

EDUCATION (EDUC)

EDUC 102 Test Prep Math 1.5

EDUC 103 Test Prep Reading and Writing 1.5

EDUC 130 Special Topics 1-3

EDUC 200 Foundations of Education 3

This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 201 Introduction: Special Education 3

This course is designed to enable students to understand and intervene with special needs students. The course will provide a historical overview of Special Education, including legislation and litigation issues. Students will examine current practices in the field, including classifications/definitions, patterns of behavior, assessment and intervention strategies. Fifteen hours of classroom observations required.

EDUC 202 Assessment and Evaluation 3

This course examines the assessment and evaluation process used for determining student academic progress in general and special education programs. An exploration of the historical, philosophical, and legal considerations and models of assessment will be examined. Students will learn the process of creating an appropriate IEP.

EDUC 204W Inclusive Education 3

This course examines the concept of inclusion and what it means to both the special and general educator. Students will learn to use effective inclusion strategies in the general education classroom and examine the various ways special and regular educators can work effectively together, including co-teaching models. This course requires fifteen classroom observation hours.

EDUC 205 The Developing Child: PK to 4 3

This course provides an overview of the developmental theories and milestones associated with children ages 3 years through 10 years. Physical, cognitive, social, and emotional development is viewed in the contexts of the family and formal educational settings. Particular emphasis is placed on the interaction of social and cultural environments on learning and development.

Core Category: Human Behavior

EDUC 211 Educational Psychology 3

This course provides a survey of major psychological theories and research relevant to teaching and learning. Content areas include child growth and development, learning and cognition, theories of intelligence, approaches to instruction, cultural and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Students will learn the sociopolitical foundations of teaching and learning, and in developing attitudes and skills necessary for effective teaching.

Core Category: Human Behavior

EDUC 212 Teaching English As a Second Language Methods 3

This course provides an overview of the methodology for teaching English as a second language (ESL) appropriate for the PK-12 classroom teacher who has non-English speaking students in the classroom. It examines the basics of teaching ESL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate ESL strategies in their teaching and adapt their materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Course topics include techniques and strategies for improving language learners' listening, speaking, reading, writing, and communication skills, language testing and assessment, and the development of lesson plans.

EDUC 230 Special Topics 1-3

An eclectic approach to the reading process is explored, considering student learning modes and abilities. A holistic view is taken to various reading systems, i.e., phonics, linguistics, organic and experience based, individualized reading. Juvenile Literature is considered a basic part of instruction in reading. The Pennsylvania Framework for Reading, Writing and Talking Across the Curriculum 1990 is used as a text. The scope of the course covers beginning reading, reading in content areas, and reading difficulties of some children. Students tutor a child for a minimum of 10 hours during the semester.

EDUC 231 Technology in the Classroom 3

This course will examine how to integrate portable devices, use presentation tools effectively, implement multimedia and LMS platforms to support learning, including differentiated instruction. Students will learn digital citizenship and how to become a digitally competent educator.

EDUC 234 Child and Adolescent Development 3

This course will review the current research in child and adolescent development. It is a study of developmental changes that occur from conception to young adulthood. Special emphasis is given to significant developmental milestones that impact biological, neurological, cognitive, emotional, social and behavioral functioning. The interaction of racial, ethnic, cultural, and gender dynamics will be explored.

Core Category: Human Behavior

EDUC 235 Urban Education 3

This course examines major issues in urban education from historical, political, economic, and social perspectives. Students will be exposed to the enduring concerns affecting urban communities and schools, explore contemporary challenges to educational equity, and discuss the special needs of urban educators and students.

EDUC 240 Early Literacy Foundations 3

This foundational literacy course focuses on early literacy, beginning reading, and interrelated language arts. Emphasis will be given to the science of reading that addresses reading and writing as processes of constructing meaning. Students examine the developmental stages of reading, writing, and spelling. Students learn culturally and linguistically instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, fluency, as well as technology to enhance instruction.

EDUC 250 Field Experience 3

A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aide. The student must keep and submit a log of the experience. May be done in the following settings: early childhood, elementary, middle-school/secondary, Christian school, special education or ESL. A combination of settings may be approved by the Education Department. Minimum grade of C in EDUC 200 (for all majors) and in EDUC 201 and EDUC 250 in Special Education (for Special Ed. majors). Currently only a required course for ESL certification, but can be an elective class for any area of certification. For ESL certification, the 90 hours are divided as follows: 40 hours of observation in an ESL classroom, 30 hours co-teaching in an ESL classroom, and 20 hours teaching in an ESL classroom. Approximately half of the hours should be in a public school.

EDUC 255 Early Childhood Education Lab 1

This course gives the student an opportunity to bridge the gap between theoretical knowledge and practical application in an early learning classroom (birth through 4th grade). A total of 30 hours of participation and observation within the classroom is required. The student will also complete readings, a field log, and structured writing assignments to assist the student in pairing theory and practice.

