Undergraduate Majors
- Elementary Education PK-4 (https://academiccatalog.sju.edu/arts-sciences/education-unit/elementary-education-pk-4)
- Middle Years Education: 4-8 (https://academiccatalog.sju.edu/arts-sciences/education-unit/middle-years-education-4-8)
- Art Education PK-12 (https://academiccatalog.sju.edu/arts-sciences/education-unit/art-education-pk-12)
- Secondary Education 7-12 (https://academiccatalog.sju.edu/arts-sciences/education-unit/secondary-education-7-12)
- Foreign Language Education PK-12 (https://academiccatalog.sju.edu/arts-sciences/education-unit/foreign-language-education-pk-12)

Adult Undergraduate
- Early Childhood/Elementary Education Pre-kindergarten-4th grade (https://academiccatalog.sju.edu/arts-sciences/education-unit/early-childhood-elementary-education)

Undergraduate Minors
- Educational Studies (https://academiccatalog.sju.edu/arts-sciences/education-unit/unit/graduate-teacher-certification)

Graduate
- Master of Science in Education in Early Childhood Education PK-4 (https://academiccatalog.sju.edu/arts-sciences/education-unit/msed-education-early-childhood-education-pk-4)
- Master of Science in Education in Elementary Middle Years Education 4-8 Certification (https://academiccatalog.sju.edu/arts-sciences/education-unit/msed-elementary-middle-years-education-4-8-certification)
- Master of Science in Education in Secondary Education: 7-12 Certification (https://academiccatalog.sju.edu/arts-sciences/education-unit/msed-secondary-education-7-12-certification)
- Master of Science in Education in Foreign Language K-12 (https://academiccatalog.sju.edu/arts-sciences/education-unit/msed-foreign-language-education-k-12)
- Online Accelerated Teacher Certification (https://academiccatalog.sju.edu/arts-sciences/education-unit/oatcert)
- Master of Science with Reading Specialist Certification (https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-reading-specialist-certification)
- M.S. with Program Specialist Endorsement in English as a Second Language (https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-program-specialist-endorsement-esl)
- Early Childhood Education (PK-4) Graduate Teacher Certification Program (https://academiccatalog.sju.edu/arts-sciences/education-unit/early-childhood-education-pk-4-graduate-teacher-certification-program)
- Elementary/Middle Education (4-8) Graduate Teacher Certification Program (https://academiccatalog.sju.edu/arts-sciences/education-unit/elementary-middle-education-4-8-graduate-teacher-certification-program)

Special Education - Department Overview
Saint Joseph's University Department of Special Education centers its philosophical and practical mission on attaining social justice and democracy through the education of reflective, activist-oriented teacher candidates and practicing teachers. Faculty members are committed to a disposition of academic rigor and professional integrity across our undergraduate, post-baccalaureate, and graduate programs. This commitment is informed by the ideals of fairness, equity, and individuality. We strive to challenge routine societal structures and mindsets in order to promote vibrant learning environments among faculty and students that focus on character education, reflective inquiry-based teaching, and cultural/individual fairness and diversity. Central to our mission, is the delivery of a quality teacher preparation program that encourages future educators to adopt pedagogical practices that recognize the inherent strengths that all children bring to school.

The Special Education Department is focused on helping teachers respect the knowledge traditions of students from non-dominant cultural communities as these students have been historically excluded
from educational curricula. Such practices provide a framework that incorporates all aspects of learning, cognitive, linguistic, social-emotional, and cultural variables. This includes recognizing students’ “funds of knowledge” and the diversity of cultural capital that exists in all homes and communities. Department faculty strive to support future teachers’ adoption of practices that celebrate the unique personality traits, talents and learning differences of individual learners. This will prepare future teachers to help their students become resilient to unwanted peer pressure and bullying, and who actively challenge these and other negative influences.

Consistent with the mission of Saint Joseph’s University, we strive to create teachers who are broadly educated in the liberal arts and who consistently enhance their knowledge of various content areas to inform instruction. We embrace the goal of interdisciplinary teaching that requires teachers to make visible the connections between content areas. Future teachers must also be prepared for the technologies of the 21st Century. We are committed to providing students with the technological capacity that will help them teach in ways that enhance student knowledge and engagement.

The Department of Special Education is committed to creating teacher researchers who systematically study aspects of learning and teaching within their schools in order to inform their own instructional practice and contribute to the theoretical and practical knowledge base in education. The notion of teacher-as-researcher is central to building relationships between theory and practice. We also strive to create teacher activists who assume leadership positions within their schools and are committed to challenging practices and policies that undermine students’ achievement.

Consistent with The Magis it is our hope that our teacher candidates will strive to continue to grow throughout their experiences in and beyond the classroom and embrace the true meaning of Cura Personalis: To improve oneself in order to better serve others.

**Department of Special Education**

*Virginia G. Johnson, Chair*

**Special Education Department**

**Undergraduate Major**

- Special Education: PK-8 [https://academiccatalog.sju.edu/arts-sciences/education-unit/special-education-pk-8](https://academiccatalog.sju.edu/arts-sciences/education-unit/special-education-pk-8)

**Undergraduate Minor**

- Special Education Studies [https://academiccatalog.sju.edu/arts-sciences/education-unit/minor-special-educational-studies](https://academiccatalog.sju.edu/arts-sciences/education-unit/minor-special-educational-studies)

**Graduate Programs**

*Dr. Samuel B. Slike*

**Director of Online Graduate Programs**

The Master’s in Education degree program is designed for students who already have an undergraduate degree and a valid Pennsylvania Instructional I certification or are working towards a Pennsylvania Instructional PK-8 or 7-12 certification.

This graduate program provides the student with extensive preparation for working students with special needs in the classroom. The required courses are determined during the initial advising conference. Students are required to complete at least 36 graduate credit hours.

- Special Education: 7-12 Certification [https://academiccatalog.sju.edu/arts-sciences/education-unit/special-education-7-12-certification](https://academiccatalog.sju.edu/arts-sciences/education-unit/special-education-7-12-certification)
- Special Education: PK-8 Certification [https://academiccatalog.sju.edu/arts-sciences/education-unit/special-education-pk-8-certification](https://academiccatalog.sju.edu/arts-sciences/education-unit/special-education-pk-8-certification)
- Autism Spectrum Disorder Specialist Endorsement [https://academiccatalog.sju.edu/arts-sciences/education-unit/autism-spectrum-disorder-specialist-endorsement](https://academiccatalog.sju.edu/arts-sciences/education-unit/autism-spectrum-disorder-specialist-endorsement)
- Education of the Deaf and Hard of Hearing Program (with PK12 Hearing Impaired Certification) [https://academiccatalog.sju.edu/arts-sciences/education-unit/teacher-deaf-hard-hearing-program](https://academiccatalog.sju.edu/arts-sciences/education-unit/teacher-deaf-hard-hearing-program)
- Master of Science in Special Education without certification [https://academiccatalog.sju.edu/arts-sciences/education-unit/msed-special-education-no-cert](https://academiccatalog.sju.edu/arts-sciences/education-unit/msed-special-education-no-cert)
- Five Year M.S. in Special Education - Teacher Scholar Low Incidence [https://academiccatalog.sju.edu/arts-sciences/education-unit/five-year-special-education-low-incidence](https://academiccatalog.sju.edu/arts-sciences/education-unit/five-year-special-education-low-incidence)
- Five Year M.S. in Special Education - Teacher Scholar High Incidence [https://academiccatalog.sju.edu/arts-sciences/education-unit/five-year-special-education-high-incidence](https://academiccatalog.sju.edu/arts-sciences/education-unit/five-year-special-education-high-incidence)
- Supervisor of Special Education Certification [https://academiccatalog.sju.edu/arts-sciences/education-unit/supervisor-special-education-certification](https://academiccatalog.sju.edu/arts-sciences/education-unit/supervisor-special-education-certification)

**Encarnacion Rodriguez, Chair**

**Department of Educational Leadership**

**Department Overview**

The Department of Educational Leadership offers programs at the graduate and post-graduate levels only. The Department of Educational Leadership houses graduate programs and certifications in the following areas:

- Educational Leadership
- Instructional Technology
- Interdisciplinary Doctor of Education Program for Educational Leaders (IDEPEL)

The Educational Leadership Department is committed to developing and educating aspiring and current leaders. The Educational Leadership Department serves local, national and international students, school and organizations through Doctoral programs, Masters of Science programs, Certifications, Graduate Teacher and Administrative Certificates (post-graduate program), Professional Development and other customized programs.

**Graduate Programs**

- M.S. in Education with a Concentration in Educational Leadership Without Certification [https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-without-certification](https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-without-certification)
- M.S. in Education with a Concentration in Educational Leadership With Principal Certification [https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-with-principal-certification](https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-with-principal-certification)
sciences/education-unit/ms-education-concentration-educational-leadership-principal-certification)

- M.S. in Education with a Concentration in Educational Leadership with Curriculum Supervisor Certification (https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-curriculum-supervisor-certification)
- M.S. in Education with a Concentration in Educational Leadership with Principal AND Curriculum Supervisor Certifications (https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-principal-curriculum-supervisor-certifications)
- M.S. in Education with a Concentration in Educational Leadership with Supervisor of Special Education Certification (https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-supervisor-special-education-certification)
- M.S. in Education with a Concentration in Educational Leadership with Curriculum Supervisor AND Supervisor of Special Education Certification (https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-curriculum-supervisor-supervisor-special-education-certifications)
- M.S. in Education with a Concentration in Educational Leadership with Principal, Curriculum Supervisor AND Supervisor of Special Education (https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-principal-curriculum-supervisor-supervisor-special-education-certifications)
- M.S. in Education with a Concentration in Educational Leadership with Supervisor of Special Education Certification and Supervisor of Special Education Certification (https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-supervisor-special-education-certifications)
- M.S. in Education with a Concentration in Educational Leadership with Curriculum Supervisor Certification and Supervisor of Special Education Certification (https://academiccatalog.sju.edu/arts-sciences/education-unit/ms-education-concentration-educational-leadership-curriculum-supervisor-supervisor-special-education-certifications)

**Course Load**

All courses must be completed at the 500 level or above. A full-time course load is three courses (9 credits) per term for fall and spring semesters, and four courses (12 credits) for the summer term. Working professionals may not register for more than two courses (6 credits) for the fall and spring terms and two courses (6 credits) for each summer term. Course load may be further discussed with the academic advisor on a one-on-one basis.

Any exceptions to this policy must be approved by the Graduate Programs Director or the academic advisor. Students requesting full time status should submit a letter in writing to the Director of Graduate Education stating that they are working less than 20 hours per week during the semester(s) for which full-time status is being requested.

All certification programs meet the General and Specific Standards of the Bureau of Teacher Preparation and Certification of the Department of Education in the Commonwealth of Pennsylvania. Candidates are required to meet certification standards in force at the time of their application for certification.

Criteria for certification are demonstrated by professional behavior in the classroom and in fieldwork. Students who do not meet the high standards of professionalism established by the Pennsylvania Department of Education risk being dismissed from the fieldwork or the program.

**Transfer of Courses**

Applicants who have taken graduate courses elsewhere may request transfer of not more than six graduate credits in Arts and Sciences programs. Such requests must be filed at the time of application for admission. Only those courses which are judged to meet program requirements and in which a student has received a grade of B or better will be accepted. In no instance will courses taken more than five years ago be accepted for transfer credit. Under no conditions will Continuing Education units be accepted for transfer credit. However, Alliance for Catholic Education (ACE) approved courses are eligible for transfer.

**Fieldwork Requirement**

Effective Fall 2015, the three two-credits fieldwork courses (EDL 695, EDL 696, EDL 697) current in 2014-2015 were transitioned into two three-credits fieldwork courses (EDL 695 and EDL 696).

**Applying to the SJU Teacher Certification Program (Undergraduate Day)**

All Education and/or Special Education majors must apply to the SJU Teacher Certification Program to be eligible for PA Teacher Certification. All Education and/or Special Education majors must apply to the SJU Teacher Certification Program. The application process and admission requirements are explained below.
The application process for admission into the SJU Teacher Certification Program begins in October of the candidate’s sophomore year when meeting with his/her advisor about registration. The advisor will provide the student information regarding the application process. The candidate must complete the application and requirements for admission by January 31st of his/her sophomore year. Students will not receive their registration PIN for the following semester if this application has not been completed and submitted to their advisor.

Completed applications for admission into the SJU Teacher Certification Program will be reviewed by the Education Transition committee and submitted to the Teacher Education and Special Education Department Chairs, as appropriate. Students will be notified in regards to the acceptance decision.

Admission Requirements for the SJU Teacher Certification Program

- Must have completed a minimum of 45 credits by end of Fall semester sophomore year
- Must have completed and
- Must have completed 6 mathematics credits
- Must have B- average (2.7) or better in all major courses taken:
  - Must have P in accompanying field experiences to all Education/Special Education courses taken
- Must have a minimum cumulative GPA of at least 3.0
- Must meet Basic Skills Testing Requirements iReading, Writing and Mathematics in any of the approved assessments. Candidates may combine results from the following different assessments:
  - Qualifying PAPA scores
  - Qualifying SAT scores
  - Qualifying ACT scores
  - Qualifying ETS Academic Core scores

Professional Testing Requirements

Current information on testing requirements in Pennsylvania may be located at:

http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-Testing.aspx#tab-1

NOTE: Candidates must request that all test scores are sent directly from the testing company to the PA Department of Education. This is free at the time of registration. Fees will be charged to have score reports sent after a test has been taken. PDE will only accept scores that have been received directly from the testing company. Neither the candidate nor Saint Joseph’s University may upload scores into a certification application. This does not apply to SAT and ACT scores. SJU will submit SAT and ACT scores to PDE after candidates present evidence of their scores to the Office of Certification and Compliance (Merion Hall Suite 220).

Student Teaching

Students must apply to the Director of Field Experiences nine months prior to actual enrollment in Student Teaching. Students must demonstrate a 3.0 cumulative grade point average to participate in this program. All students will be expected to demonstrate completion of all prerequisite courses and pass all appropriate Praxis tests.

Middle school (4-8) and secondary (7-12) certification candidates must have a 3.0 GPA for all courses related to their content field. Effective June 1, 2015, all Secondary (7-12) certification candidates are required to complete the appropriate Praxis tests PRIOR TO APPLYING for student teaching.

Test/licensure Requirements

The Commonwealth of Pennsylvania requires employees working in schools to obtain both a criminal (Act 34) and child abuse (Act 151) background check, as well as a negative TB test. Students conducting a field experience placement must also have these clearances prior to beginning their field placement. The clearances are good for one calendar year. Students conducting a field experience also need to provide their FBI Criminal History Record Check before entering the schools.

