

# COURSE DESCRIPTIONS

## COURSE NUMBERS

The course-numbering system indicates the college level at which courses are normally taken.

### NUMBERING SYSTEM GUIDE

001-009	precollege course-no credit
010-099	credit granted but not applicable to graduation
100-199	primarily for first-year students
200-299	primarily for second-year students
300-499	primarily for upper division students
500-599	graduate courses
600-799	doctorate courses

At the end of each description, course credits are listed. Courses with variable hours and credits are so indicated.

## EDUCATION

Current clearances (PA Criminal Clearance, PA Child Abuse Clearance, FBI Criminal Record Check) must be on file in the University's Department of Education Office.

### **EDUC 101 Technological Literacy for Education for the 21<sup>st</sup> Century** **3 credits**

This course is designed to be a hands-on, interactive technology course that will allow students to use technology that is found in our global society and to improve their future professional practice. Through group projects, individual presentations, and an e-portfolio, students will learn how technology can increase collaboration, communication, creativity and divergent thinking. Students will locate and use content-related technology resources.

### **EDUC 120 Building Family Partnerships** **3 credits**

This course will introduce students to strategies for developing and maintaining ongoing, meaningful relationships with family members. Students will be able to explain how effective communication with families helps improve classroom management, attendance and graduation rates, social and emotional development, and achievement. Students will learn how to involve parents in important decisions regarding their children and how to maintain an ongoing line of communication regarding their children's progress. Special emphasis will be placed on developing cross-cultural competency skills in communicating with students and families representing diverse economic, linguistic, academic and cultural backgrounds. Observations will be required.

### **EDUC 150 Introductions to the Teaching Profession** **3 credits**

This course is an overview course in which students are introduced to the philosophy for preparing highly effective Pennsylvania teachers. At the beginning of the semester students will obtain all clearances as required by the Pennsylvania Department of Education, so that by the end of the semester, students are able to begin their required observation experiences. During the semester students will begin to understand how the components of: instruction, state standards, standards-based curriculum, materials and resources for instruction and appropriate interventions all lead to highly effective classroom instruction.

### **EDUC 220 Family and Community Diversity** **3 credits**

This course will provide teacher candidates with methods and strategies for creating a positive, inclusive learning environment that addresses the various cognitive, affective and developmental needs of diverse learners. Cultural, racial, and ethnic issues will be explored as they relate to the needs of school aged students. Students will review strategies for building positive relationships with diverse families and communities and learn how to develop working relationships with key community organizations related to cultural diversity to enhance children's educational outcomes. Prerequisite: EDUC 150.

### **EDUC 222 Assessment and Adaptation** **3 credits**

This course focuses on the development of children through the selection and use of formal and informal assessment and development of the student's observational skills of diverse academic levels, including children with special needs. Special emphasis is placed on authentic assessment, lesson planning and related standards as outlined by the Pennsylvania Department of Education Academic Standards. Classroom observations are required. Prerequisite: HUMA 150 or EDUC 150.

**EDUC 228 Educational Psychology****3 credits**

This course will assist students in better understanding the role that psychological and educational theories play in understanding human learning and human behavior. Prime emphasis will be placed on the role that psychological processes such as cognitive development, individual and group differences, motivation, psycho-social development and metacognition play in the functioning of humans in everyday settings and circumstances. Each student will be challenged to make connections between the various psychological theories studied in this course and their own personal and professional interests. As such, an interdisciplinary approach to educational psychology will be utilized.

**EDUC 250 Working with English Language Learners****3 credits**

This course is designed to introduce the special considerations for working with English Language Learners given their unique cultural, linguistic, instructional and assessment needs. An understanding of who these students are, how to provide appropriate interventions for them and an in-depth look at the Pennsylvania ELL Standards correlation to other content areas will be included. The study will focus on linking research to practice and provide information that will be useful for working with this special population as the fastest growing student group in US schools.

**EDUC 251 Arts and Music in Teaching****3 credits**

In this course, students will be able to articulate priorities for high quality, meaningful arts experiences across a human development continuum. Emphasis will be on integrated arts approach utilizing the Literary Arts (Literature and Poetry), Music (Instruments and Singing), Drama and Storytelling, Dance and Creative Movement, Visual Arts, and Eurhythmics. Special attention will be given to the arts supporting physical, affective, and cognitive development. This course is designed to provide students with a variety of learning experiences including, but not limited to: lecture, group discussions and projects, artist presentations, article reviews, and experiential learning experiences such as direct exposure to varied arts media, observations, museum and school visits.

