Cross-listed with: HLHED 582

EDUC 586: Educational Research Designs

3 Credits

Focuses on methods of research in educational settings to help participants become informed consumers of the educational research literature. EDUC 586 Educational Research Designs (3) This course focuses on methods of research appropriate in educational settings to help participants become informed consumers of the educational research literature. Throughout the course participants will (1) identify an appropriate research problem and justify the importance for investigation; (2) identify and classify the types of variables used in research; (3) utilize electronic search and communication tools; (4) critically examine various research designs and their practical applications; (5) interpret analysis of data using statistical treatments; (6) describe strengths and weaknesses in research designs; (7) critique research studies; (8) describe PSU requirements for conducting research with human subjects; and (9) develop a writing style consistent with scientific/research work with emphasis on objectivity and utilizing appropriate APA style. The key assessment for the course is a critique of a published research article. Instructors will also include assessments such as: midterm or final examinations, quizzes, class presentations, online activities or discussions, research projects, research proposals, dialogue journals, research project descriptions, article analyses, or class participation.

Prerequisite: EDUC 539 ; or TRDEV460

EDUC 587: Master's Project

3 Credits

The development of an original master's project (paper, essay, production, practicum) supervised and judged by an appropriate faculty committee.

EDUC 589: Problems in Urban Education

3 Credits

Independent study of selected topics related to urban education.

EDUC 590: Colloquium

1-3 Credits/Maximum of 3

Continuing seminars which consist of a series of individual lectures by faculty, students, or outside speakers.

EDUC 591: Education Seminar

1-6 Credits/Maximum of 6

The capstone seminar course for the M.Ed. degree requiring an appropriate scholarly term paper. EDUC 591 Education Seminar (6) This performance-based course is intended to serve as a culminating or capstone experience for students enrolled in the Master of Education degree program in Teaching and Curriculum. A constructivist seminar format, augmented by significant readings, will be used to facilitate in-depth discussions of important, timely, and controversial issues in education. Students will be asked to reflect upon all previous course work toward the degree as a foundation for analyzing the past, evaluating the present, and speculating about the likely future of the numerous issues that collectively constitute the education arena. Students will be expected to demonstrate their ability to analyze and synthesize material...
through the guiding of, and participation in, class discussions of the readings, through satisfactory completion of in-class assignments, and through the completion of a major scholarly paper and a corresponding class presentation that both focus on the same aspect of an educational theme.

**Prerequisite:** EDUC 506, EDUC 586, and completion of 27 credits in the Teaching and Curriculum program or approval of program

EDUC 597: Special Topics
1-9 Credits/Maximum of 9

Creative projects, including nonthesis research, that are supervised on an individual basis and which fall outside the scope of formal courses.

EDUC 596: Individual Studies
1-9 Credits/Maximum of 9

Students review and apply current literacy research to inform appropriate literacy practices and recommendations that meet the needs of learners who exhibit difficulty with literacy learning; (2) appropriate selection of valid, reliable, fair, and appropriate print and digital assessment tools to evaluate literacy achievement; (3) proper techniques for administering, scoring, and interpreting formal and informal literacy assessments; (4) procedures for analyzing findings, summarizing results, and advocating for appropriate literacy practices and recommendations that meet the diverse needs of K-12 learners.

**Prerequisites:** EDUC 561

EDUC 683: Literacy Methods
3 Credits

This course examines the literacy curriculum and teaching practices in various real world contexts to support the diverse needs of K-12 learners. Graduate students review and apply current literacy research to inform instruction within the context of their individual classrooms. Students also employ a multiliteracies framework in their lessons as they locate...
digital resources and tools to model critical viewing, representing, and thinking for their K-12 learners. Students enrolled in EDUC 863: Literacy Methods plan, adapt, and implement innovative instructional approaches that will support their professional practice and future role as K-12 literacy educators and reading/literacy specialists.

**Prerequisite:** EDUC 862

EDUC 864: Literacy Clinic

3 Credits

This capstone course for the Master of Education in Literacy Education with the Reading Specialist certification program is designed to address the major theories and empirical research that addresses the cognitive, linguistic, and sociocultural foundations of literacy development, processes, and components, including word recognition, language comprehension, strategic knowledge, critical literacy, and interdisciplinary connections. To demonstrate mastery of these concepts, students engage in an action research case study project in which they design, develop, and implement within their respective curriculum to meet the needs of K-12 learners who are experiencing difficulties with literacy. Through this case study, students demonstrate and apply pedagogical and professional knowledge, skills, and dispositions. Students select a variety of appropriate texts, consider multimodalities, determine learners' backgrounds and interests, and administer appropriate assessments to evaluate and monitor progress. Students also have the opportunity to further enhance their ability to collaborate with professional colleagues, interact with families, and demonstrate leadership in literacy education.

**Prerequisite:** EDUC 863

EDUC 865: Literacy Leadership

3 Credits

EDUC 865 Literacy Leadership is a required course in the Master of Education in Literacy Education and Reading Specialist certification program that is designed to prepare students to assume the role of literacy leader within a school or school district. This role includes the implementation, management, and evaluation of the literacy program. The course allows students to connect theory to the development of effective literacy programs and intervention frameworks, and to understand the interrelated nature of literacy policy, curriculum, assessment, and instruction. Throughout the course, students develop dispositions that allow them to work collaboratively alongside classroom teachers, district officials, and other professionals as they develop curriculum, determine appropriate assessments, conduct professional learning workshops, and evaluate program effectiveness.

**Prerequisite:** LLED 445, EDUC 863

EDUC 894: Capstone Experience

1-18 Credits/Maximum of 18

EDUC 894 is a practicum research experience for the Doctor of Education program (D.Ed.); as such, the course expects the student to research and critically analyze a topic aligned with the student's career interests. The course covers all phases of the research process from identifying problems of practice, to reviewing literature, identifying study methods and analytical techniques, and scholarly writing of research papers. Students in a D.Ed. degree program must communicate a high level of knowledge of the subject based upon their development of research questions, gathering of sources, and completion of a high-quality scholarly paper that integrates their knowledge. This course provides the student an opportunity to apply knowledge, concepts, and theories to investigate a problem of practice. The overall goals of this research practicum are to provide students with a supervised opportunity to participate in the process of conceptualizing, implementing, and analyzing, and/or writing research studies directed towards problems of practice. Practicum experiences may encompass early, mid, and late phases of research activity.