Applying to the SJU Teacher Certification Program (Adult Undergraduate PLS)

All Education majors must apply to the SJU Teacher Certification Program to be eligible for PA Teacher Certification upon completion of their degree. This separate application process and the admission requirements are explained below. The application process for admission into the SJU Teacher Certification Program begins when a student is nearing completion of 45 credits towards his/her degree. The advisor will provide the student information regarding the application process. The candidate must complete the application and requirements for admission before earning 60 credits. Transfer students entering with more than 45 transfer credits must complete the application and requirements for admission to the SJU Teacher Certification Program in their first semester at SJU. Completed applications for admission into the SJU Teacher Certification Program will be reviewed by the Education Transition Committee and submitted to the Teacher Education Department Chair. Students will be notified in regards to the acceptance decision.

Basic Skills Testing

According to ACT 168 (effective August 1, 2015), all undergraduate teacher certification candidates must achieve qualifying scores for one of the accepted tests of Basic Skills (Reading, Writing, and Math) in order to be admitted to a teacher certification program. Candidates must apply to a teacher certification program after they have completed a minimum of 48 undergraduate credits.

Candidates who have not satisfied the Basic Skills Test requirement may not register for education courses beyond 60 undergraduate credits, nor are they permitted to register for upper level professional education courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 240</td>
<td>Reading Literature II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 362</td>
<td>Social Studies Thru Arts PK-4</td>
<td>3</td>
</tr>
<tr>
<td>EDU 363</td>
<td>Science Methods PK-4</td>
<td>3</td>
</tr>
<tr>
<td>EDU 365</td>
<td>Math &amp; Technology (PreK-4)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Student Teaching ECE</td>
<td>12</td>
</tr>
<tr>
<td>Any 300-level SPE course or above</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates must satisfy the Basic Skills Testing requirement in order to apply any transfer credits to a teacher certification program.

Professional Testing Requirements

In addition to completing prescribed programs of study including field experiences, student teaching, practicums and internships, educators are often required to take and pass standardized tests in order to qualify for a
professional license or certification. Testing requirements vary from state to state; therefore candidates must be alert to such requirements for any state in which they wish to be certified. Also, the requirements are subject to frequent changes, so one should always check to be sure they have the most current information regarding which test is required before they pay, register or take an exam. Because of the dynamic nature of the testing requirements, Saint Joseph’s University cannot be held responsible for any misinterpretation or misinformation (regardless of the source) used when deciding which test to take. The responsibility to take the proper tests lies solely with the candidates.

Note: The professional licensure tests are challenging and expensive. Candidates should take advantage of all available resources and practice test questions to seriously prepare themselves before sitting for a test.

Pedagogy and Content Exams
Candidates must earn a qualifying scores in the following pedagogy and/or content exams:

- PreK-4 Pearson Module 1: Child Dev, Prof., Assessment
- PreK-4 Pearson Module 2: Language Arts & Social Studies
- PreK-4 Pearson Module 3: Science, Math & Health

Certification Requirements (Graduate)
Students seeking certification in a secondary subject area (7-12) must provide evidence of an undergraduate major in their specialty area or obtain approval from the Director of Graduate Education to complete appropriate additional coursework. Early advising in the program is necessary. Students seeking certification in PK-4, 4-8, 7-12, special education, Hearing Impaired k-12, or reading specialists should discuss their plans of study with an advisor at the time of admission. No student with a cumulative graduate GPA of less than 3.0 upon completion of the program will be certified in any area. In addition, candidates for secondary certification are expected to have a minimum GPA of 3.0 in their subject matter area; those who do not may be required to take additional coursework in the pertinent content area or to complete necessary Praxis II exams prior to student teaching. All students must also have passed all required Praxis tests for their area in order to be certified.

Note: Formerly, first certification graduate students were required to have successfully completed the PPST (basic skills) Praxis tests prior to the application for student teaching. However, Act 24 of 2011 removed the requirement for Basic Skills Tests for fully admitted GRADUATE students. This provision only applies to candidates seeking an Instructional Certificate. There are noted exceptions to this provision.

Several of the programs offered by the Graduate faculty in Education can lead to certification and the Master’s degree. There are selected programs, however, that lead to certification only or to the Master’s Degree without certification. Students are advised to discuss their educational plans before and after the admissions process with the Graduate Education Advisor by calling 610-660-3364 or by email to graduate_education@sju.edu.

All certification programs meet the General and Specific Standards of the Bureau of Teacher Preparation and Certification of the Department of Education in the Commonwealth of Pennsylvania. Candidates are required to meet certification standards in force at the time of their application for certification.

Criteria for certification is demonstrated by professional behavior in the classroom and in field placements. Students who do not meet the high standards of professionalism established by the Department and delineated in the Student Handbook will not be recommended for certification to the Pennsylvania Department of Education.

Master of Science in Education with Level I Certification
The M.S. in Education leading to Level I certification is designed for students who have an undergraduate degree in a discipline other than Education. Candidates’ undergraduate coursework must be in conformity with the guidelines established for Saint Joseph’s certification programs. Students lacking adequate preparation will be required to take prerequisite coursework in appropriate disciplines. The M.S. degree requires 36 credits of coursework (12 courses); this does NOT include the special one-credit field labs associated with specific courses. Requirements for PDE Level 1 certification vary according to the specific certification being earned (see “List of Courses” under each certification area below). Students enrolled in the Teacher Education Program may be certified to teach the following areas and grade levels:

- Early Childhood Education (PK to 4)
- Elementary/Middle (4 to 8)
  - Option 1 Concentrations: (1A) Language Arts, (1B) Mathematics, (1C) Science, (1D) Social Studies
  - Option 2 Concentrations: (2A) Language Arts and Science, (2B) Language Arts and Math, (2C) Science and Math (2D0 Social Studies and Math, 2E0 Social Studies and Science
- Secondary Education (7 to 12)
  - Sciences: General Science, Chemistry, Biology, Physics
  - Mathematics
  - Citizenship Education
  - English
  - Foreign Languages (K to 12): French, Latin, German, Spanish, Italian

Important Note: effective August 15, 2015, ACT 168 states that graduate certification candidates may only apply undergraduate education courses to Level 1 certification requirements if they have satisfied the PDE Basic Skills Requirement. For more information, visit http://www.education.pa.gov/Documents/Teachers-Administrators/Certification Preparation Programs/Framework Guidelines and Rubrics/Entry into Certification Programs Guidelines.pdf

Teacher Intern Program
Joe Cifelli, Ph.D.

The Teacher Intern program is a non-degree granting certification program for persons interested in elementary and secondary school certification. Upon admission into the program, successful completion of the required Praxis examinations and completion of any needed courses, students will be eligible for Intern certification (a three-year provisional certificate). Candidates for the Intern certificate must apply through Dr. Joseph Cifelli, Director of Certification.

Saint Joseph’s University does not make intern or graduate field placements for intern candidates.

Teacher Certification Program: Admission and Retention

In addition to fulfilling the university degree requirements, education majors must meet Saint Joseph’s University and the Pennsylvania
Department of Education requirements to be formally admitted to and retained in a teacher certification program.

Teacher Certification Program

All inquiries regarding certification should be directed to:
Office of Certification, Accreditation and Partnerships
Director: Joseph K. Cifelli, Ed.D.

Available certifications in Teacher Education Level I PA Certification

Teacher Education

EDU 121 Child Development (3 credits)
This course examines the physical, intellectual, emotional, and social development of the child from birth through the childhood years (0-12), including the study of how children learn and acquire knowledge. Special attention will be given to understanding theories of development and their implications in the early childhood and elementary classrooms as well as critiques of these theories.

EDU 140 Publ Schls & Soc Eq in Urb Env (3 credits)
This course explores the controversies that the current education reform has created in urban school districts such as the School District of Philadelphia. Particular attention is given to the debate over school funding and the role that charter schools play in this debate. To understand the complexity of this issue, the course will introduce students to some of the main changes experienced by the School District of Philadelphia in recent times and will address how charter schools came to be regarded as “the” solution for public education in this City. Because this course also aims at providing students with an introduction to the process of research and to familiarize them with the conventions of different ways of writing, students will be required to conduct library-based research and to present their conclusions in different academic formats.

Restrictions: Enrollment is limited to PLS/HDC level students.
Attributes: Adult Learning Seminar

EDU 150 Schools in Society-Fr Seminar (3 credits)
The course studies American education structurally. The origins, evolution, and realities of contemporary public and private schools are examined through critical readings. Visits to elementary classrooms in multicultural settings provide a strong link to the teacher’s world and the course content. Satisfies Freshman Seminar GEP requirement.
Attributes: Diversity Course (New GEP), First-Year Seminar, Undergraduate

EDU 155F FE Schools in Soc (preK-4/4-8) (0 credits)
The course studies American education structurally. The origins, evolution, and realities of contemporary public and private schools are examined through critical readings. Visits to elementary classrooms in multicultural settings provide a strong link to the teacher’s world and the course content. Satisfies Freshman Seminar GEP requirement.

EDU 151 Develop, Cognition, & Learning (3 credits)
This course provides students with the opportunity to apply theories of human development to teaching practices. Special attention is directed towards intrinsic and extrinsic motivation, social dynamics in the classroom, tests and measurements, and various instruction models. Enrollment in Field Experience is required with this course. Satisfies a Social/Behavioral Science GEP requirement.

Prerequisites: ENG 101
Attributes: Undergraduate, Writing Intensive Course - GEP

EDU 151F FE Devel, Cognition & Learning (0 credits)
This course provides students with the opportunity to apply theories of human development to teaching practices. Special attention is directed towards intrinsic and extrinsic motivation, social dynamics in the classroom, tests and measurements, and various instruction models. Enrollment in Field Experience is required with this course. Satisfies a Social/Behavioral Science GEP requirement.

Attributes: Undergraduate

EDU 155 Foundations of Early Childhood (3 credits)
This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs.

Prerequisites: EDU 121
Attributes: Undergraduate

EDU 155F FE Found Early Child (preK-4) (0 credits)
This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs.

Prerequisites: EDU 121
Attributes: Undergraduate

EDU 157 Adolescent Development (3 credits)
The course addresses the dynamic complexities of adolescent development, through discussion of classic and emerging theories. The text readings and class assignments make use of research-based, real-world, and cross-cultural examples. The primary aim of the course is to foster the students ability to recognize and apply the connections among developmental domains and of theory and research with application as applied to the ever changing field of human development. The course takes a longer age range approach to adolescence by expanding coverage into the early twenties and giving attention to changes and continuities in development that take place during this period of "emerging adulthood."

Attributes: Undergraduate
EDU 157F FE Adolescent Development (0 credits)
The course addresses the dynamic complexities of adolescent development, through discussion of classic and emerging theories. The text readings and class assignments make use of research-based, real-world, and cross-cultural examples. The primary aim of the course is to foster the students ability to recognize and apply the connections among developmental domains and of theory and research with application as applied to the ever changing field of human development. The course takes a longer age range approach to adolescence by expanding coverage into the early twenties and giving attention to changes and continuities in development that take place during this period of "emerging adulthood."
Attributes: Undergraduate

EDU 160 Schools in Society (3 credits)
See description for EDU 150. Appropriate for students who did not take EDU 150 in their freshman year. Equivalent to EDU 150/150F; HOWEVER, does not satisfy the First Year Seminar GEP requirement.
Attributes: Diversity Course (New GEP), Undergraduate

EDU 160F FE Schools in Soc(preK-4/4-8) (0 credits)
See description for EDU 150. Appropriate for students who did not take EDU 150 in their freshman year. Equivalent to EDU 150/150F; HOWEVER, does not satisfy the First Year Seminar GEP requirement.
Attributes: Undergraduate

EDU 231 Assessment and Evaluation (3 credits)
Assessment and Evaluation in Education is designed to provide education majors with an in-depth understanding of the different types of assessment strategies, and how to use multiple assessment data for a wide range of educational decisions. Content coverage will include an overview of assessment models using authentic, diagnostic, dynamic, formative, and summative assessment techniques. In addition, course topic will include an examination of technical qualities of assessment tools, different types of educational decisions, current assessment legislation and regulation, and test modifications/accommodation.
Attributes: Undergraduate

EDU 232 Reading Literature I (3 credits)
This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of Basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas.
Prerequisites: EDU 150 and EDU 151
Attributes: Undergraduate

EDU 232F FE Reading/Literature I (0 credits)
This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of Basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas.
Prerequisites: EDU 150 and EDU 151
Attributes: Undergraduate

EDU 240 Reading Literature II (3 credits)
The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of multicultural literature and the writing process.
Prerequisites: EDU 232
Attributes: Undergraduate

EDU 240F FE: Reading Literature II (0 credits)
The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of multicultural literature and the writing process.
Prerequisites: EDU 232
Attributes: Undergraduate

EDU 241 Soc/Emo Dev/Lm: Erly Child (3 credits)
This course focuses on the domain of social and emotional development in early childhood, and it explores the complex ways in which this domain of development changes over time from birth to allow the growing child to react and interact with others around them. An interactional model will serve as the primary theoretical framework that underlies all discussions and assignments in order to allow students to understand the concept that each major area of development in early childhood are interdependent on one another and directly contribute to the adaptability and resilience of the whole child. Students will become familiar with current theories on how the young child develops socially and emotionally from birth and how mastery of development in these areas provides lays the foundation for cognitive, linguistic, and motoric growth in the early years. Special topics include early childhood mental health, parent-child attachment, floor time and early exploration (play), family systems dynamics, resiliency, adversity/risk, policy reform, and promotion/prevention/intervention.
Prerequisites: Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.
Attributes: Undergraduate

EDU 241F FE Soc/Emo Dev/Lm: Erly Child (0 credits)
This course focuses on the domain of social and emotional development in early childhood, and it explores the complex ways in which this domain of development changes over time from birth to allow the growing child to react and interact with others around them. An interactional model will serve as the primary theoretical framework that underlies all discussions and assignments in order to allow students to understand the concept that each major area of development in early childhood are interdependent on one another and directly contribute to the adaptability and resilience of the whole child. Students will become familiar with current theories on how the young child develops socially and emotionally from birth and how mastery of development in these areas provides lays the foundation for cognitive, linguistic, and motoric growth in the early years. Special topics include early childhood mental health, parent-child attachment, floor time and early exploration (play), family systems dynamics, resiliency, adversity/risk, policy reform, and promotion/prevention/intervention.
Prerequisites: Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.
Attributes: Undergraduate
EDU 242 Tech Enhanced Curr & Instrs PK-8 (3 credits)
This course provides multiple approaches to the critical linked processes of assessment, curriculum development, and instruction of young children. National Association for the Education of Young Children (NAEYC) standards as well as state and federal early learning standards, and guidelines for personnel preparation in early childhood education will be used to structure early learner curriculum and developmentally appropriate programs. Topics of study include: planning and preparation; implementing thematic units and child-centered studies using appropriate curricular materials, scope and sequence; and resources and strategies for student-centered assessments which address academic, cultural and linguistic differences.
Prerequisites: EDU 150 and EDU 151
Restrictions: Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.
Attributes: Undergraduate