**EDUC 252 Children's Literature****3 credits**

The course emphasizes human communications and creative techniques for developing the skills of speaking, listening, reading, and writing. Special attention is given to such areas as creative storytelling, sequence of language development, language stimulation, mass media, dramatic interpretation, applied and performing arts and poetry. Students in this course will read a variety of classic and contemporary children's literature. These genres will include traditional literature (folktales, fables, fairy tales, myths, legends), novels, picture books, modern fantasy, poetry, contemporary realistic fiction, historical fiction, biographies, and informational books.

**EDUC 302 Reading Methods I****3 credits**

This is the first of two courses that is designed to develop competencies necessary to understand and foster emergent literacy and language arts skills in Pre-K through Grade 2. Special attention is given to such areas as sequence of language development, language stimulation, and the components of reading. Topics covered emphasize the development of meaningful language and literacy experiences using a variety of text and other media that support integrating reading and writing, content area learning, vocabulary development, and reading comprehension for the diverse needs and abilities of students. Observations and field experiences are required. Prerequisite: Current Clearances, EDUC 150, EDUC 222, and EDUC 252.

**EDUC 303 Reading Methods II****3 credits**

This is the second of two courses that is designed to develop competencies necessary to understand and foster emergent literacy and language arts skills in Grades 3 through 5. Special attention is given to such areas as phonemic awareness, phonics, vocabulary, comprehension, and fluency. Topics covered emphasize the development of meaningful language and literacy experiences using a variety of text and other media that support integrating reading and writing, content area learning, vocabulary development, and reading comprehension for the diverse needs and abilities of students. Practical application of researched theories and methodologies through observation and field experiences are required. Prerequisite: Approved Application to the Education Department and EDUC 302.

**EDUC 305 Methods of Mathematics I****3 credits**

This course provides teacher candidates with methods and current strategies in teaching mathematics in preschool through Grade 2. The candidates will recognize constructivist theories, as well as informal and formal methodologies and assessments. Students will demonstrate their ability to prepare, select and use materials and instructional approaches to construct unit plans and demonstration lessons. Field placement activities are required. Prerequisite: Current Clearances, EDUC 150, EDUC 222, and at least 3 credits of Math.

**EDUC 308 Teaching Social Studies****3 credits**

Innovative techniques for an interdisciplinary approach to the teaching of social sciences will be addressed in this course. Special attention is given to anti-biased curriculum. Presentation through developmentally appropriate materials and resources is examined. A six-session guided field experience is an integral part of this course. Prerequisites: Approved application to the Education

Department and HIST 382 and POLS 102.

**EDUC 310 Teaching Science and Health**

**3 credits**

This course provides teacher candidates with methods and current strategies in teaching science and health for school aged children. Students will demonstrate their ability to prepare, select and use materials and instructional approaches appropriate to diverse needs and abilities of students. Unit plans, demonstrations and field placement activities are required. The course will also connect students to the professional community of science education professionals and resources. Prerequisites: NSET 110, NSET 111 and Approved Application to the Education Department.

**EDUC 315 Methods of Mathematics II**

**3 credits**

This course is a continuation of EDUC 305 – Methods of Mathematics I. It will focus on content as well as pedagogy appropriate for children in Grades 3 through 6. The candidates will review their own mathematics skills while researching, preparing unit plans and demonstration lessons. These activities will be developed in accordance to the National Council of Teachers of Mathematics as well as Pennsylvania State Standards. Emphasis will be placed on connections within the subject of mathematics, among other academic areas as well as real life situations. Field placement activities are required Prerequisites: Approved Application to the Education Department.

**EDUC 321 Literacy and Learning in Middle and Secondary School**

**3 credits**

Designed to integrate reading as part of any content area. Provides all secondary teachers with skills necessary to teach reading comprehension and to identify reading problems. Prerequisite: Approved application to Education Department.

**EDUC 323 Adolescent Development in Multicultural Educational Environments**

**3 credits**

This course focuses on the development of cross cultural competency skills for teachers of pre-adolescents and adolescents. Develops an awareness of learners' needs, within diverse educational and social environments, emphasizing the understanding of cognitive, physical and psychological development. Multicultural education issues will be explored and applied to diverse student learning across content areas. Field Experiences are required. Prerequisites: Approved Application to the Education Department or permission of instructor.

