

# EDUCATION (EDUC)

**EDUC 179: 3 s.h.**

**Experimental**  
Experimental

**EDUC 279: 3 s.h.**

**Experimental**  
Experimental

**EDUC 305: 1,3 s.h.**

**Field Experience**

Specific work and study assignments constituting the field experience will be developed. Regular discussions, conferences and group seminars will be conducted by faculty members and field supervisors to clarify generalizations that link practice to theory. In most instances the assignments will be in public schools; however, social agencies may be included in this practicum program. Offered in fall, spring.

**EDUC 325: 3 s.h.**

**The Teaching of Literacy: Processes, Skills, & Strategies**

This course focuses predominantly on the Structured Literacy (SL) Knowledge and Practice Standards of pre-K through 12th grade Special Education Teachers and introduces teaching strategies and techniques that are consistent with state standards for assessments and instruction for students receiving special education services. As such, students will learn, practice, and plan instruction around the following structured literacy competencies around essential SL principles and practices, phonological and phonemic awareness, phonics (decoding and encoding) and word recognition, spelling, automatic, fluent reading of text, word recognition, vocabulary development, listening and reading comprehension, written expression, and differentiating reading instruction for a diverse population of learners. Course content will also be aligned with the Pennsylvania Core Standards for reading, writing, listening, and speaking. Pre-req: ERCH 225 and EDUC 424. Advanced Professional Studies (APS) status required. Reserved for Special Education majors only.

**EDUC 330: 3 s.h.**

**LGBTQ+ Issues in Education (P)**

Provides an overview of past, current, and emerging LGBTQ+ issues, policies, and advocacy in P-12 and higher education. Investigates these issues from a variety of historical, cultural, and theoretical perspectives.

**EDUC 379: 3 s.h.**

**Experimental**  
Experimental

**EDUC 403: 3 s.h.**

**Pluralism in Society (D, P)**

Provides historical and present day information about different racial, cultural, and linguistic groups represented in our society. It explores the challenge of providing an equitable and effective education to all and provides strategies that can be used to deal with cultural issues in society. Prereq: ENGL 110 and Junior Standing (60 credits)

**EDUC 403H: 3 s.h.**

**Hon: Pluralism in Society (D, P)**

**EDUC 424: 3 s.h.**

**Diagnostic Reading Disability (W)**

The first of two elective courses in diagnostic reading for undergraduate students will be an introduction to various formal and informal means to assess the reading strengths and needs of children. Offered in fall, spring. Prereq: EDUC 220 or ERCH 225, ENGL 110.

**EDUC 424H: 3 s.h.**

**H:Diagnostic Reading Disability (W)**

H:Diagnostic Reading Disability

**EDUC 433: 3 s.h.**

**Gender and Race Issues (D, P)**

Children's literature will be examined in light of recent psychological, sociological and educational research on sexism and racism. Offered in fall, spring. Prereq: COMM 100, ENGL 110, junior status.

**EDUC 433H: 3 s.h.**

**Hnrs:Gender And Race Issues (P)**

Hnrs:Gender And Race Issues

**EDUC 461: 3 s.h.**

**Second Language Acquisition: Theory, Programs, and Assessment**

Provides prospective and practicing teachers with a foundational understanding of English language structure, first and second language acquisition, and oral language assessment methods for K-12 classrooms. Historical and evolving legislative policies and programs related to schooling and English language learners in the U.S. Prereq: admission to Advanced Professional Studies.

**EDUC 462: 3 s.h.**

**Methods for Teaching English Language Learners**

Provides prospective and practicing teachers with an opportunity to apply theoretical foundations of second language acquisition to teaching in the classroom. Methods for developing English language learners' conversational and academic language, as well as strategies for learning in the content areas.

**EDUC 463: 3 s.h.**

**Linguistic and Cultural Diversity in the Classroom**

Examines U.S. and world cultures, sources of cross-cultural conflict and approaches to cross-cultural conflict resolution as it relates to K-12 settings. Explores approaches for creating classrooms that promote equity and an appreciation for diversity.

**EDUC 464: 3 s.h.**

**Assessment, Policies and Practices in Teaching English Language Learners**

Focuses on the use of various tools in assessing and planning for the linguistic and instructional needs of English learners. Contains a public school field experience component where participants apply methods and principles for supporting English language learners in K-12 settings. Examines state and federal policies as they relate to schooling and English learners.

**EDUC 475: 3 s.h.**

**Current Trends in Education**

A survey of current and future curricular and instructional trends in education. Emphasis on identification, examination and evaluation of topics, methods, strategies and issues affecting teaching and learning. Offered infrequently.