EDUC 282 Methods of Classroom Management 3

This course provides practical classroom management and support techniques for pre-service teachers. Various strategies and specific evidence-based interventions will be examined. This course requires 15 classroom observation hours.

EDUC 300 Arts Integration in the Classroom 3

This course investigates the creative process as an integral part of the educational framework in the context of contemporary learning theory. Primary focus is given to concepts of equity, accessibility, and the educational benefits of the creative process and the methods for implementing an integrated arts curricula. Students will research and understand art theory and practices, and be able to integrate artistic practices in lesson planning across various disciplines.

EDUC 306 Science and Health for Children 3

This course is designed to provide students with the experiences and tools needed to be effective Early Childhood Education and Middle Level Education science teachers. Students will learn strategies that allow for diverse learners to experience science through the hands-on inquiry approach including the 6-E instructional model. This class will be taught in a way that addresses how a student will establish an approach to teaching science that involves the use of cooperative and project-based learning experiences and inquiry methods.

EDUC 308 Teaching Social Studies 3

This course is designed to prepare effective social studies instructors to effectively teach diverse populations of students in grades PK-4. This course will also develop your understanding of the thinking, reading, and writing that is central to social studies and of how social studies and literacy goals can be integrated. Studying social studies is a process of inquiry that involves asking questions, conducting investigations, analyzing evidence, making evidence-based claims, and communicating conclusions.

EDUC 310 Math for the Teacher of Children 3

This course covers basic mathematical concepts necessary for the teacher of children and various ways to teach the material in inclusive classrooms. Math as an area of the curriculum will be defined. Teaching methods to meet various learning strengths and needs for diverse students will be addressed.

EDUC 323 Trauma Informed Practices in Educational Settings 3

This course will explore the different types of trauma, its impact on communities, families, and special populations such as children and adolescents. Students will gain knowledge on how to become trauma-informed educators as well as learn about evidenced-based models and community resources that support victims of trauma.

EDUC 327 Early Childhood Principles & Procedures 3

This course examines current theories of early childhood education including Montessori, Play-based, Project-Approach, Reggio-Emelia and various constructivist philosophies. Various models of preschool programming is presented: Infant-Toddler, Child Care, Faith-based, Head Start/Home Start, Parent/Child Centers, Early Intervention, etc. 10 hours of Field work in varied preschool settings is required.

EDUC 328 Early Childhood Education 3

This course focuses on the discussion of current theories of early childhood education including Montessori, Project Approach, Reggio, Infant/Toddler Programs, Child Care, Preschool, Head Start, and Early Intervention. Students will examine best practices in curriculum, instruction, and assessment focused on Birth through 4th grade. A total of 10 hours of field work is required in two different models of early care and education.

EDUC 329 Early Childhood: Curriculum and Assessment 3

Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods of assessment will be discussed and utilized with preschool children and programs.

EDUC 330 Special Topics 3**EDUC 338 Non-Profit Management for Early Learning Centers 3**

This course provides a study in ethical theories and decision making as a foundation for focusing on issues specific to the nonprofit childcare sector. Focus is given to marketing, management of financial resources, IRS compliance, legal & ethical issues, licensing, fundraising, data management, and employee relations.

EDUC 370 Literature for Children and Adolescents 3

This course will introduce the importance of juvenile books and their use in meeting the needs of young readers. Course includes principles of selection and important sources of information about preschool through adolescent literature.

Core Category: Arts and Literature

EDUC 380 Teaching Communication Arts 3

This course will be an overview of some of the theoretical issues and instructional strategies related to the teaching of the receptive and expressive areas of language learning. In the language arts, interdependent and interrelated aspects of the oral language, listen, writing, visually representing, viewing, reading, and thinking will be focused upon interactively whereby usage in each supplements and reinforces the learning of an in the others. There will also be emphasis placed upon the practical implementation of an integrated language arts program in the classroom within the contexts of Pennsylvania's Standards Aligned System.

EDUC 384W Inclusive Education 3

This course examines the concept of inclusion and what it means to both the special and general educator. Students will learn to use effective inclusion strategies in the general education classroom and examine the various ways special and regular educators can work effectively together, including co-teaching models. This course requires ten classroom observation hours.

EDUC 385 Emotional and Behavioral Disorders 3

This course is designed to provide teachers with the tools necessary to work with students with emotional and behavioral disorders. The course examines the various etiologies, characteristics, and evidence-based interventions for these disorders. Additionally, the course will concentrate on implementing appropriate inclusive classroom interventions using various positive behavior interventions and other applied behavior analysis methods. Students will develop effective Behavior Intervention Plans. This course requires ten field experience hours.

EDUC 386 Autistic Spectrum Disorders 3

This course provides an overview of the characteristics and learning traits, classification systems, assessment strategies, approaches, and interventions related to students with autism. Emphasis will be placed on the different disorders on the spectrum. Students will be given the tools needed to work with families and agencies to develop a comprehensive program that meets the individual needs of their students.