**EDUC 330 Educational Theories and Practices**

**3 credits**

This course will introduce the student to the diverse philosophical models and learning theories of early education such as Montessori, Reggio, High Scope and Waldorf. Attention is given to enriching the curriculum with the best of current practices. Practical application of researched theories and methodologies through observation and field experiences are included. Prerequisite: Approved Application to the Education Department.

**EDUC 331 Early Childcare Administration I**

**3 credits**

This course will enable the learner to know and develop mission statements, goals, and objectives for programs as well as become aware of all applicable federal, state, and local laws, codes, and regulations. Responsibilities for legal issues such as labor laws, anti-discrimination laws, tax codes, etc. will be introduced. The learner will understand the daily operation of an early care and education facility, and use professional standards to evaluate programs and develop quality improvement plans.

**EDUC 332 Early Childcare Administration II**

**3 credits**

The learner will understand financial planning and management and the relationship between program policies and program finances. Strategies for hiring and retention of staff, motivating staff, facilitating staff training and development, observing and evaluating staff performance to develop a plan for professional growth. Developing job descriptions, staff policies and performance review procedures will also be discussed as well as exploring key issues, barriers, and resources for working with families and local schools.

**EDUC 335 Program Development, Leadership, and Organizational Change**

**3 credits**

This course will provide an in-depth review of the organizational structure, regulations and professional society expectations. Special attention is given to analyzing and applying skills that demonstrate effective leadership and appropriate advocacy within the field of early education. Developmentally appropriate practice is emphasized through the examination of state and federal early childhood programs such as: Keystone STARS, Head Start, Even Start, Child Care, and Pre-K Counts. Prerequisites: Approved Application to the Education Department.

**EDUC 401 Differentiated Reading for the Developing Child**

**3 credits**

This course will develop competencies necessary for the teaching of reading in Pre-K through Grade 5. Various approaches and strategies for teaching reading, language arts, and the writing process are reviewed, analyzed, and evaluated. Grade-appropriate units and supporting lessons are created. Practical application of researched theories and methodologies through a guided pre-student teaching field experience is required. Prerequisites: Approved Application to the Education Department.

**EDUC 411 Integrating Curriculum and Instruction****3 credits**

This course will focus on the planning, creation and adaptation of a developmentally supportive learning environment with special attention given to the interaction of curriculum, teaching practices, learning materials and the learning environment. Emphasis is placed on creating and adapting integrated developmentally appropriate experiences for the developing child as defined by the National Association for the Education of Young Children. Guided pre-student teaching experiences are an integral part of this course. Prerequisites: Approved Application to the Education Department.

**EDUC 415 Teaching in Secondary School****3 credits**

Methods and current practices in the teaching of mathematics, science, social sciences, and English/communications to address classroom settings. Lesson planning, unit development, and viable presentations of interactive lessons, including authentic assessment tools for the specific content area. Emphasizes classroom management, special needs students, and daily teaching strategies. Field experiences are to be completed in a secondary setting, where teaching of a specific content can be observed. Prerequisite: Approved application to Education Department; for students who will be student teaching in the next semester.

**EDUC 422 Data Driven Instruction****3 credits**

This course will develop and refine students' abilities to plan and modify instruction based on the assessment components in a standards-aligned system. Students will learn to use multiple sources of data for decision-making and monitoring students' growth and development. Students will develop proficiency in the administration and interpretation of diagnostic, formative, summative and authentic assessments and review strategies related to the utilization of various screening tools for identifying children needing additional interventions. Prerequisites: Approved Application to the Education Department and EDUC 222.

**EDUC 425 Student Teaching Practicum****12 credits**

Each student will be placed in an appropriate certification site for 15-weeks. Students are also required to participate in seminar during the student teaching experience. The seminar portion of the semester will include the compilation of a professional portfolio that reflects the diverse strategies, methodologies, practices and realities of teaching in their host schools. Prerequisites: Approved application to the Education Department; successful completion of all observation and field experiences; 3.00 GPA; completion of all PRAXIS exams required for PDE certification; negative TB test; current clearances as required by PDE.

**EDUC 432 Student Teaching Seminar****3 credits**

Senior seminar course for all education majors accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. Reflective journal maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: School Teaching Practicum and school site internship.

