EDUCATION (EDUC)

EDUC 500: Professional Learning Communities

3 Credits

Defines elements of effective learning communities and explores educators’ roles as consumers and creators of research, theory, and best practices. EDUC 500 Professional Learning Communities (3)This course is intended to help teachers’ understanding of and skills in assuming leadership roles and responsibilities in the learning community. Elements of effective learning communities are defined and educators’ roles are explored. Teachers will analyze the learning community as consumers and creators of research, theory, and best practices. Particular attention will be paid to the relationship among teacher leadership, school effectiveness, and site-based accountability.

Prerequisite: admission to program

EDUC 505: Curriculum Foundations

3 Credits

Provides a comprehensive overview of the philosophical, historical, psychological, and social foundations that affect the school curriculum. EDUC 505 Curriculum Foundations (3)This course provides a comprehensive overview of the philosophical, historical, psychological, and social foundations that affect the school curriculum. The course calls attention to the global and multicultural perspective in education. It involves the study of the implications and applications of these curricular foundations in the form of issues and theoretical trends that shape the field of curriculum. Participation in the course activities allows candidates to identify and analyze their personal values, beliefs, and perspectives, as well as theories and research which shape their own professional practice as educators within diverse educational settings with children. By the end of the course, participants will be able to 1) develop and demonstrate understanding of how major foundations (disciplines) shape the curriculum of schooling, including philosophy, history, politics/policy, social psychology, and cultural studies; 2) consider and critique selected educational issues, both past and present, examining how they are anchored in and influenced by the foundations of curriculum; 3) investigate how social, economic, cultural, and political/policy debates and representations in the public sphere help to shape the foundations of curriculum; 4) engage in critical inquiry regarding the future roles of teachers, students, and other stakeholders in the learning community and society at large, and exercise the faculty of imagination as a means of thinking "outside the box"; 5) continue to develop professional scholarly attitudes, skills, and dispositions, including critical analysis and constructive use of questioning; scholarly use of research; dedication to continuous learning; positive group interaction and participatory collaboration; and reflective envisioning and enacting of curricular reform; 6) examine issues of race/ethnicity, linguistic variation, social class, gender, and sexual orientation and their relationships to the curriculum and schooling; and 7) continue to develop a professional scholarly writing style with a practical focus sharpened by theoretical awareness, using the APA Writing Manual as a style guide. The key assessment in the course is a critical analysis paper in which participants apply aspects of curriculum theory to their personal philosophies of education and how both impact practical applications in the schools. Other assessments include midterm or final examinations, quizzes, class presentations, online activities, research papers, journal reflections, cultural learning process activities, application papers, or class participation.

Prerequisite: EDUC 520

EDUC 506: Curriculum Development and Instructional Design

3 Credits

Examination of theory, issues, problems, organization, and application of instructional design in planning and developing a curriculum. EDUC 506 Curriculum Development and Instructional Design (3)This course is an examination of theory, issues, problems, organization, and application of instructional design for teachers in planning and developing a curriculum. The course also presents examples of effective strategies including concept-based curricula, backward design, interdisciplinary approaches, integrated curricula (curriculum mapping), assessment, and reporting techniques. At the conclusion of the course, participants will be able to 1) describe scientific and non-scientific approaches to curriculum development, design, and implementation; 2) define the universal elements of curriculum development and implementation cycle, including knowing the learner, identifying aims and objectives, selecting content, organizing learning experiences and evaluating; 3) discuss the history, philosophy, and scope and sequence of various models of curriculum; 4) describe the contributions of numerous educators to the development of curriculum, including Tyler, Tabba, Eisner, Doll, Cornbleth, and McDonald; 5) analyze the complexity of curricular design, articulation, continuity and balance, and their relationships to materializing an educational vision and philosophy; 6) describe the importance of community resources and their relationship to the curriculum; 7) examine governments’ roles (federal, state, and local) in curriculum, including Pennsylvania Chapter 4; 8) discuss approaches to and methodological issues involved in curriculum evaluation, and 9) examine the problems, prospects, and future trends and challenges of implementing innovative curricula and school reform. The key assessment for the course is a curriculum development outline in which participants develop a curriculum for 15-16 weeks in their areas of interest and present the curriculum to the class. Other assessments include midterm or final examinations, class presentations, online activities, group reports, research papers, journal reflections, application papers, or class participation.