EDUC 389 Early Intervention and Transition Planning 3

This course will examine aspects of the early intervention and transition processes from infancy to post-secondary. Emphasis is placed on importance of social, cognitive and sensory motor development, and appropriate service delivery in an inclusive setting. Self-determination will be explored as well as career and vocational education. Different types of early intervention and transition assessments will be examined. The course will help teachers become aware of the importance of working with families and community agencies.

EDUC 395 Field Experience in an Educational Setting Practice 3 Course is Pass/Fail**EDUC 400 Early Literacy Foundations 3**

This foundational literacy course focuses on early literacy, beginning reading, and interrelated language arts from pre-kindergarten through 4th grade. Students investigate the cognitive/constructivist perspective of reading that addresses reading and writing as processes of constructing meaning. Students examine the developmental stages of reading, writing, and spelling as well as the four systems of language. Students learn culturally and linguistically instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, fluency, as well as technology to enhance instruction.

EDUC 402 Reading and Learning Differences 3

This course involves writing an Individual Educational Plan (IEP), diagnostic with remediation procedures, for student (s) with severe learning disabilities related to literacy. Students will demonstrate understanding of the components and procedures adopted by PSSA. Focus will be given to the physiological, psychological, sociological, neurological and educational factors contributing to literacy acquisition and cautions about labeling children and youth. Students will explore various theories research findings and diagnostic procedures along with portfolio assessment. A resource file will be developed for future use. The student is expected to conduct reading assessments and write a case study on one child including an IEP. Prerequisites: EDUC 400 or 401.

EDUC 403 Reading and Writing Across Content Areas 3

This course examines all areas of literacy development for middle level and content area education. Students examine expository reading development in content areas of mathematics, science, social studies, music, and English, as well as the use of supplemental texts. Students analyze the reading and writing process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying, and writing. A variety of current research literature is reviewed and evaluated. This is a course for Reading Specialists, middle level and secondary education majors that meets state standards for certification in a content area. Students analyze and implement content area literacy assessments and strategies that may be employed before, during, and after reading.

EDUC 405 Teaching Techniques for Low Incidence Learners 3

This course provides techniques for teaching students with multiple handicaps and intellectual/cognitive disabilities. Specialized techniques will include applied behavior analysis, task analysis, use of adaptive equipment and prosthetic devices, prompting and cueing, and augmentative communication systems. This course requires ten field experience hours.

Prerequisites: EDUC 201

EDUC 406 Teaching Secondary Education Math and Science With Field Experience (110 Hrs) 3

The course examines evidence-based teaching and learning methods for secondary Math and Science students. Students will prepare curriculum, teaching units, testing and assessments. Students will also examine and demonstrate professional conduct and ethical decision making. There is an additional component of 110 field experience hours required in this course.

EDUC 407 Teaching Secondary Education English and Social Studies With Field Experience (110 Hours) 3

The course examines evidence-based teaching and learning methods for secondary Language Arts and Social Studies students. Students will prepare curriculum, teaching units, testing and assessments. Students will also examine and demonstrate professional conduct and ethical decision making. There is an additional component of 110 field experience hours required in this course.

EDUC 408 Education Seminar With Field Experience 3

This course will enable students to critically examine the major issues in education such as curriculum development, instructional methods, instructional strategy development, assessment, classroom management, and program/unit development. There is an additional component of 110 field experience hours required in this course.

EDUC 409 Seminar in Secondary Education 3

A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include field experiences with the major academic area in the middle/secondary schools.

EDUC 410 Student Teaching 12

Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must submit to the department a formal student teaching application (available on our website) December 15th-January 15th for the following Fall and Spring semester. The Teacher Education Committee will review all applications and make recommendations for student teaching. Lab fee.

EDUC 412 Teaching English As a Second Language 3

This course provides an overview of the methodology for teaching English as a second language (ESL) appropriate for the PK-12 classroom teacher who has non-English speaking students in the classroom. It examines the basics of teaching ESL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate ESL strategies in their teaching and adapt their materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Course topics include techniques and strategies for improving language learners' listening, speaking, reading, writing, and communication skills, language testing and assessment, and the development of lesson plans.

EDUC 413 Theories of Second Language Acquisition 3

This course reviews the theories and research that attempt to explain how the acquisition of the second languages takes place, the developmental sequences of learning a second language and how learner characteristics influence the process. The course also explores the similarities and differences between first and second language acquisition, individual differences, the role of affective factors, and discusses the implications of second language acquisition theories for second language teaching.

EDUC 417 Multicultural Education 3

This course will examine various social science perspectives on multiculturalism and apply theories and principles to educational practices. Students are expected to develop an in-depth understanding of multiculturalism at an individual and a societal level; to examine critical issues in multicultural education; to enhance sensitivity toward children from diverse backgrounds; and to integrate their knowledge and sensitivity into applicable instructional plans.

Core Category: Cultural Perspectives, Social Justice

EDUC 418 Family and Community Collaboration 3

Children need supportive adults, as well as other children; adults need a supportive community, including other adults; and children are the core of society, nurtured by it and for it. This class utilizes ecological systems theory as a model for organization and demonstrates the influence of changes over time on contexts in which children grow. It includes the contexts in which children develop, the relationships of the people in those contexts, and the interactions that take place within and between contexts. Students will be able to articulate and apply a Christian worldview to the profession of teaching.