**EDUC 450 Advanced Seminar: Instructional Studies****6 credits**

This six-credit senior seminar is offered to those undergraduate students nearing graduation. During this semester, the student will make connections between the academic learning of the program and the professional world. Opportunities will be presented in which the student can summarize, evaluate, and integrate some or all of their major academic course work into a professional experience. At the completion of the semester, the production and presentation of a professional portfolio of academic achievements will be required.

**EDUC 194, EDUC 294 Special Topics (CORE)****3 credits****EDUC 295, EDUC 395, EDUC 495 Special Topics in Education I, II, III****1-6 credits****EDUC 296, EDUC 396, EDUC 496 Independent Study in Education I, II, III****1-6-credits**

Special Request Independent Study Fee: \$65 per credit.

**SPECIAL EDUCATION****SPED 180 Special Education and Inclusive Practices****3 credits**

This introductory course will provide the student with an overview of the field of special education with emphasis on the evolution of special education and the legal basis for the current types of programs and services delivered to students with disabilities. Students will learn about the various categories of disabilities and the impact of these on the educational programs of special needs students. Students will examine instructional and behavioral strategies that promote positive learning experiences for students with disabilities. Observations of students with disabilities in a variety of educational settings and service delivery models will be required.

Interaction will take place with special education professionals who are currently working with and delivering services to students with disabilities in various school settings. Prerequisite: Current clearances as required by PDE.

**SPED 220 Instructional/Assistive Technology and Universal Design 3 credits**

This introduction to Assistive and Instructional Technologies will explore the use of a wide range of technology tools that can be utilized to meet the academic and communicative needs of students with special needs and abilities. Students will discuss the legislative, education, and ethical foundations upon which assistive technology integration are grounded. Students will utilize the SETT framework and feature-match principles to identify, apply, and assess instructional and assistive technology tools for use by individual students as well as larger learner groups. Prerequisite: SPED 180.

**SPED 280 Positive Behavioral Interventions and Supports 3 credits**

Information and practical training in the implementation of basic classroom management theories and strategies for all students, especially those with learning disabilities will be the focus of this course. Students will learn about mandates and current legislation affecting the management of all student behavior in schools. The Positive Behavioral Interventions and Support model will be studied in depth. Data-based and data-driven decision making will be emphasized. Students will also learn and practice strategies for addressing and improving school survival skills, social skills, and specific student behavior problems. Students will understand, develop and practice culturally responsive behavior strategies that promote effective communication and collaboration with students with disabilities and their families. Pre-requisite: SPED 180.

**SPED 281 High Incidence Disabilities/Autism Spectrum Disorders 3 credits**

This course will provide an overview of how to teach students with high incidence disabilities. Included in this course will be a review of students who are identified as having a learning disability, a mild intellectual disability or an emotional disturbance. The definition causes, and characteristics of each disability will be presented in order for the students to develop a thorough understanding of each disability category. In addition, the programs and services that are available for students with high incidence disabilities and the accommodations that may be necessary in order for them to learn. The importance of building family partnerships and understanding the impact this can have on a student's progress will be discussed. Consideration will be given to the role that collaboration and communication plays in the Individual Education Program (IEP) plan and the ability to successfully program for students with high incidence disability. Pre-requisite: SPED 180.

**SPED 282 Evidence Based Effective Instruction: Low Incidence Disabilities 3 credits**

This course will provide an introduction to children with physical, multiple, health and sensory disabilities and their educational implications. The material will emphasize the importance of school personnel needing to understand the student's disability in order to meet his or her unique needs and to provide an appropriate education. The students will also learn the importance of a team in order to support a student with complex disabilities as they progress through the educational system. Students with physical, health and multiple disabilities have needs that require many difference types of professional expertise in order to receive an appropriate education. The students will examine the importance of teach approaches as they relate to the education of these students. Some of the disabilities covered in this course are: cerebral palsy, traumatic brain injury and spinal cord injury, spina bifida, osteogenesis imperfect, juvenile rheumatoid arthritis, vision loss, hearing loss, muscular dystrophy, cystic fibrosis. Treatments for the conditions will also be covered. It is important for educators to understand the different conditions and the treatments so that they are better able to work with other specialists involved with their students. The course will also introduce students to the role that families play in the education of their child. The students will also have opportunities to observe students in classrooms and in other therapeutic settings on site and through DVDs. Finally, students will interact with professionals who are currently working with children in schools and therapeutic settings. Prerequisite: SPED 180.