**EDUC 479: 2,3 s.h.**

**Experimental**  
Experimental

**EDUC 486: 3 s.h.**

**Topics In Education**

In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics/methods will vary according to the needs of students and faculty. Offered infrequently.

**EDUC 486H: 3 s.h.**

**HNRS:Topics in Education**

**EDUC 487: 3 s.h.****Teaching English Learners**

This course prepares teacher candidates to understand cross-cultural and linguistic foundations of acquiring a new language. Teacher candidates will apply research-based strategies for providing English learners (ELs) optimal learning environments that provide meaningful access to standards-based instruction. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction. Candidates will also demonstrate an understanding of schools' legal responsibilities toward ELLs and their families. Equivalent to ERCH 485, credit may not be earned for both courses.

**EDUC 498: 1-4 s.h.****Independent Study****EDUC 533: 3 s.h.****Nonfiction Lit and Literacy**

This course offers an in-depth look at nonfiction literature written for children and young adolescents. The communication of ideas through visuals and print in books and biographies will be highlighted. Topics include evaluation and selection of books, models for student writing, visual literacy and student response to nonfiction. Prereq: Survey course in children's literature or permission of instructor. Offered periodically.

**EDUC 535: 3 s.h.****Children's Literature and Creative Experiences for Young Children and Adolescents**

This course introduces the genres of literature for children and young adolescents from birth through early adolescence. Students examine the work of renowned authors and illustrators. Response to literature and the selection of books for the classroom receive emphasis. Emphasis on making appropriate instructional and curricular decisions to provide creative opportunities for young children; special attention to rhythmic, aesthetic, and dramatic avenues of expression; application of ideas through actual experiences with young children.

**EDUC 536: 3 s.h.****Picture Book Communication**

Examines the unique qualities of communication in picture books. Book design, illustration, verbal-visual integration, renowned illustrators and children's responses to picture books receive in-depth attention. Exploration of picture books for all ages will occur. Before enrolling, students must have completed a survey course in children's literature. Offered periodically.

**EDUC 561: 3 s.h.****Second Language Acquisition: Theory, Programs & Assessment**

Provides prospective and practicing teachers with a foundational understanding of English language structure, first and second language acquisition, and oral language assessment methods for K-12 classrooms. Historical and evolving legislative policies and programs related to schooling and English language learners in the U.S. Offered annually.

**EDUC 562: 3 s.h.****Methods for Teaching English Language Learners**

Provides prospective and practicing teachers with an opportunity to apply theoretical foundations of second language acquisition to teaching in the classroom. Methods for developing English language learners' conversational and academic language, as well as strategies for learning in the content areas. Prereq: EDUC 561. Offered annually.

**EDUC 563: 3 s.h.****Linguistic and Cultural Diversity in the Classroom**

Examines U.S. and world cultures, sources of cross-cultural conflict and approaches to cross-cultural conflict resolution as it relates to K-12 settings. Explores approaches for creating classrooms that promote equity and an appreciation for diversity. Offered annually.

**EDUC 564: 3 s.h.****Assessment, Policies & Practice in Teaching of English Language Learners**

Focuses on the use of various tools in assessing and planning for the linguistic and instructional needs of English learners. Contains a public school field experience component where participants apply methods and principles for supporting English language learners in K-12 settings. Examines state and federal policies as they relate to schooling and English language learners. Prereq: EDUC 561 or 562. Offered annually.

**EDUC 565: 6 s.h.****Language & Literacy Interventions: Clinical Practicum**

Application of literacy theory and knowledge of effective research-based instruction. Assessment of English learners. Acquisition of foundational literacy skills (structured literacy), instructional strategies for teaching content area vocabulary and text, and use of interventions in a clinical setting. Prereq: EDUC 561, 562, 563 and 564 or permission of instructor.

**EDUC 575: 3 s.h.****Current Trends in Education**

A survey of current and future curricular and instructional trends in education. Emphasis on identification, examination and evaluation of topics, methods, strategies and issues affecting teaching and learning. Offered periodically.

**EDUC 580: 3 s.h.****Methods for Teaching English Language Learners**

This course prepares initial teacher certification candidates to understand cross-cultural and linguistic foundations of acquiring a new language. Teacher candidates will apply research-based strategies for providing English language learners optimal learning environments that provide meaningful access to standards-based instruction. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction. Candidates will also demonstrate an understanding of schools' legal responsibilities toward ELLs and their families. This course includes a field component. Clearances for all course participants must be up to date and filed with the Field Services office. Restricted to Post-Baccalaureate Certification students.