EDUC 420 Seminar in Student Teaching 3

A seminar to synthesize the academic disciplines and relate them to the development and learning of the pupil in school and focus on the needs of the student teacher. This course offers opportunities to gain skill, insight and perspective in the relationship of theory to practice in the teaching-learning process. To be scheduled concurrently with student teaching.

EDUC 422 Language Testing & Materials Development 3

The course identifies language testing and assessment issues, affords opportunities to examine assessment instruments, and provides practical experience in developing and using formal and informal assessment measures. Other areas addressed include formal and informal methods of assessing language proficiency, test preparation, multifaceted classroom assessment, the use of rubrics to assess speaking, listening, reading and writing, interpretation of test results, remediation plans based on assessment, education intervention, effective lesson and curriculum planning. There are ten observation hours in this course.

EDUC 450 English As a Second Language Field Experience 3

This course will provide ESL certification candidates with increasing exposure to learning situations and school settings under the guidance of program faculty and trained mentors during the field placement. This field experience is closely integrated with coursework, assessment practices, and program goals. There are 50 field experience hours in this course and at least 25 hours must be completed in a public school setting.

Prerequisites: EDUC 422

EDUC 495 Internship 2-12**EDUC 498 Teaching Assistant 1-3****EDUC 500 Foundations of Education And Philosophical Foundations of Education 3**

This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 501 Introduction to Special Education 3

This course is designed to enable students to understand and intervene with special needs students. The course will provide a historical overview of Special Education, including legislation and litigation issues. Students will examine current practices in the field, including classifications/ definitions, patterns of behavior, assessment and intervention strategies. Ten hours of classroom observations required.

EDUC 502 Assessment and Evaluation 3

This course examines the assessment and evaluation processes used for determining progress for students in general and special education programming. Students will use best practices to develop an Individualized Educational Plan (IEP). Students will also write effective Educational Reports (ER), Transition Plans, and other reports and documents necessary to keep schools in compliance with state and federal guidelines.

EDUC 504 Inclusive Education Experience 3

This course examines the concept of Inclusion and what it means to both the special educator and the general educator. Students will learn to use effective inclusion strategies in the general education classroom and examine the various ways special and regular educators can work effectively together. Requires 10 hours of observation.

EDUC 509 Education Seminar With Field Experience 3

A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include twenty field experience hours with the major academic area in the middle/secondary schools.

EDUC 511 Educational Psychology 3

This course provides a survey of major psychological theories and research relevant to teaching and learning. Content areas include child growth and development, learning and cognition, theories of intelligence, approaches to instruction, cultural and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Students will learn the sociopolitical foundations of teaching and learning, and in developing attitudes and skills necessary for effective teaching.

EDUC 512 Tesol Methods With Field Experience 3

This course provides an overview of the full range of the methodology for teaching English as a second language (ESL) and as a foreign language (EFL), especially appropriate for the K-12 classroom teacher who has non-English speaking students in the classroom. It provides students a thorough understanding of the nature of teaching and learning ESL or EFL. It examines the basics of teaching ESL or EFL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate ESL or EFL strategies in their teaching and adapt their materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Course topics include techniques and strategies for improving language learners' listening, speaking, reading, writing, and communication skills, the role of the teacher, the needs of the learner, language testing and assessment, materials design, use of new technology in language teaching, and the development of lesson plans, including the selection and uses of texts and other materials. The course is designed as a laboratory experience, using multiple techniques and strategies of instruction. Students taking this course are required to complete a 10 hour field experience. This field experience will include both observation and engagement with English Language learners. Students are also expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

EDUC 513 Teaching of Foreign Language and English As a Second Language 3

This course includes the methodology for teaching French, Spanish and English as a Second Language for teachers of foreign language. This course should only be taken by students who plan to teach French or Spanish.

EDUC 514 Theories of Second Language Acquisition 3

This course reviews the theories and research that attempt to explain how the acquisition of the second languages takes place, the developmental sequences of learning a second language, and how learner characteristics influence the process. The course also explores the similarities and differences between first and second language acquisition, individual differences, the role of affective factors, and discusses the implications of second language acquisition theories for second language teaching.

EDUC 517 Multicultural Education 3

This course will examine various social science perspectives on multiculturalism and apply theories and principles to educational practices. Students are expected to develop an in-depth understanding of multiculturalism at an individual and a societal level; to examine critical issues in multicultural education; to enhance sensitivity toward children from diverse backgrounds; and to integrate their knowledge and sensitivity into applicable instructional plans. Students will explore their own multicultural past via the critical incident analysis method, write critical responses to reading assignments, and produce a creative project to be implemented in instructional settings. Experiential learning, reflection, and dialogue are integral strategies of instruction.