EDU 242F FE:Tech Enhanced Curr&Instrs PK-8 (0 credits)
This course provides multiple approaches to the critical linked processes of assessment, curriculum development, and instruction of young children. National Association for the Education of Young Children (NAEYC) standards as well as state and federal early learning standards, and guidelines for personnel preparation in early childhood education will be used to structure early learner curriculum and developmentally appropriate programs. Topics of study include: planning and preparation; implementing thematic units and child-centered studies using appropriate curricular materials, scope and sequence; and resources and strategies for student-centered assessments which address academic, cultural and linguistic differences.
Prerequisites: EDU 150 and EDU 151

EDU 246 Literacy, Language and Culture (3 credits)
This course introduces education majors to key theories, issues, and practices related to promoting the language and literacy development of culturally and linguistically diverse students (Pre-K - 8), with a special focus on English language learners (ELLs). Candidates will learn how to use the PA Language proficiency standards and PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, videos, library and online.
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr, English - Secondary Education, History - Secondary Education, Mathematics - Secondary Educat or Secondary Education.
Attributes: Diversity Course (New GEP), Undergraduate

EDU 246F FE: Literacy, Language & Culture (0 credits)
This course introduces education majors to key theories, issues, and practices related to promoting the language and literacy development of culturally and linguistically diverse students (Pre-K - 8), with a special focus on English language learners (ELLs). Candidates will learn how to use the PA Language proficiency standards and PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, videos, library and online.
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 247 Literacy in the Content Areas (3 credits)
Teaching and using of reading skills in various content fields in middle and secondary schools; problems in reading textbooks, special needs in different curriculum areas, general and specific reading skills, study methods, critical reading, and adjustment to individual differences. Special focus on the use of audiovisual materials in the classroom is a core element of the course.
Prerequisites: EDU 150 and EDU 157
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 247F FE: Literacy in Content Areas (0 credits)
Teaching and using of reading skills in various content fields in middle and secondary schools; problems in reading textbooks, special needs in different curriculum areas, general and specific reading skills, study methods, critical reading, and adjustment to individual differences. Special focus on the use of audiovisual materials in the classroom is a core element of the course.
Prerequisites: EDU 150 and EDU 157

EDU 242F Tech Enhanced Curr & Instrs PK-8 (0 credits)
This course provides multiple approaches to the critical linked processes of assessment, curriculum development, and instruction of young children. National Association for the Education of Young Children (NAEYC) standards as well as state and federal early learning standards, and guidelines for personnel preparation in early childhood education will be used to structure early learner curriculum and developmentally appropriate programs. Topics of study include: planning and preparation; implementing thematic units and child-centered studies using appropriate curricular materials, scope and sequence; and resources and strategies for student-centered assessments which address academic, cultural and linguistic differences.
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Prerequisites: EDU 150 and EDU 157
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 247F FE: Literacy in Content Areas (0 credits)
Teaching and using of reading skills in various content fields in middle and secondary schools; problems in reading textbooks, special needs in different curriculum areas, general and specific reading skills, study methods, critical reading, and adjustment to individual differences. Special focus on the use of audiovisual materials in the classroom is a core element of the course.
Prerequisites: EDU 150 and EDU 157

EDU 362 Social Studies Thru Arts PK-4 (3 credits)
The purpose of this course is to connect theory and practice in the teaching of elementary school social studies through the visual and performing arts. Strategies for planning, implementing, and evaluating social studies instruction are designed with a focus on preparing children to be critical thinkers and young citizens in a global, technological and culturally diverse world.
Prerequisites: EDU 151
Restrictions: Enrollment is limited to students with a major in Elementary Educ 4th - 8th Gr
Attributes: Undergraduate

EDU 362F FE: Soc Studies Thru Arts PK-4 (0 credits)
The purpose of this course is to connect theory and practice in the teaching of elementary school social studies through the visual and performing arts. Strategies for planning, implementing, and evaluating social studies instruction are designed with a focus on preparing children to be critical thinkers and young citizens in a global, technological and culturally diverse world.
Prerequisites: EDU 151

EDU 363 Science Methods PK-4 (3 credits)
This course is designed to provide students with the opportunity to investigate teaching modalities relevant to elementary school science. Emphasis is placed upon the philosophy, curriculum planning and organization, skill development, instrumental methodology, and classroom resources for the natural sciences.
Prerequisites: EDU 151

EDU 363F FE: Science Methods PK-4 (0 credits)
This course is designed to provide students with the opportunity to investigate teaching modalities relevant to elementary school science. Emphasis is placed upon the philosophy, curriculum planning and organization, skill development, instrumental methodology, and classroom resources for the natural sciences.
Prerequisites: EDU 151
EDU 365 Math & Technology (PreK-4) (3 credits)
This course provides an overview of the development of mathematics as a part of the elementary school curriculum. Emphasis will be placed upon current research and the development of techniques useful in the presentation of mathematical concepts. Included in this course is a thorough investigation into the Standards and of the National Council of Teachers of Mathematics and examination of gender bias in the mathematics classroom.
Prerequisites: EDU 151
Restrictions: Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.
Attributes: Field Experience, Undergraduate

EDU 365F FE Math & Technology (PreK-4) (0 credits)
This course provides an overview of the development of mathematics as a part of the elementary school curriculum. Emphasis will be placed upon current research and the development of techniques useful in the presentation of mathematical concepts. Included in this course is a thorough investigation into the Standards and of the National Council of Teachers of Mathematics and examination of gender bias in the mathematics classroom.

EDU 369 Perspectives of Women in Edu (3 credits)

EDU 379 Family, School & Community (3 credits)

EDU 381 Math in the Elementary School (3 credits)

EDU 382 Social Studies in Elem School (3 credits)

EDU 383 Science in the Elem School (3 credits)

EDU 390 Elem Pedagogy Field Exp (0 credits)

EDU 391 Math in the Elementary School (3 credits)

EDU 392 Social Studies in Elem School (3 credits)

EDU 393 Science in the Elem School (3 credits)

EDU 410 Instructional Tech -English (3 credits)
A course designed to introduce pre-service and in-service secondary school teachers of English to instructional processes, strategies, materials, assessment practices and classroom management theory that will be of practical value in the classroom. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Emphasis is on lesson planning that utilizes questioning and discovery strategies, inductive and deductive teaching skills, process writing procedures and traditional grammar, plus oral English skills as demonstrated on a video-taped mini lesson.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th -8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 410F FE: Instr Tech for English (0 credits)
A course designed to introduce pre-service and in-service secondary school teachers of English to instructional processes, strategies, materials, assessment practices and classroom management theory that will be of practical value in the classroom. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Emphasis is on lesson planning that utilizes questioning and discovery strategies, inductive and deductive teaching skills, process writing procedures and traditional grammar, plus oral English skills as demonstrated on a video-taped mini lesson.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Attributes: Undergraduate

EDU 412 Instruct Techniques: Soc Stud (3 credits)
This course introduces pre-service and in-service secondary schools and classroom management techniques that will be of practical value in the classroom. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Investigations involve studies of the integration of social, economic, and political impact upon groups. Instruction is designed to explore the structure of the discipline with a focus on preparing students to be critical thinkers and citizens in a global, technological and culturally diverse world. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th -8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 412F FE: Instru Tech-Social Studies (0 credits)
This course introduces pre-service and in-service secondary schools and classroom management techniques that will be of practical value in the classroom. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Investigations involve studies of the integration of social, economic, and political impact upon groups. Instruction is designed to explore the structure of the discipline with a focus on preparing students to be critical thinkers and citizens in a global, technological and culturally diverse world. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Attributes: Undergraduate

EDU 414 Instruct Techniques: Lang (3 credits)
This course introduces the student or teacher to the substance and strategies of proficiency-oriented second-language instruction (K-12). Students will be placed in a K-12 classroom where they will study issues related to teaching pedagogy. The course will enable the student to compose a working definition of proficiency, and explore possible approaches (instructional techniques) for attaining the goals indicated by this definition. Attention is also given to selected topics in both first and second language acquisition theory and practice. An introduction to general linguistics is helpful but not required. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th -8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 414F FE: Instr Tech Foreign Lang (0 credits)
This course introduces the student or teacher to the substance and strategies of proficiency-oriented secondary-language instruction (K-12). Students will be placed in a K-12 classroom where they will study issues related to teaching pedagogy. The course will enable the student to compose a working definition of proficiency, and explore possible approaches (instructional techniques) for attaining the goals indicated by this definition. Attention is also given to selected topics in both first and second language acquisition theory and practice. An introduction to general linguistics is helpful but not required. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Attributes: Undergraduate
EDU 416 Instructional Techniques -Math (3 credits)
This course is intended to assist students in the development of their individual approaches to instructional styles and strategies. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Emphasis will be placed upon the current research and the development of techniques useful in the presentation of mathematical concepts at the secondary level. Included in this course is a thorough investigation of the National Council of Teachers of Mathematics' Standards and examination of Gender Bias in the mathematics classroom.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th - 8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 416F FE: Instru Tech Mathematics (0 credits)
This course is intended to assist students in the development of their individual approaches to instructional styles and strategies. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. Emphasis will be placed upon the current research and the development of techniques useful in the presentation of mathematical concepts at the secondary level. Included in this course is a thorough investigation of the National Council of Teachers of Mathematics' Standards and examination of Gender Bias in the mathematics classroom.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th - 8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 418 Instructional Tech: Science (3 credits)
This course is intended to assist students in the development of their individual instructional styles and strategies. Well-conceived and effective curriculum and instruction are based upon both an understanding of the adolescent and the nature of science. Instructional techniques ranging from lecture and demonstrations to laboratory and computer simulations will be modeled and analyzed. Issues in classroom management and safety, among other topics, will be explored. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. All of these courses in instructional methodology include discussion of and practice in instructional management, student motivation, the implications of learning theory for classrooms, the identification of instructional resources, and procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Restrictions: Enrollment is limited to students with a major in Elementary Educ 4th - 8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 418F FE: Instru Tech for Science (0 credits)
This course is intended to assist students in the development of their individual instructional styles and strategies. Well-conceived and effective curriculum and instruction are based upon both an understanding of the adolescent and the nature of science. Instructional techniques ranging from lecture and demonstrations to laboratory and computer simulations will be modeled and analyzed. Issues in classroom management and safety, among other topics, will be explored. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. All of these courses in instructional methodology include discussion of and practice in instructional management, student motivation, the implications of learning theory for classrooms, the identification of instructional resources, and procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.
Prerequisites: EDU 150 and EDU 157 and SPE 160
Restrictions: Enrollment is limited to students with a major in Elementary Educ 4th - 8th Gr or Secondary Education.
Attributes: Undergraduate

EDU 422 Instruct Tech. for Art Edu (3 credits)
This course is designed to introduce pre-service teachers of Art to instructional processes, teaching strategies, materials, lesson planning, assessment practices, and classroom management theory that will be of practical value in the classroom. Students will be placed in a K-12 art classroom where they will study issues related to teaching pedagogy.
Prerequisites: EDU 150 and EDU 151 and SPE 160
Attributes: Undergraduate

EDU 422F FE: Instruct Tech for Art Edu (0 credits)
This course is designed to introduce pre-service teachers of Art to instructional processes, teaching strategies, materials, lesson planning, assessment practices, and classroom management theory that will be of practical value in the classroom. Students will be placed in a K-12 art classroom where they will study issues related to teaching pedagogy.
Prerequisites: EDU 150 and EDU 151 and SPE 160
Attributes: Undergraduate

EDU 471 Writing in the Classroom (3 credits)
A practical course in the teaching of writing across the curriculum. Practice in personal, creative, and expository writing. Methods of teaching writing and steps in the writing process (pre-writing, drafting, revising, editing, publishing) are emphasized in the course.
Restrictions: Enrollment is limited to students with a major in Elementary Educ 4th - 8th Gr.
Attributes: Undergraduate

EDU 479 Independent Study Education (3 credits)
This course is designed to accommodate those students who have an interest in a research- or internship- worthy topic that can be examined on an independent basis. The student will work closely with a professor on an education-related topic that will require the identification of that topic, a literature review, appropriate methodology/field experience, and analysis.
EDU 491 Secondary Student Teaching (12 credits)
This experience is designed as the capstone professional course for the Secondary Education Certification program; it is to be the final course taken in the educational coursework sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, each week students attend a seminar in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student will have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, using technology in the classroom, identifying instructional resources, and assessing student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the Office of Student Teaching according to the application deadlines established by the Department. These deadlines are more than one semester in advance of student teaching. See Education Department home page at for on-line application and guidelines.
Restrictions: Enrollment is limited to students with a major in Secondary Education.
Attributes: Undergraduate

EDU 495 Student Teaching ECE (12 credits)
This experience is designed as the capstone professional course for the PK-4 education major; it is to be the final course taken in the major sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, the student attends a seminar once each week in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, using technology in the classroom, identifying instructional resources, and the assessment of student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the Office of Student Teaching according to the application deadlines established by the Department. These deadlines are more than one semester in advance of student teaching. See Education Department home page at for on-line application and guidelines. http://www.sju.edu/academics/education
Restrictions: Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.
Attributes: Undergraduate

EDU 496 Student Teaching 4-8 (12 credits)
This experience is designed as the capstone professional course for the 4-8 Certification program; it is to be the final course taken in the educational coursework sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, each week students attend a seminar in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student will have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, using technology in the classroom, identifying instructional resources, and assessing student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the Office of Student Teaching according to the application deadlines established by the Department. These deadlines are more than one semester in advance of student teaching. See Education Department home page at for on-line application and guidelines. http://www.sju.edu/academics/education
Restrictions: Enrollment is limited to students with a major in Elementary Educ 4th - 8th Gr.
Attributes: Undergraduate

