EDC 668	Secondary Education Supervised Teaching (S) (candidates with two or more years of teaching experience currently employed as a teacher)	3
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OR

EDC 689	Secondary Education Student Teaching	3
EDC 680	Secondary Education Special Methods of Teaching	3

Special Education (PreK-12)**33 Credits**

Using a schedule that accommodates those already employed as teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education Bureau of Teacher Certification and Preparation) requiring that special education teachers be certified according to specific competencies set forth in the regulations. Upon successful completion of this program, candidates are certified to teach PreK-12 special education.

Students can earn either a Master of Arts in Education with Certification in Special Education (33 credits) or Certification in Special Education only (24 credits).

In addition to the standard admission requirements for Graduate Education, applicants must also provide a valid teaching certificate or evidence of completion of all requirements for certification, including passing scores on all relevant PRAXIS exams.

Code	Title	Credits
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 655	Dimensions of Autism	3
EDC 751	Transformative Pedagogy: A Capstone Experience	3
Certification Courses		
EDC 510	Human Exceptionalities	3
EDC 619	Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers	3
EDC 641	Teaching Science as Integrated Inquiry	3
EDC 644	Assessing the Abilities of all Learners	3
EDC 667	Implementing the IEP in the Inclusive Classroom	3
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
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

Principal Certification**24 Credits**

The Principal Certification Program is a 24-credit, dynamic and intensive educational leaders with the knowledge, skills, and vision necessary to excel as school principals and leaders. With a focus on practical application and hands-on learning, participants delve into leadership theory, instructional leadership, school management, and ethical decision-making that is grounded in culturally relevant and sustaining leadership. This program not only prepares students for principal certification exams but also cultivates the leadership qualities needed to inspire positive change and elevate educational institutions.

Code	Title	Credits
EDC 505	Introduction to Instructional Leadership I	1-3
EDC 615	Advanced Instructional Design	3
EDC 652	Leadership and Educational Change I	3
EDC 653	Leadership and Educational Change II	3
EDC 654	Fiscal & Executive Leadership	3
EDC 656	Law & Policy School Leaders	3
EDC 664	Leadership in Inclusive Edc	3
EDC 681	Leadership Internship	3

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 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 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 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 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 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 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 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 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 640 Multicultural Literature for children and Adolescents Across the Curriculum

This course equips reading specialists with strategies for presenting literature to children and adolescents through a multicultural lens. Students will explore a wide range of children's literature, recognizing diverse authors and illustrators while developing critical analysis skills. The curriculum emphasizes evaluating and discussing literature that reflects varied cultural experiences and integrating trade books across subjects to foster inclusivity. Participants will learn how children's literature enhances literacy and cultivates a love for reading among diverse audiences, including those with limited reading abilities. 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 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 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 654 Fiscal & Executive Leadership

This course explores the managerial responsibilities of school administrators and their impact on the educational effectiveness of schools. Strategic planning, staffing, budgeting, resource allocation, facilities management, negotiation and contracts, and decision making are studied in relation to modern leadership. Thirty field hours are required.

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 658 Law & Policy School Leaders

This course provides an overview of major issues in school law focuses primarily on case law including U.S. Supreme Court decisions as well as relevant state and lower court federal opinions. Topics covered include church/state issues, teacher and student rights, laws associated with equal educational opportunities, students with disabilities, tort liability, collective bargaining, and tenure.

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 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 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 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

Faculty

Professors: Richardson, Williams
Associate Professors: Byrne, Lewinski, Liang, Mosca, Roy
Assistant Professors: Baker, McLaurin
Lecturers: Auletta-Singer, Brown, Davis, Dougans, Finore, Foote, Innocenzo, Kersul-Wiener, Ricci, Vassallo, Rulli
Professors *Emeritus*: Clabaugh, Feden, Vogel, Yost

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