EDUC 518 Trauma Informed Schools 3

This course provides an in-depth exploration of trauma-informed approaches within educational settings. Recognizing the prevalence and impact of trauma on students' lives; educational professionals are increasingly called upon to create environments that foster healing, resilience, and academic success. Students will examine the neurobiological, psychological, and social effects of trauma on children and adolescents, considering how adverse experiences can manifest behaviorally, academically, and emotionally in the classroom. Through a blend of theoretical frameworks, case studies, and practical applications, participants will gain a comprehensive understanding of trauma-informed principles and practices.

EDUC 521 Statistics 3

Introduction to statistical techniques. Topics include descriptive methods, probability distributions, sampling and data collection, hypothesis testing, regression, correlation and forecasting methods.

EDUC 522 Language Testing and Material Development 3

The course identifies language testing and assessment issues, affords opportunities to examine assessment instruments, and provides practical experience in developing and using formal and informal assessment measures. Other areas addressed include formal and informal methods of assessing language proficiency, test preparation, multifaceted classroom assessment, the use of rubrics to assess speaking, listening, reading and writing, interpretation of test results, remediation plans based on assessment, education intervention, effective lesson and curriculum planning. There are ten observation hours in this course.

EDUC 530 Graduate Education Elective Transfer 1**EDUC 530J Special Topics: Field Experience Seminar 0**

This course allows students to begin their practicum or internship field placement prior to the weekly seminars which will begin in the following semester. Its on-line format allows students to interact with the instructor and peers to obtain support and feedback as needed. (Supervision is provided by the approved field site supervisor). No academic credit is awarded for this course, but the course appears on the academic transcript. Graded pass/fail.

Course is Pass/Fail

EDUC 531 Classroom Technology and Assessment 3

In this course, students will learn ways to leverage technology throughout the assessment process, including creating, administering, and grading assessments. Students will create formative and summative assessments using technology, develop online testing procedures to maintain test integrity, and explore online tools to communicate grades with families.

EDUC 533 Emerging Technology Trends 3

In this course, students will explore elements of emerging technology, future-ready classrooms, flexible learning environments and issues related to technology integration. Students will examine contemporary issues regarding digital equity, privacy, media literacy and digital citizenship, and apply concepts of student-centered learning and online communities of practice to ISTE standards, while building skills to become teacher-leaders in instructional technology and design.

EDUC 534 Child and Adolescent Development 3

This course will review the current research in child and adolescent development. It is a study of the developmental changes that occur from conception to young adulthood. Special emphasis is given to significant developmental milestones that impact biological, neurological, cognitive, emotional, social, and behavioral functioning. The interaction of racial, ethnic, cultural, and gender dynamics will be explored.

EDUC 535 Urban Education 3

This course examines major issues in urban education from historical, political, economic, and social perspectives. Students will be exposed to the enduring concerns affecting urban communities and schools, explore contemporary challenges to educational equity, and discuss the special needs of urban educators and students.

EDUC 536 Child Development: PK-4 3

This course provides an advanced examination of the developmental theories and milestones associated with children birth through 10 years. Physical, Cognitive, Social, and Emotional development is viewed in the contexts of the family, community, and formal educational settings. Particular emphasis is placed on the interaction of social and cultural environments on learning and development.

EDUC 537 Early Childhood Education With Field Experience 3

This course examines the historical developments and current philosophies of early childhood education. The ways in which teachers apply various philosophies to curricular and structural components of early childhood programs are also investigated. Ten hours of field experience are also required for successful completion of this course.

EDUC 538 Nonprofit Management for Early Childhood Centers 3

This course provides an advanced study in ethical theories and decision making as a foundation for focusing on issues specific to the nonprofit childcare sector. Focus is given to marketing, management of financial resources, IRS compliance, legal & ethical issues, licensing, fundraising, data management, and employee relations.

EDUC 540 Early Literacy Foundations 3

This foundational literacy course focuses on early literacy, beginning reading, and interrelated language arts. Emphasis will be given to the science of reading that addresses reading and writing as processes of constructing meaning. Students examine the developmental stages of reading, writing, and spelling. Students learn culturally and linguistically instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, and fluency as well as technology to enhance instruction.

EDUC 545 Education in a Global Context 3

This course will explore important concepts and trends affecting educational leadership as globalization accelerates. Students will focus on three strands of educational disciplines relevant to globalization: global education, international education, and comparative education.

EDUC 550 TOESL Field Experience 3

This course will provide ESL certification candidates with increasing exposure to learning situations and school settings under the guidance of program faculty and trained mentors during the field placement. This field experience is closely integrated with coursework, assessment practices, and program goals. There are 50 field experience hours in this course and at least 25 hours must be completed in a public school setting. This is a capstone class.

EDUC 551 Instructional Design and Integration 3

This course is designed to provide students with a foundational understanding of instructional design principles and practices. Students learn to choose appropriate tools for online instruction and to design media and assessments using these tools. This course contains a 20 hour field experience in an online classroom

EDUC 553 Assistive Technology and Accessibility 3

This course provides an in-depth look at how to create an inclusive learning environment for all students. Students will explore the role of technology in accessibility, including how to use assistive technology to create a positive learning environment for students with disabilities. Additionally, students will understand the principles of universal design for learning, and how to incorporate these principles into their teaching.