EDU 498 Student Teaching Dual (6 credits)
This experience is designed as the capstone professional course for the Double Major (PK-4 / Special Education); it should be taken in conjunction with SPE 495. It is to be the final course taken in the major sequence. The Student Teaching experience approximates a full-time working experience for the semester (fourteen weeks) and includes experiences in both regular and special education classrooms. It includes a seminar each week in which issues related to student teaching are studied. At the conclusion of the Student Teaching experience, the student shall have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, using reading, language and literacy skills in working with exceptional students, identifying instructional resources, using technology, and assessing student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the Office of Student Teaching according to the application deadlines established by the Department. These deadlines are more than one semester in advance of student teaching. See Education Department home page at for on-line application and guidelines.
Restrictions: Enrollment is limited to students with a major in Elem - Special Education or Elementary Education.
Attributes: Undergraduate
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 500C</td>
<td>Movement &amp; Lrng in Classroom</td>
<td>3 credits</td>
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<tr>
<td>EDU 501C</td>
<td>School Violence:Strategies</td>
<td>3 credits</td>
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<tr>
<td>EDU 502C</td>
<td>BullyingVictimization:Causes</td>
<td>3 credits</td>
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<tr>
<td>EDU 503C</td>
<td>Co-Workers:Collabor &amp; Teaching</td>
<td>3 credits</td>
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<tr>
<td>EDU 505C</td>
<td>Mentoring/Motivating Students</td>
<td>3 credits</td>
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<tr>
<td>EDU 508C</td>
<td>CharacterEd:InstillPositiveValu</td>
<td>3 credits</td>
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<tr>
<td>EDU 510C</td>
<td>ADHD:What Educ Need to Know</td>
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<tr>
<td>EDU 511C</td>
<td>BloomBrainTheory:Effect Quest</td>
<td>3 credits</td>
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<td>EDU 512C</td>
<td>Building a Classroom Community</td>
<td>3 credits</td>
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<td>EDU 513C</td>
<td>Strat in Classroom Mgt</td>
<td>3 credits</td>
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<tr>
<td>EDU 514C</td>
<td>HlthyConflictResolut:Strategy</td>
<td>3 credits</td>
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<tr>
<td>EDU 516C</td>
<td>Meeting Needs:Differ Instruct</td>
<td>3 credits</td>
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<tr>
<td>EDU 520C</td>
<td>Drug Awarness/ Indentification</td>
<td>3 credits</td>
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<td>EDU 524C</td>
<td>Inclusion:Accepting Diversity</td>
<td>3 credits</td>
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<tr>
<td>EDU 526C</td>
<td>Psych Disorder in Classroom</td>
<td>3 credits</td>
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<tr>
<td>EDU 529C</td>
<td>Helping Children Cope:Stress</td>
<td>3 credits</td>
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<td>EDU 531C</td>
<td>Violence in the Media</td>
<td>3 credits</td>
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<td>EDU 532C</td>
<td>Teaching:21st Cent Classroom</td>
<td>3 credits</td>
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<tr>
<td>EDU 533C</td>
<td>K-8 Sci:Tchg for Motiv Undstn</td>
<td>3 credits</td>
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<tr>
<td>EDU 534C</td>
<td>Conflict Resol:Cult of Collab</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 535C</td>
<td>Using Tech Effect in Classroom</td>
<td>3 credits</td>
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<tr>
<td>EDU 545L</td>
<td>Prac Issues Sec Teach Lab</td>
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<tr>
<td>EDU 550</td>
<td>Hist &amp; Contemp Perspect Educ</td>
<td>3 credits</td>
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<tr>
<td>EDU 551F</td>
<td>Psych Teach:Develop Perspec</td>
<td>0 credits</td>
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</table>

This course introduces theoretical models of instructional design, student motivation, classroom management, and assessment. Attention is directed to instructional objectives; to lesson formats; to motivational strategies; to classroom discipline; to teacher attitudes and expectations; and tests and measurements. Particular attention is given to recent developments in schema theory and to constructivist models.

Restrictions: Enrollment is limited to Graduate level students.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 552F</td>
<td>Hist &amp; Contemp Perspect Edu</td>
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<tr>
<td>EDU 553F</td>
<td>Psychology of Teaching</td>
<td>1 credit</td>
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<tr>
<td>EDU 555</td>
<td>Foundations of Early Childhood</td>
<td>3 credits</td>
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<tr>
<td>EDU 556</td>
<td>Found. of Early Childhood</td>
<td>1 credit</td>
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<td>EDU 557F</td>
<td>Adolescent Psychology</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

This course introduces theoretical models of instructional design, student motivation, classroom management, and assessment at the secondary level. Attention is directed to instructional objectives; to lesson formats; to motivational strategies; to classroom discipline; to teacher attitudes and expectations; and tests and measurements. Particular attention is given to recent developments in schema theory and to constructivist models.

Restrictions: Enrollment is limited to Graduate level students.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 558F</td>
<td>Middle Level Development</td>
<td>1 credit</td>
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<tr>
<td>EDU 560</td>
<td>Using Tech for Instru &amp; Asses</td>
<td>3 credits</td>
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<tr>
<td>EDU 570</td>
<td>Education Independetn Study</td>
<td>3 credits</td>
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<td>EDU 600</td>
<td>Educ Lead Research&amp;Refi Pract</td>
<td>3 credits</td>
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<tr>
<td>EDU 601</td>
<td>Field Experience Cert I</td>
<td>1 credit</td>
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<tr>
<td>EDU 602</td>
<td>Certification Lab II</td>
<td>1 credit</td>
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<tr>
<td>EDU 603</td>
<td>Elementary Pedagogy Lab</td>
<td>1 credit</td>
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<tr>
<td>EDU 605</td>
<td>Critical Contemp. Educ. Issues</td>
<td>3 credits</td>
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<td>EDU 606</td>
<td>Math in Elementary School</td>
<td>3 credits</td>
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<td>EDU 607</td>
<td>Social Studies in Elem School</td>
<td>3 credits</td>
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<tr>
<td>EDU 608</td>
<td>Science In Elementary School</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 610</td>
<td>Instruct Techniques: English</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.

Prerequisites: EDU 557 and EDU 557F

Restrictions: Enrollment is limited to Graduate level students.
EDU 615 Instruct Tech - For Lang Lab (1 credit)
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.
Prerequisites: EDU 557 and EDU 557F
Restrictions: Enrollment is limited to Graduate level students.

EDU 557 and EDU 557F

EDU 616 Instruct Techniques: Math (3 credits)
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.
Prerequisites: EDU 557 and EDU 557F
Restrictions: Enrollment is limited to Graduate level students.

EDU 557 and EDU 557F

EDU 617 Instruct Techniques - Math Lab (1 credit)

EDU 618 Instruct Techniques: Science (3 credits)
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.
Prerequisites: EDU 557 and EDU 557F
Restrictions: Enrollment is limited to Graduate level students.

EDU 557 and EDU 557F

EDU 618F FE: Instruct Technologies: Sci (0 credits)
Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.
Prerequisites: EDU 557 and EDU 557F
Restrictions: Enrollment is limited to Graduate level students.

EDU 557 and EDU 557F

EDU 619 Instruct Techniques - Sci Lab (1 credit)

EDU 620 Multimedia Production (3 credits)

EDU 621 Computers for Educators (3 credits)

EDU 622 Instructional Tech: Art Ed (3 credits)
This course is designed to introduce pre-service teachers of Art to instructional processes, teaching strategies, materials, lesson planning, assessment practices, and classroom management theory that will be of practical value in the classroom.
Restrictions: Enrollment is limited to Graduate level students.
EDU 622F FE: Instructional Tech: Art Ed (1 credit)
This course is designed to introduce pre-service teachers of Art to instructional processes, teaching strategies, materials, lesson planning, assessment practices, and classroom management theory that will be of practical value in the classroom. Enrollment in Field Experience (EDU 622F) is required with this course.
Restrictions: Graduate level students may not enroll.

EDU 623 Instruct Tech in Art Ed Lab (1 credit)

EDU 625 Theory & Prac in Second Teach (3 credits)
This course studies the content and methods for teaching the five PA certification disciplines: English, Foreign Language, Mathematics, Science, and Citizenship. National, state, and local standards are examined, which students consider in relation to curriculum design and pedagogy. Backward Design, a method for developing lessons and units, provides a common organizing framework that fosters good teaching. For part of the course, students study within their own discipline, interacting with texts that discuss curriculum frameworks, the planning of lessons and units, pedagogical content knowledge, and assessment. Ten models of teaching that are applicable to all disciplines are explored in detail. As students develop units of study, they gain practice in using these models and the Backward Design method.
Restrictions: Enrollment is limited to Graduate level students.

EDU 625F FE:Theory & Prac Second Teach (0 credits)

EDU 627F FE: Theory & Prac Sec Tch Math/Sci (0 credits)
This course studies the content and methods for teaching the PA certification disciplines: Mathematics, Science. National, state, and local standards are examined, which students consider in relation to curriculum design and pedagogy. Backward Design, a method for developing lessons and units, provides a common organizing framework that fosters good teaching. For part of the course, students study within their own discipline, interacting with texts that discuss curriculum frameworks, the planning of lessons and units, pedagogical content knowledge, and assessment. Ten models of teaching that are applicable to all disciplines are explored in detail. As students develop units of study, they gain practice in using these models and the Backward Design method.
Restrictions: Enrollment is limited to Graduate level students.

EDU 627 Theory & Practice Sec Tch Math/Sci (3 credits)
This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of Basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas.
Prerequisites: EDU 4035 Placement Score with a score of 1 or EDU 551
Restrictions: Enrollment is limited to Graduate level students.

EDU 632 Reading Literature I (3 credits)
This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of Basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas.
Prerequisites: EDU 551
Restrictions: Graduate level students may not enroll.

EDU 633 FE: Assessment & Evaluation (1 credit)

EDU 634 FE: Reading Literature I (1 credit)

EDU 635 Networks: Config & Implement (3 credits)

EDU 640 Reading Literature II (3 credits)
The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of Multicultural Literature and the Writing Process.
Prerequisites: EDU 632
Restrictions: Enrollment is limited to Graduate level students.
EDU 640F FE: Reading Literature II (0 credits)
The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of Multicultural Literature and the Writing Process.
Prerequisites: EDU 632
Restrictions: Enrollment is limited to Graduate level students.

EDU 641 Social Motor Development (3 credits)

EDU 642 Perspectives in Early Child Ed (3 credits)
This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs.
Restrictions: Enrollment is limited to Graduate level students.

EDU 642F FE: Curriculum & Inst in ECE (0 credits)
This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs.
Restrictions: Enrollment is limited to Graduate level students.

EDU 643 FE: Reading Literature II (1 credit)

EDU 644 Socio-Emotion & Motor Develop (3 credits)

EDU 645 Trauma:Infancy & Early Child (3 credits)

EDU 646 Language and Culture (3 credits)
This course introduces candidates to key theories, issues, and research-based practices related to serving culturally and linguistically diverse students (Pre-K-12), with a special focus on students who are commonly referred to as English language learners (ELLs). Candidates will explore the many dimensions of culture and language. They will also learn how to align the PA Language Proficiency Standards with the PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, video recordings, library and online research, and a field experience in a culturally and linguistically diverse classroom will engage candidates in the course topics.
Restrictions: Enrollment is limited to Graduate level students.

EDU 646F FE: Language and Culture (0 credits)
This course introduces candidates to key theories, issues, and research-based practices related to serving culturally and linguistically diverse students (Pre-K-12), with a special focus on students who are commonly referred to as English language learners (ELLs). Candidates will explore the many dimensions of culture and language. They will also learn how to align the PA Language Proficiency Standards with the PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, video recordings, library and online research, and a field experience in a culturally and linguistically diverse classroom will engage candidates in the course topics.
Restrictions: Enrollment is limited to Graduate level students.

EDU 647 Literacy & Learn Across Curric (3 credits)
The teaching of reading in various fields in middle and secondary schools will be the focus of this course. Topics examined will include reading in the school programs, problems in curricular materials, meeting individual needs, general and specific reading/study skills, critical reading, and adjustment of instruction to meet individual learning styles. Special focus on the use of audiovisual materials in the classroom is a core component of the course. Restricted to students in Level I Secondary Certification programs. Prerequisite: EDU 557/557F.
Prerequisites: EDU 557 and EDU 557F
Restrictions: Enrollment is limited to Graduate level students.

EDU 647F FE: Literacy/Lrng Across Curric (0 credits)
The teaching of reading in various fields in middle and secondary schools will be the focus of this course. Topics examined will include reading in the school programs, problems in curricular materials, meeting individual needs, general and specific reading/study skills, critical reading, and adjustment of instruction to meet individual learning styles. Special focus on the use of audiovisual materials in the classroom is a core component of the course. Restricted to students in Level I Secondary Certification programs. Prerequisite: EDU 557/557F.
Prerequisites: EDU 557 and EDU 557F
Restrictions: Enrollment is limited to Graduate level students.

EDU 650 Assessment of Young Children (3 credits)

EDU 651 Trauma:Infancy & Early Child (3 credits)

EDU 652 Trauma Princ Infant&EarlyChild (3 credits)

EDU 653 Literacy in the Content Areas (3 credits)

EDU 654 Literacy, Language and Culture (3 credits)

EDU 655 FE: Social Studies Methods (1 credit)

EDU 656 FE: Liter/Soc Studies Meth 4-8 (1 credit)

EDU 657 Enhance Trauma Prin.Child/Infan (3 credits)

EDU 660 Science Methods ECE (3 credits)

EDU 661 Math & Technology ECE (3 credits)

EDU 662 Science & Math Methods 4-8 (3 credits)

EDU 663 Science Methods PK - 4 (3 credits)
This course is designed to provide students with the opportunity to investigate the philosophy, curriculum planning and organization, skill development, content knowledge, and instructional approaches relevant to teaching elementary school science.
Prerequisites: EDU 551 and EDU 551F
Restrictions: Enrollment is limited to Graduate level students.
EDU 663F FE: Science Methods PK - 4 (0 credits)
This course is designed to provide students with the opportunity to investigate the philosophy, curriculum planning and organization, skill development, content knowledge, and instructional approaches relevant to teaching elementary school science.
Prerequisites: EDU 551 and EDU 551F
Restrictions: Enrollment is limited to Graduate level students.

EDU 664 FE: Science Methods ECE (1 credit)

EDU 665 Interscip Teach Math,Sci&Tech (3 credits)
This is a course in elementary level science and math teaching methods. Students will be exposed to the current academic stands for math, science, technology, and engineering standards using the Pennsylvania Standards Aligned System (PA SAS) as well as the PA Common Core Mathematics Standards (PA CCCMS). It is designed to take students’ thinking beyond the facts and tools of science and mathematics to the level of the underlying ideas that expose their relatedness. Thinking conceptually about science and mathematics means thinking in terms of unifying scientific ideas or mathematical constructs that have the potential to produce sharable tools and understandings. In addition, the course will address the role that technology tools are playing in children' math and science education.
Prerequisites: EDU 551 and EDU 551F
Restrictions: Enrollment is limited to Graduate level students.