**SPED 194, SPED 294 Special Topics (CORE) 3 credits**

**SPED 380 Differentiated Instructional Practices in the Inclusive Classroom 3 credits**

This course will provide information on how educators can differentiate instruction to meet the needs of their students with disabilities in the regular classroom setting. Included in this course will be a review of the components of differentiated instruction and how these components can be implemented in a regular education setting. Students will learn how to assess the learning styles and needs of their students as they acquire skills to manage a classroom where a variety of instructional strategies are used. Data-based and data-driven decision making as it relates to the teaching of academics will be included. While observing lessons in specific content areas, students will analyze instructional practices observed and determine which will be most effective for students with disabilities. Students will be required to demonstrate the strategies presented in class and apply these strategies in demonstration lessons in their areas of potential teacher certification. Prerequisite: Successful completion of six credits of SPED coursework.

**SPED 381 Secondary Transition Processes and Procedures 3 credits**

This course will provide an introduction to children with Autism Spectrum Disorder (ASD). The material will include current research on causes, characteristics, assessments and treatment of this disorder. The students will receive an overview of the information necessary for a teacher to be adequately informed if they have a student in their class with ASD. The students will also learn the importance of collaborating with other team members in order to support a student with ASD as they progress through the educational system. Areas covered include assessment, evidence based practices, applied behavioral analysis, and the importance of social skills and communication learning. Students will be introduced to the role that families play in the advocacy for their child from their input at an IEP meeting to developing support groups for other families. The students will also have opportunities to observe students with ASD in the classroom and in other therapeutic settings on site and through DVDs. Finally, students will interact with professionals who are currently working with children with ASD in school and in therapeutic/community settings. Prerequisite: Successful completion of six credits of SPED coursework.

**SPED 480 Professional Collaboration and Communication**

**3 credits**

This course is designed for the special education teacher candidate. It is designed to help classroom teachers acquire conceptual and skill-based competencies in the area of collaborative consultation in educational teams. Additionally, the course will focus on those skills necessary for interactions with other professionals and parents. Students will examine and apply consultation as an interactive process among team members from various disciplines and expertise, with the goal of creating joint team decisions for learners with diverse needs. Emphasis will be placed on interactive problem solving, collaborative learning, and resource sharing among team members. Prerequisite: Successful completion of six credits of SPED coursework.

**SPED 481 Intensive Reading, Writing, and Math Interventions**

**3 credits**

This course provides a brief introduction to data collection and effective practices. These assessments help special education teacher candidates understand students in different ways and focus their instruction on effective practices that can be measured and monitored. More in-depth attention will be given to Progress Monitoring/Formative Assessments. Progress monitoring data is crucial to the efficient and effective use of classroom time. Teacher candidates will learn to use ongoing progress monitoring assessments to see if their instruction is having the desired effect and make instructional adjustments as needed. Students will learn to monitor progress through group tests, running records, anecdotal notes, or other observation formats. Students will examine and apply how to use data collection at the primary, secondary, and tertiary levels and connect these effective practices, assess these practices and make modifications in order to monitor and assess for best results. Prerequisite: Successful completion of six credits of SPED coursework.

**SPED 482 Effective Instructional Practices and Delivery Methods for All Levels of Special Education**

**3 credits**

This course will provide information regarding effective instructional practices including strategies and interventions in the area of reading, writing and mathematics for the special education teacher delivering instruction to students with disabilities. Emphasis in the course will include a history of instructional practices and delivery of intensive instruction in reading and mathematics and the effects on achievement for students with disabilities. In addition, candidates will explore current research based practices and a variety of service delivery models identified as “best practice” with options available for intensive intervention programs and strategies for students with identified disabilities. Candidates will become familiar with PA State Standards, Anchors and Eligible Content in reading and mathematics and the alignment of instructional practices to promote achievement opportunities for all learners. Class participants will experience a variety of “hands on” experiences involve “best practice” programs and strategies. Finally, candidates will be provided with opportunities to interact with professionals who are currently working in educational settings and utilizing intensive instructional practices in reading and mathematics for students receiving special education services. Prerequisite: Successful completion of six credits of SPED coursework.