EDUC 570 Literature for Children and Adolescents 3

An introduction to important books written for juveniles and their use in meeting the needs of young readers. Principles of selection and important sources of information about preschool through adolescent multicultural literature will be explored.

EDUC 571 Teaching Math, Science and Health 3

This class looks at contemporary methods of teaching mathematics, science and health for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 10 hours of classroom observation is required.

EDUC 572 Teaching Language Arts and Social Studies 3

This class looks at contemporary methods of teaching language arts and social studies for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 10 hours of classroom observation is required.

EDUC 573 Mtd Mid/Sec Math, Sci & Hlth 3

This class looks at contemporary methods of teaching mathematics, science and health for secondary and middle level students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 10 hours of classroom observation is required.

EDUC 574 Mtd Mid/Sec Lang Arts & Ss Studies 3

This class looks at contemporary methods of teaching language arts and social studies for secondary and middle level students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 10 hours of classroom observation is required.

EDUC 584 Identifying Gifted Behaviors & Potential With Field Experience 3

This graduate-level course provides a comprehensive exploration of gifted education, focusing on the identification and support of gifted learners from diverse backgrounds. Students will examine the historical evolution of giftedness concepts, current theories, and best practices in identifying and nurturing gifted potential. The course covers characteristics of giftedness across various populations, challenges in identifying gifted traits in underserved groups, multiple assessment strategies, and the unique social-emotional needs of gifted individuals. Emphasis is placed on developing cultural competence in gifted education, understanding asynchronous development, and recognizing gifted behaviors that may be masked by factors such as twice-exceptionality or English language learning status. Participants will gain practical skills in identifying gifted behaviors, designing appropriate educational services, and advocating for diverse gifted learners.

EDUC 587 Instructional Leadership and Supervision With Field Experience 3

This course equips aspiring educational leaders with the knowledge and skills needed to effectively supervise and support teachers to promote student achievement and growth. Students will explore best practices in the supervision of teachers, emphasizing current trends, technology, and adult learning theory. The course also covers the basics of supervisory tasks, including observation, planning, assessment, and evaluation, while highlighting strategies for fostering culturally responsive teaching and equitable school environments. Students will design a job-related proposal for institutional change. Sixty (60) hours of Field Experience Required.

EDUC 588 The Principal As Instructional Leader 3

This course prepares students to understand the principal's role as chief academic officer of the school and guardian of quality instruction in the multicultural school. Students will develop skill in analyzing need, articulating curriculum standards, affirming sound pedagogical practices, initiating planning strategies and overseeing the supervision process. Twenty hours of internship under the supervision of an experienced principal are required.

EDUC 591 The Principalship With Field Experience 3

The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus on developing knowledge and skill to think and plan strategically, creating an organizational vision around teacher and student success. Students will engage in administrative and leadership responsibilities while examining and participating in special education processes, gaining knowledge in classifications/definitions, and learning assessment and intervention strategies for these students. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for certification). Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.

EDUC 598 Leadership Models for Effective Educ I 3

The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus understanding of the school principal as a leader and manager of change. Students will examine key leadership modes and how to maximize impact in the principal role. Students will engage in administrative and leadership responsibilities while examining and examining school law and ethics. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for certification).

EDUC 599 Leadership Models for Effective Education With Field Experience 3

The student will integrate course work with on-site activities and field experience necessary for the successful principal to focus on leading data driven decision-making efforts for student success within diverse school settings. Understanding the budget process and building a school budget as well as how the budget is related to national standards and school visioning and planning, will be addressed. Students will engage in a variety of administrative and leadership responsibilities while completing field experiences. Student interns will complete 120 field placement hours (a total of 360 internship hours are required for certification). Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.

EDUC 602 Reading and Learning Differences 3

This course involves writing an Individual Educational Plan (IEP), diagnostic with remediation procedures, for student (s) with severe learning disabilities related to literacy. Students will demonstrate understanding of the components and procedures adopted by PSSA. Focus will be given to the physiological, psychological, sociological, neurological, and educational factors contributing to literacy acquisition and cautions about labeling children and youth. Students will explore various theories research findings and diagnostic procedures along with portfolio assessment. A resource file will be developed for future use. The student is expected to conduct reading assessments and write a case study on one child including an IEP. (Prerequisite: EDUC 540 or 603)

Prerequisites: EDUC 540 or EDUC 603

EDUC 603 Reading and Writing Across Content Areas Secondary Content Areas 3

This course will examine all areas of literacy development from foundational literacy to content area education. A main emphasis will be to examine expository reading development in content areas of mathematics, science, social studies, music, and English as well as the use of supplemental texts. Emphasis will be given to the reading and writing process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying, and writing. A variety of current research literature will be reviewed.