EDU 665F FE:Inter:Teach Math, Sci Tech (0 credits)
This is a course in elementary level science and math teaching methods. Students will be exposed to the current academic stands for math, science, technology, and engineering standards using the Pennsylvania Standards Aligned System (PA SAS) as well as the PA Common Core Mathematics Standards (PA CCCMS). It is designed to take students’ thinking beyond the facts and tools of science and mathematics to the level of the underlying ideas that expose their relatedness. Thinking conceptually about science and mathematics means thinking in terms of unifying scientific ideas or mathematical constructs that have the potential to produce sharable tools and understandings. In addition, the course will address the role that technology tools are playing in children' math and science education.
Prerequisites: EDU 551 and EDU 551F
Restrictions: Enrollment is limited to Graduate level students.

EDU 667 Teach Soc Stud thru Arts PK-4 (3 credits)
This course is designed to provide students with the opportunity to investigate the philosophy, curriculum planning and organization, skill development, content knowledge, and instructional approaches relevant to teaching elementary school science.
Prerequisites: EDU 551 and EDU 551F
Restrictions: Enrollment is limited to Graduate level students.

EDU 669 Tech Across Curriculum PK12 (3 credits)
This course will introduce students to the role that technology plays in Pre-K-12 learning environments. Explore the impact technology has on student motivation, and how it can enhance the overall learning experience for 21st century classrooms. Students will evaluate the use of basic software applications, multimedia tools, and Web 2.0 tools with connections to ISTE and PDE Standards. An emphasis will be placed on the use of instructional theories and teaching models associated with using technology to create higher order thinking for all students. Students will demonstrate proficiency in a wide range of technologies and apply the framework of technological pedagogical content knowledge (TPACK) to enhance technology integration in the classroom.

EDU 670 Creative Expressions (3 credits)

EDU 671 Writing in the Classroom (3 credits)
This course introduces theories and practices of writing instruction, with a specific emphasis on writing process pedagogy. Candidates will experiment with writing across genres, and will learn how to use mentor texts, develop mini-lessons, create workshop classrooms, and develop assessment tools. Candidates will be able to concentrate on specific student populations based on their certification.
Restrictions: Enrollment is limited to Graduate level students.

EDU 672 Field Experience 7 ECE (1 credit)

EDU 673 Field Experience 7 4-8 (1 credit)

EDU 679 Directed Research I (3 credits)
These directed experiences (students may do a maximum of 3) provide an opportunity to conduct a research project under the supervision of a faculty member. Note: students may register for a directed research study only after (a) submitting a research proposal to the program director; (b) arranging for a faculty member to serve as mentor; and (c) receiving explicit approval from the department chair.
Restrictions: Enrollment is limited to Graduate level students.

EDU 680 Directed Research II (3 credits)
These directed experiences (students may do a maximum of 3) provide an opportunity to conduct a research project under the supervision of a faculty member. Note: students may register for a directed research study only after (a) submitting a research proposal to the program director; (b) arranging for a faculty member to serve as mentor; and (c) receiving explicit approval from the department chair.
Restrictions: Enrollment is limited to Graduate level students.

EDU 681 Directed Research III (3 credits)
These directed experiences (students may do a maximum of 3) provide an opportunity to conduct a research project under the supervision of a faculty member. Note: students may register for a directed research study only after (a) submitting a research proposal to the program director; (b) arranging for a faculty member to serve as mentor; and (c) receiving explicit approval from the department chair.
Restrictions: Enrollment is limited to Graduate level students.
EDU 682 Social Studies in Elem School (3 credits)
EDU 683 Science in Elementary School (3 credits)
EDU 690 Elementary Student Teaching (6 credits)
EDU 691 Secondary Student Teaching (6 credits)
Student or Intern teaching (or individually designed field experience) under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for the certification student. The fieldwork experience approximates a full-time working/teaching experience for one full semester. At the conclusion of the experience students must have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, using reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, the identification of instructional resources, and the assessment of student achievement. The fieldwork course is typically the final course in a certification sequence. Students should apply to the Director of Student Teaching based on the application deadlines established by the Department. Includes a weekly seminar.
Restrictions: Enrollment is limited to Graduate level students.
EDU 692 Elem/Sped Student Teaching (6 credits)
EDU 695 PK-4 Student Teaching (6 credits)
Student or Intern teaching (or individually designed field experience) under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for the certification student. The fieldwork experience approximates a full-time working/teaching experience for one full semester. At the conclusion of the experience students must have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, using reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, the identification of instructional resources, and the assessment of student achievement. The fieldwork course is typically the final course in a certification sequence. Students should apply to the Coordinator of Student Teaching based on the application deadlines established by the Department. Includes a weekly seminar.
Restrictions: Enrollment is limited to Graduate level students.
EDU 698 4-8 Student Teaching (6 credits)
Student or Intern teaching (or individually designed field experience) under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for the certification student. The fieldwork experience approximates a full-time working/teaching experience for one full semester. At the conclusion of the experience students must have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, using reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, the identification of instructional resources, and the assessment of student achievement. The fieldwork course is typically the final course in a certification sequence. Students should apply to the Coordinator of Student Teaching based on the application deadlines established by the Department. Includes a weekly seminar.
Restrictions: Enrollment is limited to Graduate level students.
EDU 697 Secondary Student Teaching (6 credits)
EDU 700 Psychology of Literacy (3 credits)
Designed to provide educators with an understanding of the psychological basis of literacy acquisition and development. Emphasis will be placed upon interactive models of the reading process and their implications for classroom instruction. The role of language, cognition, information processing, affective factors and measurement in reading will be examined in detail.
Restrictions: Enrollment is limited to Graduate level students.
EDU 701 Assess & Instr in Liter K-3 (3 credits)
This course provides in-depth study of students' literacy development in grades K-3. A range of formal and informal assessments will be used to examine children's early language and literacy development, including phonemic awareness, concepts of print, word recognition strategies, and comprehension abilities. This information will be used to make informed decisions about literacy instruction.
Restrictions: Enrollment is limited to Graduate level students.
EDU 702 Assess & Instr in Liter 4-12 (3 credits)
This course provides in-depth study of student's literacy development in grades 4-12. A range of formal and informal assessments will be used to examine children's literacy abilities; a focus of the course is understanding and enhancing growth in areas of selecting and applying comprehension strategies and reading texts critically. Assessments will be used to make informed decisions about literacy instruction.
Prerequisites: EDU 701
Restrictions: Enrollment is limited to Graduate level students.
EDU 703 Literacy Research (3 credits)
This course is designed to enable students to read and react critically to current research in the field of literacy. Emphasis will include an examination of the nature of educational research and the use and misuse of statistical analyses and interpretations of data. Students will complete a modified literature review of a specific topic to inform their own research agenda.
Prerequisites: EDU 701
Restrictions: Enrollment is limited to Graduate level students.
EDU 704 Plng & Org a Literacy Program (3 credits)
The study of the reading program (K-12) is central to this course which utilizes the concept of communication as a unifying theme. Aspects of the planning and organizing of the literacy curriculum are examined. Emphasis is placed on the role of the reading specialist in developing, coordinating, and administering a literacy program. Students will assess the strengths and needs of a school's literacy program and make recommendations for improvement. Prerequisites: three reading specialist courses.
Restrictions: Enrollment is limited to Graduate level students.
EDU 705 Literacy Practicum (6 credits)
During this practical experience, students work intensively with pupils who have reading difficulties in their school setting. Under the guidance of a supervisor, graduate students will conduct assessments and draw from these data to inform their instruction. Each student will be expected to develop a case study on at least one student during the practicum experience.
Prerequisites: EDU 700 and EDU 701 and EDU 702
Restrictions: Enrollment is limited to Graduate level students.
EDU 706 Socio Cult Aspects of Literacy (3 credits)
This course is based on theoretical frameworks relating literacy learning to the various contexts which lead learners to socially and culturally different ways of making sense and being in the world. It examines multiple views of language, literacy, and literacy development. Students explore the factors that impact literacy learning across different cultural communities. They also explore issues of race, class, and culture on language and literacy acquisition and development.
Restrictions: Enrollment is limited to Graduate level students.

EDU 707 Internship for ESL & Literacy (1 credit)
This practicum course is required for all students in the Five Year Program. Students work in schools under the supervision of a cooperating Reading Specialist. Course goals include understanding the roles and responsibilities of the Reading Specialist, instructing and assessing children with a variety of literacy abilities, and interfacing with parents, teachers, and administrators to serve the literacy needs of children in particular school communities.
Restrictions: Enrollment is limited to Graduate level students.

EDU 708 Multicultural Lit for Children (3 credits)
This course addresses literature that reflects the lifestyles, heritage, and values of the various cultures that make up the pluralistic American society. Students will examine various genres of multicultural literature, including folktales, realistic fiction, historical fiction, non-fiction, and poetry.
Restrictions: Enrollment is limited to Graduate level students.

EDU 710 English Linguistics (3 credits)
This course is an introduction to the study of language and principles of linguistics. The main areas of linguistics to be explored include: phonetics, phonology, morphology, syntax, semantics, sociolinguistics, pragmatics, second language acquisition, pedagogy, and applied linguistics. *While this course does not satisfy specific PDE standards for the ESL Specialist Program, we feel it is essential for all teachers who will be working with English language learners.
Restrictions: Enrollment is limited to Graduate level students.

EDU 711 Language and Culture (3 credits)

EDU 712 Topics in Language Acquisition (3 credits)
The course examines the processes of language acquisition, especially the process of learning a second or additional language, from various theoretical perspectives. Emphasis will be given to the learning environments, the characteristics of interaction and participation and contexts that facilitate second language acquisition. Additionally, the course will explore linguistic factors and processes in second language acquisition (SLA) and examine the structure of learner language.
Prerequisites: EDU 646
Restrictions: Enrollment is limited to Graduate level students.

EDU 713 Method Teach English Sec Lang (3 credits)
This course examines various approaches, methods, and techniques for teaching and assessing English language learners in bilingual and ESL classrooms, as well as assisting ESL students in the regular classrooms. Candidates explore the curriculum, instruction, and teaching materials to maximize opportunities for ESL learners to use the language, to learn about the language, and to learn through the language. Lab experience enables students to apply their pedagogical knowledge and skills in working with the ESL learners (prerequisites: EDU646, EDU710, EDU712).
Restrictions: Enrollment is limited to Graduate level students.

EDU 713F FE:Meth Teach English Sec Lang (0 credits)
This course examines various approaches, methods, and techniques for teaching and assessing English language learners in bilingual and ESL classrooms, as well as assisting ESL students in the regular classrooms. Candidates explore the curriculum, instruction, and teaching materials to maximize opportunities for ESL learners to use the language, to learn about the language, and to learn through the language. Lab experience enables students to apply their pedagogical knowledge and skills in working with the ESL learners.
Prerequisites: EDU 646 and EDU 710 and EDU 712
Restrictions: Enrollment is limited to Graduate level students.

EDU 714 Intnshp-ESL/Bilingual Programs (4 credits)
This course introduces students to the roles and responsibilities of the ESL/Bilingual teacher through a school-based internship. Interns spend 30 hours in the company of expert ESL/Bilingual educators in school settings. Students will gain expertise in working with groups of students, interfacing with teachers and caregivers, and examining programs that serve emergent bilingual students in grades PK-12. Emphasis will be on program design and implementation guided by the English language development standards (ELDS), including assessing students’ language capacities, designing programs to fit a variety of language needs, working with teachers and other school professionals to serve emergent bilinguals, and organizing programs to enhance caregiver collaboration.
Prerequisites: EDU 712 and EDU 713 and EDU 646
Restrictions: Enrollment is limited to Graduate level students.

EDU 714F FE: Intnshp-ESL/Bilingual Prog (0 credits)
This course introduces students to the roles and responsibilities of the ESL/Bilingual teacher through a school-based internship. Interns spend 30 hours in the company of expert ESL/Bilingual educators in school settings. Students will gain expertise in working with groups of students, interfacing with teachers and caregivers, and examining programs that serve emergent bilingual students in grades PK-12. Emphasis will be on program design and implementation guided by the English language development standards (ELDS), including assessing students’ language capacities, designing programs to fit a variety of language needs, working with teachers and other school professionals to serve emergent bilinguals, and organizing programs to enhance caregiver collaboration.
Prerequisites: EDU 712 and EDU 713 and EDU 646
Restrictions: Enrollment is limited to Graduate level students.

EDU 716 Cultural Diversity in Classrooms (3 credits)
This course is based on theoretical frameworks relating literacy learning to the various contexts which lead learners to socially and culturally different ways of making sense and being in the world. It examines multiple views of language, literacy, and literacy development. Students explore the factors that impact literacy learning across different cultural communities. They also explore issues of race, class, and culture on language and literacy acquisition and development.
Restrictions: Enrollment is limited to Graduate level students.

EDU 716 Cultural Diversity in Classrooms (3 credits)
This course is designed to promote the exploration of issues of cultural diversity in American Education in preparation for the changing needs of society. Specific emphasis will be placed upon the role of literature as a springboard for discussion an integration of diversity issues into the curriculum. Students will also investigate current research investigating diversity in schools.
Restrictions: Enrollment is limited to Graduate level students.
EDU 769 Advanced Fieldwork in Literacy (6 credits)

Special Education

SPE 160 Intro to Special Education (3 credits)
This introductory course is designed to provide teachers-in-training with an understanding of the child with a disability in various instructional settings. Students will be provided with an overview of Special Education with emphasis on historical and emerging perspectives. Topics to be examined will include types and natures of exceptionalities; legal and ethical responsibilities of teachers; least restrictive environment; various instructional settings; the inclusion of exceptional children in regular education; services and programs for the exceptional child.

Prerequisites: PHL 154
Attributes: Ethics Intensive (New GEP), Undergraduate

SPE 160F FE Intro to Special Education (0 credits)
This introductory course is designed to provide teachers-in-training with an understanding of the child with a disability in various instructional settings. Students will be provided with an overview of Special Education with emphasis on historical and emerging perspectives. Topics to be examined will include types and natures of exceptionalities; legal and ethical responsibilities of teachers; least restrictive environment; various instructional settings; the inclusion of exceptional children in regular education; services and programs for the exceptional child.

Attributes: Undergraduate

SPE 200 Teaching in Inclusive Environ (3 credits)
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, practices; organizes the environment, including school-wide, class-wide, and individual supports; and measures and reports progress. In addition, course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior.