Prerequisite: EDUC 505

EDUC 520: Learning Theory for the Classroom

3 Credits

An application of learning theories from psychological, sociological, and physiological disciplines to educational settings for children and adolescents. EDUC 520 Learning Theory for the Classroom (3)This course is an application of learning theories from psychological, sociological, and physiological disciplines to educational settings for children and adolescents. At the conclusion of the course, participants will be able to 1) analyze the educational implications of cognitive, language, personal and social/emotional development; 2) describe and distinguish among major learning theories from biological, psychological, and sociological disciplines; 3) employ knowledge of learning theories to analyze learning strategies, strengths, and needs; 4) apply learning theories to optimize learning for all students, that complements their cultural background, race, gender, ethnicity, socioeconomic status or special needs; and 5) analyze through a theoretical lens the impact on student learning of current educational issues and trends. The key assessment of the course is a case study analysis of a student whose learning is not optimized, based on biological, behavioral, cognitive, and sociological learning
theories. Other assessments include examinations, research papers, class presentations, classroom inquiry projects and/or performance assessments.

Prerequisite: admission to program

EDUC 539: Educational Assessment

3 Credits

This course will prepare students with the knowledge and skills necessary to monitor, assess, and report student achievement. EDUC 539 Educational Assessment (3)This course will prepare students with the knowledge and skills necessary to monitor, assess, and report student achievement.

Prerequisite: EDUC 520

EDUC 560: Classroom Management

3 Credits

Analysis of teaching styles, classroom behavior and interaction, organization and correlation of classroom activities and subject areas. (Requires practical application in an actual teaching situation.)

EDUC 561: Psychology of Reading

3 Credits

Examination of the theoretical bases for reading which have direct practical implication for teaching reading. EDUC 561 Psychology of Reading (3)This is a required course in the reading specialist certification program. The primary goals for this course are to (1) examine the foundations that affect the fields of literacy and reading education, including philosophical, historical, psychological, and social foundations, and (2) to assist students in becoming more aware of race/ethnicity, linguistic variation, social class, gender, and sexual identity in relationship to literacy and schooling. Throughout the course, the graduate students will examine the complexity of literacy to become aware of how to situate one's own literacy practice and experience in multiple contexts. Students become reacquainted with mainstream theories and are introduced to those of critical theorists who challenge traditional perspectives that have often marginalized race, class, and linguistic variety in learning and in literacy development. At the conclusion of the course, students will be able to utilize traditional and critical theories in thinking about literacy/reading research, theory and practice. Assessments and evaluation of course requirements occur through instructor observations of demonstrations of mastery during a variety of discussion and presentation modes, observation and analysis of children's language use, reflective and reflexive analysis of one's own practice, and development of perspectives and a philosophy of literacy demonstrated through scholarly writing.

Prerequisite: EDUC 471, EDUC 425, EDUC 477

EDUC 562: Diagnostic Evaluation of Reading Problems

3 Credits

Utilization of formal and informal instruments and techniques appropriate in analyzing reading disabilities, grade K through 12; includes practicum. EDUC 562 Diagnostic Evaluation of Reading Problems (3)This course is required in the graduate Reading Specialist Certification Program. It is designed to develop students' understanding of (1) the factors related to reading disability, (2) assessment bias in relation to race/ethnicity, class, linguistic variety, and gender; (3) appropriate selection, use, and interpretation of formal and informal inventories; (4) basic measurement concepts, e.g., reliability, validity; (5) procedures for preparing and writing a diagnostic case study report in order to communicate effectively the findings of reading assessment data with all stakeholders. Emphasis is placed on developing analytical thinking abilities related to reading assessment as well as developing skill in professional writing. Methods of evaluation include written reviews of professional journal articles, the presentation of a formal assessment instrument to the class, and an in-depth written diagnostic case study report of a school-aged student having reading difficulties.

Prerequisite: EDUC 561

EDUC 563: Methods in Teaching Reading

3 Credits

Development of advanced diagnostic and instructional techniques for teaching reading, with emphasis on individual and small group instruction. EDUC 563 Methods in Teaching Reading (3)This course is required in the graduate Reading Specialist Certification Program and is designed to familiarize graduate students with a wide range of traditional and current instructional strategies and resources for meeting the literacy/reading needs of students across the lifespan. Opportunities will be provided to re-examine connections between theory and assessment and to develop an awareness of how instruction in literacy/reading is informed by social and political forces. As they become familiar with the sub-texts and inter-texts of literacy and schooling, candidates also examine race as a foreground for literacy instructional practices. After successful completion of the course, students will be able to utilize all the language arts in planning and implementing instruction, coaching classroom teachers, and advising others about &quot;best practices&quot; in literacy/reading instruction. The requirements for the course allow candidates to gain additional experience administering standardized and informal assessment instruments; analyze assessment data and write a case study report; develop, present and critique lessons in reading and other language arts; reflect on their own instruction; and discuss &quot;racialized&quot; beliefs about student's abilities. Assessment and evaluation of course requirements occurs through instructor observation of demonstrations of mastery during roundtable discussion, peer-conferencing, and through completion of assignment-specific rubrics for lesson plans and the case study.