EDUC 604 Assessment, Intervention and Reporting Of Literacy Progress 3

This course should be taken following EDUC 602: Reading and Learning Differences. It will expand the student's knowledge of on-going comprehensive evidence-based instruction through the use of assessment and observation. Students will examine, explore, and implement assessment tools such as various informal reading inventories (IRIs), curriculum-based assessments, spelling and phonics assessments, literacy self-perception and attitude scales for the purpose of increasing literacy development. Focus will be given to effective home-school partnerships by communicating results and recommendations with parents. Examination of Response to Intervention (RtI) and Response to Instruction and Intervention (RtII) processes, universal screening, progress monitoring, multi-tiered instruction, and research-based interventions will be included. Students will write an in depth literacy report detailing a student's literary development and recommendations for continued growth and development.

Prerequisites: EDUC 602

EDUC 606 Multicultural Literature and Curriculum 3

This course is designed for education majors and graduate students interested in teaching literacy in our culturally and linguistically diverse school populations as well as teaching homogeneous groups the importance of multicultural literature. Emphasis will focus on the theoretical framework for an integrated view of culturally relevant pedagogy and culturally responsive teaching. Students will review the multicultural literature for youth and children. Attention will be given to the linguistic differences as they relate to the socio-cultural environment and instruction. Students will apply reader response theory and participate in grand conversations about multicultural literature. Students also will create a repertoire of culturally relevant literature and strategies for their teaching experiences.

EDUC 610 Student Teaching 6

Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least two semesters in advance.

EDUC 612 Reading Specialist Practicum 3

This course enables students to demonstrate through supervised field experience the management of the instructional environment and planned instruction through collaboration with other professionals. Students will also select, implement and adapt effective institutional strategies for a variety of instructional levels including diverse learners. Selecting, developing and administering assessments that involve multiple indicators of student progress and the development of individualized education plans (IEP) for students, will also be addressed. Demonstrating and fostering professionalism and ethical behaviors are expected. (75 field experience hours).

Prerequisites: EDUC 604

EDUC 614 Practicum for the Supervisor 3

The student will spend a minimum of 300 hours working with a nurse supervisor of Pupil Personnel services in a school district under the supervision of a faculty member from Eastern University. If the student is already an acting supervisor or coordinator in a school setting, the assignments will be fulfilled on the job with supervision from Eastern University. A prescribed number of assignments must be completed which include but are not limited to activities in program development, policy determination, staff development, budgeting, and role analysis and program evaluation. Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.

EDUC 617 Advanced Seminar in Multicultural Education 3

This advanced graduate seminar is designed to provide students in the Multicultural Education MEd program with practical skills in grant writing while integrating and applying their knowledge of multicultural education. Students will learn the fundamentals of grant writing, including identifying funding sources, developing project proposals, creating budgets, and evaluating grant outcomes. Through a project-based approach, students will select a project related to multicultural education that is worth funding. They will use this project as a case study throughout the course, applying grant writing principles and strategies to develop a comprehensive grant proposal.

Prerequisites: EDUC 417 or EDUC 517; EDUC 635

EDUC 617A Advance Seminar in Multicultural Education: Trauma Informed Intervention In School Setting 3

This advanced graduate seminar is designed to help students explore in depth a focused topic of multicultural education and its implication on curriculum development. Topics for this course will vary. Students allowed to repeat this course once to earn up to 6 credits. (Prerequisite: EDUC 417 or EDUC 517)

EDUC 617B Advance Seminar in Multicultural Education: Brain Based Behavioral Intervention 3

This advanced graduate seminar is designed to help students explore in depth a focused topic of multicultural education and its implication on curriculum development. Topics for this course will vary. Students are allowed to repeat the course once to earn up to 6 credits. (Prerequisite: EDUC 417 or EDUC 517).

EDUC 620 Seminar in Student Teaching 3

A seminar to synthesize the academic disciplines and relate them to the development and learning of the pupil in school and focus on the needs of the student teacher. This course offers opportunities to gain skill, insight and perspective in the relationship of theory to practice in the teaching-learning process. To be scheduled concurrently with student teaching.

EDUC 623 Curriculum Design 3

The major purpose of the course is to explore the principles and procedures of curriculum development and management along with special topics like auditing, alignment, and evaluation. Technical issues, trends, future directions, and curriculum designed for special needs will be included. Social, psychological, and philosophical foundations will be discussed.

EDUC 624 School Law 3

Course presents school law as it relates to agency control and structure, school organizations and their policies and procedures, school personnel and students rights. Implications of legal mandates, legal issues for public versus private schools and special needs students will be covered.

EDUC 630G Special Topics in Reading With Field Placement 6**EDUC 635 Research Design 3**

This course will introduce students to the knowledge base, processes, experiences, and skills involved in designing and conducting research studies in education and the social sciences. The course will provide a survey of quantitative, qualitative and mixed research methods, as well as opportunities for students to critically examine educational research studies.