Attributes: Undergraduate

SPE 203F FE Tchng Adolescents Inclus Envir (0 credits)

SPE 230 Intro to Special Education (3 credits)

SPE 231 FE Intro to Special Education (2 credits)

SPE 310 Assessment & Progress Monitor (3 credits)
This course is designed to introduce teacher candidates to educational assessment in regular and special classroom settings at the secondary level. The course will provide teacher candidates with an in-depth understanding of the different types of assessment strategies including how to use multiple assessment data for making a wide range of educational decisions. Content will include an overview of different types of assessments including screening, diagnostic, formative, summative, authentic, benchmark and differentiated. Teacher candidates will learn basic testing, measurement and evaluation concepts, examine instruments that reflect constructs of interest (knowledge, affect, behavior), construct various types of assessments and interventions and analyze and use instruments. Teacher candidates will also learn how to analyze and interpret assessment data for making instructional decisions. Throughout the course, teacher candidates will learn the importance of critical issues in the field of assessment and evaluation including: 1. philosophical and theoretical perspectives on assessment in schools, 2. contemporary context of school assessment and educational reform, 3. intersection of cultural difference and school assessment, 4. ethical principles of effective assessment and 5. teacher accountability and assessment.

Prerequisites: SPE 160
SPE 310F FE: Assessment & Progress Monitor (0 credits)

SPE 319 Assessment: Ident & Progr Monit (3 credits)
This course will provide an in-depth presentation of the complex issue of assessment in early care and education. The content of this course will provide students with an in-depth review of informal evaluation procedures and classroom-based data collection strategies for young children in inclusive early care and education settings. Focus will include academic, affective, work-study skill, adaptive functioning, fine motor, and environmental measures. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques and include an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting with a focus on procedural considerations in the assessment of development and learning in the early childhood years. Related foci for discussion will also include the challenges in both assessing young children and using assessment data to design meaningful, developmentally appropriate activities for children and their families. Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania’s Standards Aligned System. By using http://www.pdesas.org, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

Prerequisites: SPE 160 and SPE 160F

Attributes: Undergraduate

SPE 319F FE: Assessment & Progress Monitor (0 credits)

SPE 329 Educ Stds w/ High Incid Disabil (3 credits)
This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning and programmatic organization of instruction for children with learning problems. Content will cover curriculum design, development of programs of differential instruction involving evidence-based interventions that meet students’ needs based on formative assessment, developmental and educational information; integrated learning experiences; specialized adaptations and resources; practices and procedures validated for specific characteristics of learners and settings; prevention and intervention strategies from multiple theoretical approaches for individuals at-risk for academic or behavioral failure; systematic implementation of instructional variables; and systems management necessary for effective instruction of children with disabilities. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements, and concepts and teaching practices related to the development and implementation of effective instructional programs for students with high incidence disabilities. Candidates will develop effective, evidence-based instructional strategies for all levels of support (PK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania’s Standards Aligned Systems (http://www.pdesas.org). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content. In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student’s education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.

Prerequisites: SPE 160 and SPE 160F

Attributes: Undergraduate
SPE 329F FE: Ed Stds w/ High Incid Disb (0 credits)

SPE 339 Edu Stds w/Low Incid Disabil (3 credits)
This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curricula. Characteristics are addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in the areas of instruction, assistive learning, and language-communication. This includes research validated instructional strategies, adaptive and assistive technologies including augmentative communication systems, and communication and social interaction alternatives for non-speaking individuals. In addition, the course reviews behaviorally-based educational models for students with autism and other moderate and severe disabilities, and presents methods aimed at enhancing functional skill development in major life domains, with emphasis on community-based training and self-determination. Candidates will develop effective, evidence-based instructional strategies for all levels of support (PK-6). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania’s Standards Aligned System. By using http://www.pdesas.org, candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content. In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student’s education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.
Prerequisites: SPE 160 and SPE 160F
Attributes: Undergraduate

SPE 339F FE Edu Stu w Low Incid Disab (0 credits)

SPE 349 Literacy & Intervention Strat (3 credits)
This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading to students with disabilities, including exceptional children in regular classroom, with emphasis on applying findings from research in reading to classroom practices, including children who are linguistically and culturally diverse. Content will include diagnostic-prescriptive techniques for remediation of reading and written language and associated learning disabilities. Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania’s Standards Aligned System. By using http://www.pdesas.org, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.
Prerequisites: SPE 160 and SPE 160F
Attributes: Undergraduate

SPE 349F FE: Literacy & Intervention Strat (0 credits)

This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading to students with disabilities, including exceptional children in regular classroom, with emphasis on applying findings from research in reading to classroom practices, including children who are linguistically and culturally diverse. Content will include diagnostic-prescriptive techniques for remediation of reading and written language and associated learning disabilities. Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania’s Standards Aligned System. By using http://www.pdesas.org, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.
Prerequisites: SPE 160 and SPE 160F
Attributes: Undergraduate

SPE 359 Math & Content Area Interv Str (3 credits)

This course is an intensive and comprehensive study of research practices for the instruction of Mathematics, Science, and Social Studies for students with high incidence disabilities. Content will cover diagnostic planning, curriculum design, progress monitoring, and the development of student-specific programs involving evidence-based interventions. This course centers around the Response to Intervention model and most of the strategies discussed are based on the research which supports multi-sensory instruction, integrated learning experiences, and the multiple intelligences. Focus will also be given to the development of appropriate goals and the implementation of research-based curriculum, concepts, and instructional strategies which are most effective for students with high incidence disabilities. Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania’s Standards Aligned System. By using, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.
Prerequisites: SPE 160 and SPE 160F
Attributes: Undergraduate

SPE 359F FE Math & Cont Area Interv Str (0 credits)

SPE 369 Ed Stds w/Emot-Social Beh Disb (3 credits)

This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of disciplines and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior and record keeping. Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania’s Standards Aligned System. By using http://www.pdesas.org, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.
Prerequisites: SPE 160 and SPE 160F
Attributes: Undergraduate

SPE 369F FE Ed Stds w/High Incid Disb (0 credits)
SPE 369F FE:Ed Stds/Emot-Social BehDisb (0 credits)
This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of disciplines and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior and record keeping. Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania’s Standards Aligned System. By using http://www.pdesas.org, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.
Prerequisites: SPE 160 and SPE 160F

SPE 379 Fam School & Comm:Diverse Soc (3 credits)
This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children’s educational needs and social-emotional development and the network of community services and resources to individuals, families and groups affected by social, environmental, health and related problems.
Prerequisites: SPE 160 and SPE 160F
Attributes: Undergraduate

SPE 379F FE Fam School & Comm:Diver Soc (0 credits)

SPE 389 Perspect on Gifted/Talented (3 credits)
The purpose of this course is to provide educators and education advocates with the historical and current perspectives in the field of gifted education and talent development. Course topics will include both theoretical foundations - related to theories, models, local and federal policy, and research - and practical considerations - such as identification, differentiation for academically talented students, advocacy, and collaboration with various stakeholders. Additionally, current issues in the field of gifted education and talent development (e.g. identification of traditionally underrepresented populations, service delivery models, etc) will be explored and students will be responsible for identifying relevant and reputable organizations and resources for meeting the needs of academically talented students.

SPE 495 Special Ed. Student Teaching (6 credits)
This experience is designed as the capstone professional course in the Special Education major. It is to be the final course in the sequence of Special Education courses for certification. The student teaching experience approximates a full time working experience of a fourteen week semester. It includes a supervised teaching experience as well as a weekly seminar class in which issues related to student teaching are studies. Evaluations are conducted by the seminar instructor, the cooperating teacher and a university supervisor.
Attributes: Undergraduate

SPE 498 SPE Studnt Teacher - Dual Prog (6 credits)
SPE 570 Special Ed Independent Study (3 credits)
SPE 600 Found & Current Issues: Sp Edu (3 credits)
This course is a critical study of the contemporary and controversial issues within the field of special education. Consideration will be given to the philosophical, psychological, and sociological basis of teacher education, including an analytical review of research-based curricula, programmatic innovations, policy issues and their effects, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services. Restrictions: Enrollment is limited to Doctoral or Graduate level students.

SPE 600F FE: CurrentIssuesSPED:PracProc (0 credits)
SPE 601 EduAssessment& ProgMonitoring (3 credits)
This course will provide an in-depth presentation of the complex issue of assessment for all students at the early childhood level through secondary education. The content of this course will provide students with an in-depth review of a variety of evaluation procedures and classroom-based data collection strategies for students in all educational settings. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques and include an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Students will be provided with an opportunity to explore assessment as it relates to their course of study. Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, behavioral and social emotional assessment, test modifications/accommodations, parent involvement and assessment/ progress reporting with a focus on procedural considerations in the assessment of development and learning. Related foci for discussion will also include the challenges in both assessing all students and using assessment data to design meaningful, developmentally appropriate activities for all students. Previous coursework related to the study of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students. Knowledge of evidence-based core concepts that contribute to effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services as well as an understanding of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students.

Restrictions: Enrollment is limited to Graduate level students.

SPE 600 Found & Current Issues: Sp Edu (3 credits)
SPE 601 EduAssessment& ProgMonitoring (3 credits)
This course will provide an in-depth presentation of the complex issue of assessment for all students at the early childhood level through secondary education. The content of this course will provide students with an in-depth review of a variety of evaluation procedures and classroom-based data collection strategies for students in all educational settings. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques and include an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Students will be provided with an opportunity to explore assessment as it relates to their course of study. Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, behavioral and social emotional assessment, test modifications/accommodations, parent involvement and assessment/ progress reporting with a focus on procedural considerations in the assessment of development and learning. Related foci for discussion will also include the challenges in both assessing all students and using assessment data to design meaningful, developmentally appropriate activities for all students. Previous coursework related to the study of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students. Knowledge of evidence-based core concepts that contribute to effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services as well as an understanding of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students.

Restrictions: Enrollment is limited to Graduate level students.

SPE 600 Found & Current Issues: Sp Edu (3 credits)
SPE 601 EduAssessment& ProgMonitoring (3 credits)
This course will provide an in-depth presentation of the complex issue of assessment for all students at the early childhood level through secondary education. The content of this course will provide students with an in-depth review of a variety of evaluation procedures and classroom-based data collection strategies for students in all educational settings. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques and include an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Students will be provided with an opportunity to explore assessment as it relates to their course of study. Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, behavioral and social emotional assessment, test modifications/accommodations, parent involvement and assessment/ progress reporting with a focus on procedural considerations in the assessment of development and learning. Related foci for discussion will also include the challenges in both assessing all students and using assessment data to design meaningful, developmentally appropriate activities for all students. Previous coursework related to the study of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students. Knowledge of evidence-based core concepts that contribute to effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services as well as an understanding of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students.

Restrictions: Enrollment is limited to Graduate level students.
SPE 601F FE: EduAssess&ProgMonitoring (0 credits)
SPE 602 DiagnosticAsses/ProgressMon (3 credits)
This course will provide an in-depth presentation of the complex issue of assessment, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Focus will include academic, affective, work-study skill, adaptive functioning, fine motor, and environmental measures. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques. Addition course topics will address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting.
Prerequisites: SPE 600

SPE 602F FE: DiagnosticAsses/ProgressMon (0 credits)
SPE 603F FE: DiagnosticAsses/ProgressMon (0 credits)
SPE 604F FE Reading in Content Area (0 credits)
SPE 605F FE Math & Science Procedures (0 credits)
SPE 606 ThryInstrPract:Emot/Soc/Behav (3 credits)
This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of discipline and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior, and record keeping.
Restrictions: Enrollment is limited to Graduate level students.

SPE 607 ThryInstrPractStdnts/LowIncid (3 credits)
This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of discipline and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior, and record keeping.
Restrictions: Enrollment is limited to Graduate level students.

SPE 608 FamiliesSchls&Cmnty:CommCollab (3 credits)
This course focuses on the home-school partnerships, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children’s educational needs and social-emotional development and the network of community services and resources available to individuals, families and groups affected by social, environmental, health and related problems.
Restrictions: Enrollment is limited to Graduate level students.

SPE 609 SPED Clinical Practicum I (3 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous instruction experiences. The practicum will include a variety of researched based instructional practices, assessment procedures, classroom management strategies and organizational strategies to provide structured opportunities for professional growth and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual classroom situations that a teacher will face in a Response to Intervention Classroom; (b) integrate the concepts and skills from different prior learning experiences as well as researched based principles in reading, comprehension and writing for educational programming and apply to individual situations; (c) become involved in the routine functions of a classroom teacher including planning, assessment, progress monitoring and collaboration with peers. Course requirements are designed to meet Departmental and Commonwealth standards.
Restrictions: Enrollment is limited to Graduate level students.
**SPE 610 SPED Clinical Practicum II (3 credits)**
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous instruction experiences. The practicum will include a variety of researched based instructional practices, assessment procedures, classroom management strategies and organizational strategies to provide structured opportunities for professional growth and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual classroom situations that a teacher will face in a Response to Intervention Classroom; (b) integrate the concepts and skills from different prior learning experiences as well as researched based principles in mathematics and content areas for educational programming and apply to individual situations; (c) become involved in the routine functions of a classroom teacher including planning, assessment, progress monitoring and collaboration with peers. Course requirements are designed to meet Departmental and Commonwealth standards.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 611 SPED Lab & Seminar (3 credits)**
This 30-hour practicum with additional online course content provides a culminating, clinical experience in which candidates apply theories and concepts learned in prior coursework in authentic teaching environments. Prerequisite: completion of all special education coursework.

*Prerequisites:* SPE 600 or SPE 602 or SPE 603 or SPE 606 or SPE 607 or SPE 700

**SPE 612 Inclusive Classroom Practices (3 credits)**
This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning, and programmatic organization of instruction for children with disabilities in inclusive environments. Content will cover curriculum design, development of programs of differential instruction involving evidence-based interventions that meet students’ needs based on formative assessment, developmental and educational information; integrated learning experiences; specialized adaptations and resources; practices and procedures validated for specific characteristics of learners and settings; prevention and intervention strategies from multiple theoretical approaches for individuals at-risk for academic or behavioral failure; systematic implementation of instructional variables; systems management necessary for effective instruction of children with disabilities; and promote an understanding of the underlying theories, issues and methods for managing classroom environments.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 612F FE: Teach Inclusive Environments (0 credits)**
**SPE 615 Teaching Inclusive Environments (3 credits)**
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress. This course of study will focus on the unique needs of students in grades seven through twelfth grades. Course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. While general education curriculum is appropriate for the majority of students with disabilities, secondary learners who are at-risk for academic and behavioral failure, including those with disabilities, have specific learning and behavioral characteristics that can undermine progress through general education curriculum. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. Furthermore, course study will focus on the unique psychosocial problems of adolescents, social and interpersonal skill training priorities of young adults, classroom management and motivational strategies for adolescents, and validated learning strategies for adolescents and young adults.

**SPE 615F FE: Teaching Inclusive Environments (0 credits)**
**SPE 616 Perspect on Gifted/Talented (3 credits)**
The purpose of this course is to provide educators and education advocates with the historical and current perspectives in the field of gifted education and talent development. Course topics will include both theoretical foundations - related to theories, models, local and federal policy, and research - and practical considerations - such as identification, differentiation for academically talented students, advocacy, and collaboration with various stakeholders. Additionally, current issues in the field of gifted education and talent development (e.g. identification of traditionally underrepresented populations, service delivery models, etc) will be explored and students will be responsible for identifying relevant and reputable organizations and resources for meeting the needs of academically talented students.