Prerequisite: EDUC 562

EDUC 564: Reading Clinic

3-6 Credits

This capstone course for the Master of Education in Literacy Education with the Reading Specialist certification is designed to address the major theories and empirical research that addresses the cognitive, linguistic, motivational, and sociocultural foundations of literacy development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. To demonstrate mastery of these concepts, participants engage in an action research case study project in which they design, develop, and implement curriculum to meet the needs of K-12 students who are struggling with literacy. Through this case study, participants demonstrate and apply pedagogical and professional knowledge, skills, and dispositions. Participants select a variety of appropriate texts, engage students' backgrounds and interests, and administer appropriate assessments to evaluate and monitor progress. Participants also have the opportunity to
further enhance their ability to collaborate with professional colleagues, interact with students’ families, and demonstrate leadership in literacy education. EDUC 564 Reading Clinic (6)This is the capstone or final course in the graduate level Reading Specialist Program. All other required courses for the degree program and for certification as a reading specialist must be completed prior to enrollment in this course. The major goal of the course is to provide a supervised clinical setting where candidates may gain practical experience in assessing and evaluating literacy difficulties, implementing effective instructional efforts, and reporting those findings to various stakeholders (e.g., students, parents, school personnel). More specific objectives include demonstration of the following: knowledge of the major components of reading and writing and how they are integrated, the use of a wide range of instructional methods, materials, and assessment tools; how to motivate learners to be life-long readers; the ability to collaborate effectively with colleagues, and the understanding of how to promote positive and effective literacy connections with the home. Candidates conduct interviews, administer formal and informal assessments, provide instruction to students with reading problems, participate in collaborative groups and roundtable discussions, maintain a reflective journal, communicate regularly with parents or guardians, and prepare an extensive case study of each student tutored.

Prerequisite: EDUC 563

EDUC 565: Literacy and Leadership

3 Credits

Principles of supervision, organization, management, and evaluation of literacy programs will be presented. EDUC 565 Literacy and Leadership (3)This course is required in the graduate Reading Specialist Certification Program and is designed to prepare graduate students to assume the role of literacy leader or literacy coach within a school or school district. This role includes the planning, implementation, management, and evaluation of the literacy/reading program. Objectives for the course allow candidates to connect theory to the development of effective literacy/reading programs and intervention frameworks, to understand the elements of literacy coaching as critical to teaching and staff development, and to understand the interrelated nature of literacy policy, curriculum, assessment, and instruction. Throughout the course, candidates develop dispositions that allow them to work collaboratively alongside classroom teachers, district officials, and other professionals as advisors and coaches developing curriculum, determining appropriate assessments, conducting professional development training, and evaluating program effectiveness. Course requirements include (1) analyzing journal articles and/or case studies articulating the theories related to the connections among professional dispositions, motivation and achievement; (2) providing assistance to a classroom teacher in creating a professional development plan; (3) working with colleagues to observe, evaluate, and provide feedback on each other’s practice; (4) planning, implementing, and evaluating a professional development plan for an elementary or secondary building; (5) working with linguistically diverse learners, parents, paraprofessionals, and teachers.

Prerequisite: EDUC 466 , EDUC 563

EDUC 572: Comparative Education: World Perspectives

3 Credits

An evaluative comparison of American education with Western and non-Western educational systems.

EDUC 582: Spirituality and Culture in Health and Education Professions

3 Credits

This course focuses on the cultural aspects of spirituality and its place in the health and education professions. EDUC (HLHED) 582 Spirituality and Culture in Health and Education Professions (3)This course will focus on the examination of the place of the cultural aspects of spirituality and its place in the education and health professions and its implications for culturally responsive education and/or health care in a multicultural society. In particular the goals of the course are as follows: 1) To clarify the difference between spirituality and religion and to understand how spirituality is currently being examined in the fields of adult education, medical education and the health professions. 2) To examine how culture informs spirituality generally, and more specifically, to examine how culture relates to one’s own spiritual development and overall health in the world. 3) To develop a sense of how people construct knowledge through image and symbol, which for many people, maps to their spirituality and culture, as they make new and deeper meaning of their own lives. 4) To begin to consider WHEN and HOW one might appropriately draw on one’s own spirituality and that of participants in adult and higher educational practices and health care settings to increase cultural understanding and/or responsiveness to patient needs and when such discussion might seem to impose a spiritual or religious agenda. 5) To examine the connections among spirituality, culture, some complementary and alternative medicine modalities and overall holistic health and education.

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 problem 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 596: Individual Studies

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 597: Special Topics

1-9 Credits/Maximum of 9

Formal courses given on a topical or special interest subject which may be offered infrequently.