EDUC 645 Education Field Experience 3

Designed to provide a supervised field experience in a classroom environment. Students' specific placement depends on their certification requirements. Students are evaluated by their mentor and university supervisors. There are 40 field experience hours required. Prerequisites: Completion of all certification coursework.

EDUC 680 Special Topic: Lesson Planning for ELs in Inclusive Classrooms 3

This course provides insight on how to improve the quality of lesson planning for EL students through a culturally responsive, inclusive lens.

EDUC 680B Selected Topics in Esl: Meeting the Needs of SLIFE in Our Schools 3

This course provides practical information for those teaching SLIFE students, a diverse group of ESL students, with limited or interrupted formal education. Through course readings, discussions, presentations, hands-on practice using strategies, lesson planning and reflective writings, participants will develop understanding of the unique language, literacy, academic, socio-emotional, and cultural needs of SLIFE students and learn best practices for meeting those needs in schools and classrooms.

EDUC 680C Co-Teaching for English Learners: Collaborative Planning, Instruction, Assessment, and Reflection 3

This hands-on course brings together teachers of English Learners in inclusive classrooms with ESL Program Specialists within schools for readings, discussions, reflective writing, activities, collaborative lesson planning and peer coaching. Participants in the course will work as teams throughout the course and continue their cooperation moving forward through communities of practice.

EDUC 680D Summer Academy for a Professional Learning Community 1

This hands-on course brings together teachers of English Learners in inclusive classrooms for reading of relevant literature, practicing evidence-based strategies for more effective teaching, discussions, reflective writing, activities, and peer coaching. Participants in the course will form professional learning communities designed to provide ongoing instructional support throughout the coming school year. The course will consist of class discussion and activities, videos, reading, reflective writing, lesson planning, blogging, and oral reports.

EDUC 681 Teaching Techniques for Low Incidence Learners 3

This course provides techniques for teaching students with multiple handicaps and intellectual/cognitive disabilities. Specialized techniques will include applied behavior analysis, task analysis, use of adaptive equipment and prosthetic devices, prompting and cueing, augmentative communication systems. This course requires five hours of field experience in a classroom.

EDUC 682 Assessment and Evaluation 3

This course examines the assessment and evaluation processes used for determining progress for students in general and special education programming. Students will use best practices to develop an Individualized Educational Plan (IEP). Students will also write effective Educational Reports (ER), Transition Plans, and other reports and documents necessary to keep schools in compliance with state and federal guidelines.

EDUC 684 Inclusive Education With Field Experience 3

This course examines the concept of Inclusion and what it means to both the special educator and the general educator. Students will learn to use effective inclusion strategies in the general education classroom and examine the various ways special and regular educators can work effectively together. Requires 10 hours of observation.

EDUC 685 Emotional and Behavioral Disorders 3

This course is designed to provide students with the tools necessary to instruct and intervene with students identified with emotional and behavioral disorders. Students will examine the various causes and theories for these disorders. There will be an additional focus on recognizing these disorders and managing them in the inclusive classroom using various positive behavior interventions and other appropriate methods. This course requires ten field experience hours.

EDUC 686 Autism Spectrum Disorders 3

This course gives an overview of the characteristics and learning traits, classification systems, assessment strategies, approaches and interventions related to students with autism. Students will be given the tools needed to work with families and agencies to develop a comprehensive program that meets the individual needs of their students.

EDUC 687 Early Intervention With Pdd and Other Exceptionalities With Field Experience 3

This course examines the importance of early intervention and the different methods and strategies for working with these students. Emphasis will be placed on writing Individual Family Service Plans (IFSP), working with families and agencies, and designing appropriate intervention programs. Students will have 10 hours of field experience in an early intervention setting.

EDUC 689 Early Intervention & Transitional Plan 3

This course will examine aspects of the early intervention and transition processes from infancy to post-secondary. Emphasis is placed on the importance of social, cognitive and sensory motor development, and appropriate service delivery in an inclusive setting. Self-determination will be explored as well as career and vocational education. Different types of early intervention and transition assessments will be examined. The course will help teachers become aware of the importance of working with families and community agencies.

EDUC 750 Leadership and the Chief Executive Office in Education 3**EDUC 760 Equity, Justice & Accountability in Educational Leadership and Policy 3****EDUC 780 Advanced Study of Educational Law and Finance 3****EDUC 880 Educational Leadership Practicum 3****EDUC 920 Dissertation I 3**

The doctoral dissertation is designed to demonstrate the student's ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition. Successful completion/approval of proposal in EDUC 890 and 891 Dissertation Proposal is a prerequisite to this course and subsequent dissertation courses.

Prerequisites: #Take EDUC-890 EDUC-891

EDUC 921 Dissertation II 3

The doctoral dissertation is designed to demonstrate the student's ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition.

Prerequisites: #Take EDUC-920

EDUC 931 Dissertation Continuation 3

The doctoral dissertation is designed to demonstrate the student's ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition. This process often takes longer than a traditional semester. This course can be taken for multiple semesters until the research and dissertation process is completed and approved.

Prerequisites: #Take EDUC-920 EDUC-921