**SPE 620 Fund SE Prac for School Ldrs (3 credits)**
This course is a critical study of the contemporary and controversial issues within the field of special education emphases will be placed on the role of the supervisor or administrator. Consideration will be given to the philosophical, psychological, and sociological basis of teacher education, including an analytical review of research-based curricula, programmatic innovations, policy issues and their effects, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services.

*Restrictions:* Enrollment is limited to Graduate level students.
SPE 621 Law, Pol & Proced for SE Sup (3 credits)
This course is designed to provide an overview of the legal rights of students and their families in the field of special education, with particular focus on the supervisor's role in implementing and monitoring policy and procedures in districts' special education programs. Content covered includes an overview of laws and litigation and the current status of legislation dealing with special education. The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are reviewed. This course will focus on the supervisor's role in addressing issues of identification, IEP development and implementation, equal protection, extended school year (and day), functional behavioral analysis, teacher assistants, least restrictive environments, transition, procedural due process, complaint resolution, and substantive due process doctrines to school practices affecting students with disabilities. Additionally, attention will be given to preparation of focus audits, data collection, basic compliance issues, communicating and collaborating with parents and maintaining active parental support groups. Also, case studies will be conducted that deal with issue, rule, analysis and conclusion (IRAC), as a tool to provide a framework for supervisors to rapidly increase their understanding of emerging, complex legal issues.
Restrictions: Enrollment is limited to Graduate level students.

SPE 621F FE Law/Policy/Procr SPED Supvr (0 credits)
SPE 622 Admin & Supv/Spec Ed Progs (3 credits)
The purpose of this course is to provide the student an opportunity for in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education. This course provides the Special Education Supervisor candidate with a specified professional knowledge-base included in the following aspects of leadership: decision-making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, supervision/assessment practices.
Restrictions: Enrollment is limited to Graduate level students.

SPE 622F FE SPED Admin & Supervisor (0 credits)

SPE 623 Advanced Fieldwork/Seminar (3 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous administrative experiences. The practicum will attempt to include a blend of all the administrative experiences possible to provide professional growth, maturity and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problem and day-to-day administrative duties faced by a Supervisor of Special Education; (b) integrate the concepts and skills from different prior learning experiences and focus on individual situations; (c) become involved in the routine functions of schools/school districts and Intermediate Units.
Restrictions: Enrollment is limited to Graduate level students.

SPE 623F FE Advanced FieldWork/ Seminar (0 credits)
SPE 624 Adv Super & Curr Fieldwk/Sem (3 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous administrative experiences. The practicum will attempt to include a blend of all the administrative experiences possible to provide professional growth, maturity and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problem and day-to-day administrative duties faced by a Supervisor of Special Education based on the Educational Leadership course content; (b) integrate the concepts and skills from different prior learning experiences and focus on individual situations; (c) become involved in the routine functions of schools/school districts and Intermediate Units. Course requirements are designed to meet Departmental and Commonwealth standards. The requirements of this course will be a continuation of SPE 623, specifically, an additional 180 hours, for a total of 360 hours of fieldwork activities under the supervision of University faculty.
Restrictions: Enrollment is limited to Graduate level students.

SPE 624F FE Adv Super & Curr Fieldwork/ (0 credits)

SPE 630 Design&Tech Differentiated Ins (3 credits)
This course will provide comprehensive coverage of what is involved in the consideration, assessment and implementation of assistive technology for students with special needs including those with specific learning disabilities found most commonly in regular and special education classrooms today. Additional topics will include current and emerging technologies used to enhance instruction for both regular and special learners, school practices related to technology integration and effective uses of technology in the general and special education classroom.
Restrictions: Enrollment is limited to Graduate level students.
SPE 638 Incl Prac/Stud Teach PK-8 (3 credits)
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress. This course of study will focus on the unique needs of students in grades K-8 as well as the development of proactive approaches to classroom and school environments. This will enable teachers to increase the amount of academic learning time in which to address the needs of all students in inclusive classrooms to increase achievement. In addition, the course study will include a focus on understanding how behaviors are influenced by pedagogical practices. Student Teaching. Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of hands-on teaching/co-teaching. The student teaching experience will occur during the second half of the course (SPE 638 or SPE 639). Time in the classroom may be spread out over more than 4 weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school. The class needs to contain at least 10% of students who have Individual Educational Plans (IEPs). Groups of four or more students, as in a resource room, with IEPs are permitted as long as the same group is provided consistent attention by the student/intern teacher for the duration of the experience. Alternate placements will be accepted on a case-by-case basis. In all placements, student teaching supervisors visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the student or intern teacher. Student teaching supervisors conduct two formal observations of the student teacher.

SPE 638F FE Inclusive ClassPrac/ST K-8 (0 credits)
SPE 639 Incl Prac/Stud Teach 7-12 (3 credits)
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress. This course of study will focus on the unique needs of students in grades seven through twelfth grades. Course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. While general education curriculum is appropriate for the majority of students with disabilities, secondary learners who are at-risk for academic and behavioral failure, including those with disabilities, have specific learning and behavioral characteristics that can undermine progress through general education curriculum. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. Furthermore, course study will focus on the unique psychosocial problems of adolescents, social and interpersonal skill training priorities of young adults, classroom management and motivational strategies for adolescents, and validated learning strategies for adolescents and young adults. Student Teaching. Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of hands-on teaching/co-teaching. The student teaching experience will occur during the second half of the course (SPE 638 or SPE 639). Time in the classroom may be spread out over more than 4 weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school. The class needs to contain at least 10% of students who have Individual Educational Plans (IEPs). Groups of four or more students, as in a resource room, with IEPs are permitted as long as the same group is provided consistent attention by the student/intern teacher for the duration of the experience. Alternate placements will be accepted on a case-by-case basis. In all placements, student teaching supervisors visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the student or intern teacher. Student teaching supervisors conduct two formal observations of the student teacher.

SPE 639F FE Inclusive Class Prac 7-12 (0 credits)
SPE 700 SpecialEducation Law/Policy (3 credits)
This course is designed to provide an overview of the legal rights of students and their families in the field of special education. Students will explore the source, history, and current status of special education law. Content covered will include an overview of laws and litigation affecting special education. The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are reviewed. This course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting students with disabilities.
SPE 701 Cog Proc: Resrch Brain Studies (3 credits)
This course provides an integrative survey of knowledge and research in the cognitive and neurological development of the young mind. The content is designed to connect cognition, neuroscience and educational practice with the critical periods of child development, including language development, visual systems, and psycho-social growth. Attention will be given to the basic structures of the brain and their corresponding dynamic functions, how neurons communicate with each other, and ways that networks of cells function in the vision, memory, and learning processes. The interaction and effects of learning and thinking and how the brain processes, consolidates and internalizes information will be explored.

SPE 702 Culturally Responsive Teaching (3 credits)
This course is designed to align instruction along with the assets and differential needs of diverse student populations through applying and incorporating multicultural perspectives into the teaching-learning process to maximize the academic, cognitive, personal, and social aspects of student learning. It will provide ways to design and deliver culturally responsive strategies to work with culturally and linguistically diverse students and empower their families in the teaching and learning process. The course focuses on addressing challenges to the reading achievement of culturally, linguistically, and economically diverse students with disabilities. Issues covered will include assessment and intervention, curricula development and social/affective skills related to family, community, values and culture of students from different cultural and ethnic groups.

SPE 710 WRP: Intro Multisens Lang Inst (1 credit)
This online Wilson introductory course examines the definition of dyslexia and common characteristics, reading research and the five areas of reading in relation to students beyond grade two with persistent phonological coding deficits. Specifically studies the Wilson Reading System® (WRS), including student identification and placement, program implementation, progress monitoring, scheduling, and creating a successful classroom environment; principles of language structure; and how to teach language with direct, multisensory methods. Wilson Reading Certification course.
Restrictions: Enrollment is limited to Graduate level students.

SPE 711 WRP: Int Instr- NonRepsRdr 1-3 (3 credits)
This course is a continuation of the Wilson Steps 1-3 on-line course. Presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two who are unresponsive to previous instruction. This online course provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding as well as expands upon these concepts with specific instruction in the vowel-consonant-e, open, and consonant-le syllable patterns. Provides specific procedures to teach the concepts presented in Wilson Reading System® (WRS) Steps 4-6. Additional topics include the ten critical points of the Wilson Reading System, dyslexia, non-controlled text, and handwriting. Wilson Reading Certification course.
Prerequisites: SPE 710 and SPE 711
Restrictions: Enrollment is limited to Graduate level students.

SPE 712 WRP: Int Instr- NonRepsRdr 4-6 (3 credits)
This is a continuation of the Wilson Steps 1-3 on-line course. Presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with word-level deficits who are unresponsive to previous instruction. This online course provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding as well as expands upon these concepts with specific instruction in the vowel-consonant-e, open, and consonant-le syllable patterns. Provides specific procedures to teach the concepts presented in Wilson Reading System® (WRS) Steps 4-6. Additional topics include the ten critical points of the Wilson Reading System, dyslexia, non-controlled text, and handwriting. Wilson Reading Certification course.
Prerequisites: SPE 710 and SPE 711
Restrictions: Enrollment is limited to Graduate level students.

SPE 713 WRP: Int Instr- NonRepsRdrPrac (3 credits)
This course, a supervised practicum, requires identifying and securing a practicum student in grades 4 - 12 with significant word level deficits, selected according to WRS practicum student selection criteria. Although not required, a second practicum student is highly recommended. The practicum entails successful delivery of a minimum of 60 Wilson Reading System (WRS) lessons and teaching mastery through WRS Step 4.2. A Wilson trainer observes the participant working with his / her student five times during the practicum via videoconferencing. Must demonstrate that the teaching plan is based on continuous assessment of the student's needs. *This course is completed over two semesters, generally spanning one academic year. Prerequisite: SPE 710 and completion of/or concurrent enrollment in SPE 711/SPE 712. Please Note: Although completion of SPE 710, SPE 711, SPE 712 and SPE 713 are required for WRS Level I Certification, certification is not guaranteed and is dependent upon successful fulfillment of all Wilson requirements.
Prerequisites: SPE 710 and SPE 711 (may be taken concurrently) and SPE 712 (may be taken concurrently)

SPE 720 Intro ASD: Caus Diag & Advoc (3 credits)
This course will provide candidates with an introduction to Autism Spectrum Disorders (ASD). With the increase in the number of individuals being diagnosed with ASD, this course will examine the challenge ASD presents to families, educators, students, related service providers, advocates, and policy makers. Course content will include an overview of ASD; family issues and challenges; ASD screening, diagnosis and assessment; an overview of intervention and treatment approaches; accessing appropriate supports and services; policy issues; advocacy and the experience of individuals living with ASD. Autism Spectrum Disorder Specialist Endorsement course.

SPE 720F FE Intro to ASD (0 credits)
SPE 721 Aug & Alt Com & Soc Stratg (3 credits)
This course will focus on a wide range of current research and evidence-based practices in the area of Augmentative and Alternative Communication (AAC) as it is implemented to increase, improve, and maintain functional communication skills of students with Autism Spectrum Disorder (ASD). In addition, specific strategies and techniques to address socialization skills for individuals with ASD as well as their communication partners will be addressed. Case studies, discussions, and activities will be utilized to personalize these strategies and techniques. Autism Spectrum Disorder Specialist Endorsement course.
SPE 721F FE Aug & Alt Com & Soc Stratg (0 credits)

SPE 722 Evid Based Prac: AI&I Method (3 credits)
This course will provide comprehensive coverage of the importance of using evidence-based practice in assessment, instruction, and implementation of interventions for individuals with Autism Spectrum Disorder (ASD). Course content will include identifying the legal basis and requirements for evidence-based practice; a review of how to locate and evaluate evidence in the literature base; a review of the theoretical basis of, and evaluation of the empirical evidence for screening and assessments; a review of the theoretical basis of, and evaluation of the empirical evidence for screening and assessments; the continuum of interventions from traditional behavior to social-developmental-pragmatic; comprehensive program approaches; and instructional strategies in the classroom. Additional topics will include the use of medical, dietary, and sensory interventions in the schools; pseudoscience and fad interventions; and finding the middle ground between parents and professionals in the decision-making process. Autism Spectrum Disorder Specialist Endorsement course.

SPE 722F FE Evid Based Prac AI&I Method (0 credits)

SPE 723 Autism: Behv Manag Approaches (3 credits)
This course will examine and introduce the major therapies/educational interventions that have been developed to treat autism and related pervasive developmental disorders. Applied behavior analysis (ABA), an empirically-validated treatment for individuals with autism and related disabilities will be discussed in detail. In addition, other emerging treatments including Greenspan, Relationship Development Intervention, and the principles of Positive Behavioral Supports (PBS) in Universal Design for Learning (UDL) will be examined in relation to ABA. In addition, scientific criteria will be compared to pseudoscientific criteria for various interventions. This course is relevant for both novices and experienced practitioners in the field of autism treatment. Autism Spectrum Disorder Specialist Endorsement course.

Restrictions: Enrollment is limited to Graduate level students.

SPE 723F FE Autism: Behv Manag Approaches (0 credits)

SPE 730 Ed Found - Deaf & Hard of Hear (3 credits)
This course introduces basic concepts for the education of students who are deaf and hard of hearing. Topics covered will include the social construction of deafness and hearing loss; language acquisition and literacy development in children who are deaf and hard of hearing; educational philosophies and approaches; sign language systems in education; assistive technology including cochlear implants; placement options; supports for inclusive practices; and specially designed instruction, including adaptations for students who are deaf and hard of hearing and children with additional special needs.

Restrictions: Enrollment is limited to Graduate level students.

SPE 730F FE Foundations-Deaf Hard of He (0 credits)

SPE 731 Lang, Lit & Comm Dev-Deaf & HH (3 credits)
This course will introduce students to the components of language, normal developmental sequences in children, and the impact of hearing loss upon language acquisition. Auditory and visual strategies for facilitating language acquisition among students who are deaf and hard of hearing will be included, as will protocols for integrating language instruction into academic content area instruction. Students will be introduced to the array of communication options available to families of children who are deaf and hard of hearing, early communication behaviors expressed by young children, and strategies for supporting families making communication decisions. The course will examine the components of literacy in conjunction with characteristics of scientifically-based reading research and principles of effective instruction. Students will examine reading programs created for students who are deaf and hard of hearing, create lesson plans, select websites and technology tools available online to support these lessons, practice using scoring rubrics, and develop personal plans for expanding their own communication skills over the course of the next year.

