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ABOUT THE PROGRAM ...

The Master of Arts in Curriculum and Instruction at Point Park University was designed to accommodate currently employed teaching or training professionals or those wishing to enter these fields. Saturday sessions comprise the course schedule during the fall, spring, and summer semesters. The program shifts the focus of coursework from theory to pragmatic application to best serve those in the field. Concentrations available: 1) PA State Certificate for Supervisor of Curriculum and Instruction; 2) Adult Learning and Training; and (3) General.

COURSE WORK

The curriculum consists of 36 credits in the following course of study:

DEPARTMENT CORE REQUIREMENTS

EDUC 520 Curriculum and Instruction Theory, Design, and Development	3 credits
EDUC 524 Content Area Design & Instruction	3 credits
EDUC 530 Instructional Methods	3 credits
EDUC 535 Technological Applications Across the Curriculum	3 credits
EDUC 536 Research Methods	3 credits
EDUC 540 Human Diversity Issues in Education	3 credits
	18 credits

CHOOSE ONE CONCENTRATION:

1) PA State Certificate for Supervisor in Curriculum & Instruction K-12:

EDUC 525 Human Development and Classroom Behavior	3 credits
EDUC 538 Educational Administration	3 credits
EDUC 542 Issues in Law and Education	3 credits
EDUC 546 Curriculum Supervision & Leadership	3 credits
EDUC 556 Applied Research Practicum in Curriculum & Instruction I	3 credits
EDUC 557 Applied Research Practicum in Curriculum & Instruction II	3 credits
	18 credits

2) Adult Learning and Training Concentration:

EDUC 521 Issues in Adult Education	3 credits
EDUC 522 Administration and Supervision in Adult Education	3 credits
EDUC 523 Instructional Methods for Adult Learners	3 credits
EDUC 526 Program Management	3 credits
EDUC 554 Practicum/Seminar in Learning Organizations (I)	3 credits
EDUC 555 Applied Research Practicum in Adult Education & Training	3 credits
	18 credits

3) General Concentration:

EDUC 526 Program Management	3 credits
EDUC 554 Practicum/Seminar in Learning Organizations (I)	3 credits
EDUC 555 Applied Research Practicum in Adult Education & Training	3 credits
EDUC Electives	9 credits
	18 credits

COURSE DESCRIPTIONS

EDUC 520 Curriculum and Instruction: Theory, Design, and Development -

This course explores the design of curriculum as it relates to contemporary competencies, with application across the educational spectrum. Participants will tailor a curriculum based upon their specific needs, taking into account societal, institutional, instructional and experiential spheres of interests, as well as considering scope and sequencing in their designs.

EDUC 521 Issues in Adult Education -

The course examines a minimum of seven core issues that impact the adults engaged in formal and informal learning experiences. The course reviews basic concepts related to the andragogical process, assumptions and applications for various settings and contents. Students will apply core competencies related to adult education and training to their own learning and reflect on the use of these competencies in a variety of settings. As part of the course requirements, students identify specific learning objectives.

EDUC 522 Administration and Supervision in Adult Education -

The course provides students with background in the principles associated with human performance improvement (HPI), program administration, and applications for various settings and contents. Students apply core competencies related in adult education and training to their own learning and reflect on the use of these competencies in a variety of settings.

EDUC 523 Instructional Methods for Adult Learners -

This course provides a theoretical overview of the principles of adult learning. The course provides students with a strong foundation in andragogical process, assumptions and applications for various settings and contents. Students apply core competencies related to adult education and training to their own learning and reflect on the use of these competencies in a variety of settings. Students develop skills in the design and implementation of instructional design characteristics appropriate for non-traditional, post-secondary, and higher education settings.

EDUC 524 Content Area Design and Instruction -

This course provides opportunities for application of curriculum development and instructional methods across the educational spectrum (K-12). Current trends, philosophies

COURSE DESCRIPTIONS

and practices are coupled with subject matter to provide participants with a practical and contemporary foundation from which to instruct. Students will explore effective delivery of instructional methodologies and strategies that address diverse populations of students. Students will learn how to conduct experimental instructional programs during the course, as they design and develop innovative curricula. Students will develop models in their chosen field that can be implemented independently or adapted to an existing curriculum.

EDUC 525 Human Development and Classroom Behavior - This course will investigate the causes, assessment, and strategies associated with behaviorally challenged students. Course topics will include normal and abnormal development (psychological theories, cognitive theories, etc.); etiological perspectives; behavior management and team approaches to intervention methods; safe schools and violence prevention. Graduate students will design a portfolio of preventive strategies and corrective methods, examine their contribution to classroom climate, and establish techniques to enhance parent-teacher partnerships.

EDUC 526 Program Management - Students will develop skill in the assessment of program needs, development of a program and administrative budget, and the preparation and presentation of grant proposals and marketing strategies.