**EDUC 586: 1-3 s.h.****Topics in Elementary Education**

In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Offered periodically.

**EDUC 587: 1-3 s.h.****Topics in Elementary Education**

In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Offered periodically.

**EDUC 588: 1-3 s.h.****Topics in Elementary Education**

In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Offered periodically.

**EDUC 589: 1-3 s.h.****Topics in Elementary Education**

In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Offered periodically.

**EDUC 610: 3 s.h.****Critical Literacy**

Development of a personal perspective of critical literacy, encompassing reading, writing, speaking and listening. Consideration of literacy as cultural social practice, comparison of multiple perspectives, and implications as to how educators define literacy. Knowledge of how adolescent students use literacy to make meaning of text in multiple contexts, including content area material. Application of assessment tools to determine practical strategies to develop students' literacy skills. Offered infrequently.

**EDUC 631: 3 s.h.****Linguistic Foundations**

Survey of the science of language and ways in which it can enrich the teaching of language. Offered periodically.

**EDUC 634: 3 s.h.****Realism in Child Literature**

Examines the realistic treatments of topics in fiction and nonfiction for children and the issues that they raise. Censorship will be explored, and procedures for addressing it will be examined. Offered periodically.

**EDUC 635: 3 s.h.****Folk Literature**

Designed to provide opportunities for teachers, librarians and interested members of the community to explore the realm of traditional literature appropriate for use in the educational curriculum and cultural arts programs. It allows participants to achieve an understanding of the purpose and history of oral literature, as well as its modern educational and social applications. Offered periodically.

**EDUC 636: 3 s.h.****Literature and Response**

Examines literature for children and adolescents and their responses to it. Students investigate the influences upon and patterns of response, including motor, oral, written and expressive-art response, and the authentic assessment of it. Literature in all genres will be read. Students should possess a working knowledge of contemporary children's literature. Course is intended for students who have completed a survey course in children's literature. Offered annually.

**EDUC 641: 3 s.h.****Social Studies Elementary Sch**

An overall view of social studies in the elementary school curriculum. Investigation of the role it plays and the methods and strategies appropriate for elementary school children. Offered in summer.

**EDUC 643: 3 s.h.****Curriculum Trends in Social Studies**

Study of significant trends in social studies education that are a result of the many social issues in our society. Emphasis on content and methodology appropriate for Social Studies education. Offered infrequently.

**EDUC 651: 3 s.h.****Math in the School Program**

The nature of mathematics and mathematical thought processes; current views on the learning and teaching of mathematics; problem solving; aids to instruction; instructional strategies in mathematics education. Offered in summer.

**EDUC 658: 3,6 s.h.****Seminar in School Math Educ**

Examination of critical issues, research studies and individual research problems. Prereq: EDUC 651 or permission of instructor. Offered periodically.

**EDUC 661: 3 s.h.****Science in the School Program**

The nature of science and science thought processes; current views on learning and teaching science; analysis and critical evaluation in developing science for children. Offered in summer.

**EDUC 668: 3 s.h.****Seminar in School Science**

Examination of critical issues, research studies and individual research problems in the teaching of science in the schools. Offered periodically.

**EDUC 671: 3 s.h.****Curriculum Development in the School**

Developing curriculum in theory and practice for subject areas. Emphasis is on critiquing planned programs of study and articulating a personal philosophy of curriculum design. Offered annually.

**EDUC 672: 6,12 s.h.****Cooperating Tchr in Schools**

Examination of issues involved in supervision of preservice teachers. Includes supervision of student teachers. Prereq: Teacher certification. Offered infrequently.

**EDUC 680: 3 s.h.****Standards Aligned Systems**

This course will examine the Pennsylvania Standards Aligned System (SAS) components and tools. Resources from the SAS Portal will be used for curriculum alignment and the development of classroom based instructional materials. A research-based framework for constructivist instruction will be explored to develop more thoughtful practitioners. Coursework will be aligned with the Pennsylvania Common Core Standards.

**EDUC 686: 1-3 s.h.****Topics in Elementary Education**

In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Offered periodically.

**EDUC 687: 1-3 s.h.****Topics in Elementary Education**

In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Offered periodically.

**EDUC 688: 1-3 s.h.****Topics in Elementary Education**

In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Offered periodically.

**EDUC 689: 1-3 s.h.**

**Topics in Elementary Education**

In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Offered periodically.

**EDUC 691: 1-3 s.h.**

**Independent Studies**

Intensive study of a particular field, curriculum area or problem in education. Prereq: 12 graduate s.h. Offered periodically.