EDUC 530 Instructional Methods - Integrating the theories of Multiple Intelligences with learning styles, differentiated instruction supplies teachers with pragmatic techniques to use in the classroom to complement curriculum when working with a variety of student abilities. Students will develop instruments to determine talents and learning styles, design effective multi-delivery systems, and plan projects that empower learners by capitalizing on their strengths.

EDUC 535 Technological Applications Across the Curriculum - This course explores a wide range of activities and instructional methods that incorporate various technologies. Fundamental concepts and designs, as well as techniques and tools, will provide the foundation for the participants to systematically analyze their classroom needs and activities. Graduate students will develop instructional designs which implement user-friendly technology applications and computer assisted instruction.

EDUC 536 Research Methods - This course is designed to provide an overview of research processes, methods, products, and problems. The course will introduce the basic concepts of empirical research and will emphasize the application of research methodology (measurement, statistics, design, and evaluation) for professional practice in education. Students will become competent in designing and evaluating research proposals and reports that foster informed educational practice. (Prerequisites: EDUC 520, EDUC 530)

EDUC 538 Educational Administration

This course provides the supervisor in training with a foundation of the educational theories and research that affect day-to-day administration of schools. Topics will include theories of organization, educational foundations and structures, supervision of personnel, collaboration and team-building, interdisciplinary curriculum design, effective job analysis procedures and staff performance appraisals, and technology issues. There is a focus on Pennsylvania School budgeting procedures as the course considers the development of practical skills in resource management in school finance and school plant operations. Issues of management include school facilities and their effective utilization, the incorporation of diverse instructional methodologies, as well as the consideration of class scheduling alternatives.

EDUC 540 Human Diversity Issues in Education

This course identifies and analyzes the impact diversity has upon students in the classroom today. By collaborating with individuals from various cultural and ethnic groups, religious backgrounds, and social classes, students will investigate the relationship that exist between school systems and their diverse populations. Developing lessons and projects that optimize talent, pride and participation will constitute the focus of coursework.

EDUC 542 Issues in Law and Education

This course will provide a comprehensive analysis of legal procedures, considerations, and concepts as they apply to education. Subject matter includes current state and federal laws effecting education, their impact on teachers, knowledge of agencies that effect policymaking and legal responsibilities of educators. Students will write relevant case scenarios for a presentation designed to illustrate responsibilities and requirements for their district.

EDUC 546 Curriculum Supervision and Leadership

This course is designed to foster professional growth in supervision and leadership. Curriculum Supervision and Leadership supports district-wide curriculum specialists and other educators in their endeavors to contribute to the field of teaching and learning. Students will be introduced to models of supervision, including theory, design, and techniques, as they learn how to supervise instruction and personnel, evaluate staff, identify staff development needs and resources, manage staff conflict, and organize, facilitate and evaluate professional development programs. Students will develop collaborative collegiality, i.e., those supervisory skills that accommodate all stakeholders in a school system (e.g., teachers, administrators, parents, the community at large), including clinical and developmental expertise, observation and conferencing competence, peer coaching, and interdisciplinary teaming aptitude. Students will learn to identify potential venues, write competent communications and perform effectively with audiences of parents, school administrators, school boards, advisory committees, or the community-at-large.

EDUC 554 Practicum/Seminar in Learning Organizations (I)

This seminar course will provide students with a broad overview of the wide range of adult educational settings. Students will visit, report, and reflect on various educational settings in preparation for their Practicum II experience (EDUC 555). Guest speakers will provide additional perspectives through classroom presentations and discussions. A variety of career exploration activities will be included as part of the course requirements. Students will develop short- and long-term career goals and effective strategies for achievement. In-depth research and reflective logs will be emphasized.

EDUC 555 Applied Research Practicum in Adult Education and Training

This field-based practicum is designed to give the prospective adult education specialist experience within a setting designed to foster professional development under the supervision of a mentor. Particular emphasis will be placed on learning how to conduct and evaluate experimental instructional programs in light of relevant basic or applied research fundamentals. The initiative rests with the student in designing a substantial part of the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A daily log and an original research project will be completed during the practicum. (Prerequisite: EDUC 536)

EDUC 556/557 Applied Research Practicum in Curriculum and Instruction I and II

This field-based practicum is designed to give the prospective supervisor experience with a practicing school administrator or supervisor. The practicum requires the completion of 360 hours in the participant's area of certification (over two terms). The candidate and his/her advisor will identify areas of focus for the practicum, which must include curriculum development, budgeting, supervision and evaluation of personnel, policy and program development, communication and any additional areas identified by the student with the advisor. Collaboration with administrators, including the principal, vice-principal, and curriculum and instruction supervisor is considered vital and necessary for the student's professional development during the practicum experience. The initiative rests with the student in designing a substantial part of the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A daily log and a certification project will be completed during the practicum.