Restrictions: Enrollment is limited to Graduate level students.

SPE 731F FE Lang/Lit/Comm For DHH (0 credits)

SPE 732 Curr, Inst & Lrn Env-Deaf & HH (3 credits)

SPE 732F FE Curric/Instruct/ DHH (0 credits)

SPE 733 List & Spk Skills- Deaf & HH (3 credits)
This course will provide information regarding the etiology and age of onset of hearing loss, anatomy and physiology of the hearing mechanism, degree and type of hearing loss, and interpretation of audiological results. The course will also offer information on auditory skill development, the utilization of various forms of amplification including hearing aids, cochlear implants, and FM systems, and the relationship of classroom acoustics to auditory access. Additionally, information in the area of spoken language development will be provided, including speech sound acquisition, development of vocabulary, syntax and pragmatics, and the relationship of listening and spoken language to literacy.

Restrictions: Enrollment is limited to Graduate level students.

SPE 733F FE Curric/Instrct/ DHH (0 credits)
SPE 733F FE Listen/Speak Skills DHH (0 credits)

SPE 734 Sign Comm in Instruct Settings (3 credits)
This course introduces and expands upon the use of a variety of sign languages and sign communication systems in instructional settings. Among the topics covered are the history and structure of American Sign Language (ASL), the nature and characteristics of artificial sign systems developed to represent English and hybrid systems such as those described as “contact signing.” The parameters and use of fingerspelling as an educational tool will also be included. Various philosophies and methodologies of incorporating sign communication in educational settings will be covered. Students will be exposed to the appropriate use of sign languages and sign systems in instructional settings and how they may be used to enhance learning by deaf and hard of hearing students.
Restrictions: Enrollment is limited to Graduate level students.

SPE 734F FE Sign Comm in Instr Setting (0 credits)

SPE 739 Student Teach & Prof Seminar (6 credits)
This is an individually designed field experience under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for students seeking the Hearing Impaired (PK-12) certification (PA). It approximates full-time working/teaching experience for one full semester. At the conclusion of this experience, students must have demonstrated proficiencies in instructional management and specially designed instruction, student engagement and motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, integrating reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, communicating effectively with students and staff members who are deaf or hard of hearing in their preferred languages and modes of communication, the identification of instructional resources, assessment of student achievement, the development of IEP goals and objectives, management of amplification systems, assessment and development of listening and spoken language skills, consultation with regular classroom teachers, modification of the classroom acoustic environment, and development of student compensating strategies. The fieldwork course is typically the final course in a certification sequence. Includes a weekly online seminar session.
Prerequisites: SPE 600 and SPE 608 and SPE 612 and SPE 730 and SPE 731 and SPE 732 and SPE 733 and SPE 734
Restrictions: Enrollment is limited to Graduate level students.

Organizational Development and Leadership

ODL 200 Career & Personal Development (3 credits)
This course takes the student through a systematic and integrative process of examining eight research-supported “critical factors for success” as they apply to oneself and one’s career. This course will be partially didactic, while being primarily small group oriented, experiential and self-reflective.
Attributes: Undergraduate

ODL 300 Organizational Development (3 credits)
A behavioral science perspective on the causes and outcomes of individual and group behavior in organizations, and of the behavior of organizations. Topics will include motivation, attitudes, interpersonal processes, leadership, and macro-organizational behavior.
Prerequisites: PSY 100 or PSY 101
Restrictions: Enrollment is limited to PLS/HDC level students.
Attributes: Undergraduate

ODL 310 Group & Team Dynamics (3 credits)
Almost all of our behavior takes place in the presence of other people. A number of small group practitioners and researchers have presented explanations for the why and how of individual behavior in group and team settings. Through the vehicle of the class as laboratory students will experientially examine a number of theories and concepts about individual behavior in group/team settings. Students through class discussions will learn to observe, understand, examine and influence team and group development.
Prerequisites: PSY 100 or PSY 101
Restrictions: Enrollment is limited to PLS/HDC level students.
Attributes: Undergraduate

ODL 320 Leadership & Development (3 credits)
In this course, participants will review and discuss current applicable social science literature in an attempt to answer some of the following questions: Who is a leader? What is leadership? Does effective leadership originate in a person or in a set of actions or behaviors? What do we know about developing leaders? How do the constraints of organizations inhibit or facilitate leadership development? What is your current leadership style? These and related questions will be examined by class members through lectures, case studies, self-assessments, and experiential activities.
Prerequisites: PSY 100
Restrictions: Enrollment is limited to PLS/HDC level students.
Attributes: Undergraduate

ODL 330 Issues in Organizational Develop (3 credits)
Selected issues in the field such as change agentry, emotional intelligence, assessment, group and interpersonal processes, job enrichment, selection, and placement will be discussed. Small groups, role-playing, and other experiential exercises will clarify important concepts in the field.
Prerequisites: ODL 300
Restrictions: Enrollment is limited to PLS/HDC level students.
Attributes: Undergraduate

ODL 340 Coaching & Consulting (3 credits)
Roles, functions, tools and settings that define a consulting psychologist will be explored with an emphasis on the corporate world. Small groups, role-playing, videos and other experiential exercises will clarify and supplement readings, research and discussion.
Prerequisites: ODL 300 and ODL 320
Attributes: Undergraduate

ODL 350 Organizational Research (3 credits)

ODL 400 Cap Proj - Org Development (3 credits)
This course serves as a senior-level, research-based capstone in which organizational development students complete a research project typically developed in the Issues in Organizational Development course. Students will present and orally defend their research project to the Organizational Development and Leadership faculty.
Prerequisites: ODL 330
Restrictions: Enrollment is limited to PLS/HDC level students.
Attributes: Undergraduate
ODL 509 Curricular Practical Training (1 credit)

ODL 600 Adult Learning: Theory & App (3 credits)
Course introduces students to adult education theory that focuses on how adults learn, application of adult education theory, skills required in the delivery of adult learning programs and an introduction to group process. Students have an opportunity to develop a professional learning theory and model. Students also discover their learning style and how style impacts their ability to use their theory and model. Use of feedback as a tool for learning allows students to realize how to improve their facilitation approach. ALT Concentration Requirement
Restrictions: Enrollment is limited to Graduate level students.

ODL 605 Performance Consulting (3 credits)
Course presents to the Organization Development and Leadership professional the practical tools necessary to measure and evaluate the effectiveness of learning and change programs. A specific technology is presented in a step-by-step approach, which links the collaborative consulting process with performance assessment. The course focuses on increasing students’ ability to communicate and work with leaders in their organizations. ALT and OPD Concentration Requirement
Restrictions: Enrollment is limited to Graduate level students.

ODL 610 Adult Learning Methods (3 credits)
Major delivery methods and techniques that foster adult learning are discussed and demonstrated. Key elements are discussed that allow students to effectively facilitate adult learning methods that enhance individual and group learning. Emphasis is placed on student participation that fosters experiential learning. Impact of communication style on delivery effectiveness is also discussed. Some methods include case studies, role-plays, small groups, games, simulations, questioning techniques and icebreakers. ALT Concentration Requirement.
Prerequisites: ODL 600
Restrictions: Enrollment is limited to Graduate level students.

ODL 615 Learning Design & Implem (3 credits)
Major steps in creating and designing adult education learning programs are discussed. Students develop a program that demonstrates their understanding of the key components of instructional design. Specific topics include collaborative relationships with customers/management, needs assessment, analyzing data, writing learning objectives, cost effectiveness of programs, selecting and sequencing content, developing learning materials and constructing evaluative instruments. ALT Concentration Requirement.
Restrictions: Enrollment is limited to Graduate level students.

ODL 618 e-Learning Design (3 credits)
Technological innovations are increasingly being used in training and development programs. Through the lens of adult learning theory, students will assess online learning needs, develop online modules, create online communities of learning and become familiar with the language and best practices associated with eLearning program development.
Prerequisites: ODL 600
Restrictions: Enrollment is limited to Graduate level students.

ODL 620 Psych Assessments (3 credits)
The psychological theories and practices underlying a wide variety of instruments used in assessing individual and group behavior in organizations will be examined. Issues and topics will include employee selection, performance, ability, attitude and development. Participants learn how to critically evaluate measures to answer organizational issues. OPD Concentration Requirement.
Restrictions: Enrollment is limited to Graduate level students.

ODL 625 Psych of Executive Coaching (3 credits)
Executive Coaching has become a staple within many organizations. Executive Coaching is essentially a purposeful, relational intervention based in psychosocial concepts that leads to new and more complex level of functioning in one party. This course primarily assists the student in further development of their coaching skills and models while also examining coaching models, underlying constructs, skills and relevant coaching research. OPD Concentration Requirement, or ODL 680.
Restrictions: Enrollment is limited to Graduate level students.

ODL 630 Ldshp & Team Development (3 credits)
Course focuses on theories and practices required in leading and developing teams. Issues of leadership behavior, interpersonal relations, group roles and stages of development are examined in an experiential laboratory. OPD Concentration Requirement.
Restrictions: Enrollment is limited to Graduate level students.

ODL 635 Positive Org Psysc & Scholarship (3 credits)
This course will provide you with a grounding in the theories and applications of positive organizational and organizational psychology. The core premise of this course is that leadership and personal scholarship excellence are fundamentally tied to creating/enabling organizational contexts that build human strengths as well as unlock the positive and generative dynamics of vibrant human communities. This course will help you to create, foster, and develop organizations where people learn to thrive and perform at their best.
Restrictions: Enrollment is limited to Graduate level students.

ODL 640 Talent Dev & Mgt in Modern Org (3 credits)
An overview course that focuses on the emerging trend of talent management with a specific focus on how talent development, learning and training aligns with organizational strategy. Topics include areas like coordinating individual’s goals and organizational goals, positioning the learning function, and positioning yourself for a leadership position through talent development.
Restrictions: Enrollment is limited to Graduate level students.

ODL 642 Facilitating Adult Learning (3 credits)
Adult learning, as it relates to training/organization development, involves a combination of facilitation and presentation skills. Course focuses on strategies that increase students’ ability to interact with individuals and groups in these areas. Impromptu and planned presentations are audio taped and videotaped for students to receive constructive feedback. Facilitation techniques include managing question-and-answer sessions, dealing with resistive participants, and getting stalled sessions/groups going.
Restrictions: Enrollment is limited to Graduate level students.

ODL 645 Leadership Principles (3 credits)
An introductory experiential course that acquaints the learner with the role and activities of being a leader in an organization. Management styles as well as key practices such as planning, decision making, change, conflict, motivation, group dynamics and control are discussed through interactive exercises.
Restrictions: Enrollment is limited to Graduate level students.

ODL 646 Career Dev Theory & Practice (3 credits)
Course provides students with an experiential understanding of the process of career development. Through a primarily experiential approach, where students craft their own career vision, students have an opportunity to engage key concepts in the field of career development...
In addition, topics such as assessment, gender, choice, interventions and career management are experienced and discussed.
Restrictions: Enrollment is limited to Graduate level students.
ODL 647 Appreciative Inquiry (3 credits)
Appreciative Inquiry (AI) is a methodology (and philosophy) for system intervention. Instead of examining what is wrong with a system and devising ways to fix it, AI discovers what is right with a system and engages stakeholders to amplify and build upon that positive core and spurs innovation.
Restrictions: Enrollment is limited to Graduate level students.

ODL 648 Conflict & Negotiation (3 credits)

ODL 650 Organizational Leadership (3 credits)
This course provides a foundation for leadership competencies and characteristics necessary for guiding organizations. Students will use self-awareness tools grounded emotional intelligence developed especially for organizational leaders. Students will deepen their understanding of traditional and contemporary leadership research, theories and practices; and, explore the organizational contexts where work, management and leadership happen. Students will examine the responsibility that comes with leadership through readings, lectures, small group interactions and an online self-development process. This foundational course provides the framework for other online course work by establishing a community of learners.
Restrictions: Enrollment is limited to Graduate level students.

ODL 655 Org Change & Culture (3 credits)
Studying an organization’s culture is essential to any successful change effort. This course will enable students to study organizational theories, systems thinking, and the relationship between cultural issues and successful change implementation. They will experiment with taking on the role of a change agent through simulations, case studies, and studying the culture and changes in their own work place.
Restrictions: Enrollment is limited to Graduate level students.

ODL 660 Strategic Leadership (3 credits)
Consulting, advising, educating and coaching leaders necessitates a knowledge and understanding of the learning process and how that translates into strategy for changing any human social environment. In Strategic Leadership you will get a chance to broaden your knowledge and expand your leadership development toolkit as a leader and an educator of leaders. Specific strategies are considered and students begin to explore new ways of looking at leadership and their own behaviors in order to successfully implement strategies. Students have will have the opportunity to engage with a group of other students in an action research project and participate in a skill weekend where they reflect on the assumptions underlying their leadership actions.
Restrictions: Enrollment is limited to Graduate level students.

ODL 665 Leading Teams (3 credits)
A big part of organizational life takes place in groups. This course focuses on theories of group dynamics and development and the application to team membership and leadership. Facilitating teams, assessing the development of a team, influencing groups, group roles and group decision-making processes and the dynamics of creating effective virtual teams will all be explored. Students will work in teams in this class and will integrate class learning with their work experience on teams.
Restrictions: Enrollment is limited to Graduate level students.

ODL 668 Social Media & Learning (3 credits)

ODL 670 Strategic Leader Ethics&Values (3 credits)
Thinking strategically about your own development and the development of others is critical to your personal development and your ability to develop others. Leading at the next level requires knowledge and understanding of organizational vision, mission, values, ethics and communication. You will explore the impact of ethics and values on decision-making and organizational effectiveness. Students have the opportunity to focus on a particular area of organizational life and explore the impact of communications, perceptions, behaviors, culture, and current events on the outcomes of projects and initiatives.
Prerequisites: ODL 650 and ODL 655
Restrictions: Enrollment is limited to Graduate level students.

ODL 675 Implementing Change (3 credits)
Course aids students in designing and effectively implementing change programs and projects while achieving and sustaining performance. Students have an opportunity to create a change model from both experience and research. Major issues impacting change will be discussed including understanding resistance and techniques to overcome resistance to change.
Restrictions: Enrollment is limited to Graduate level students.

ODL 680 Coaching Leader (3 credits)
This interactive course provides students with the opportunity to learn coaching skills. Specific topic areas include giving and receiving feedback, identifying and understanding communication style preferences, learning how to listen for the "real issues." This course is aligned with the competencies of the International Coach Federation (ICF) and can be applied to professional coaching portfolio hours.
Restrictions: Enrollment is limited to Graduate level students.

ODL 685 Sem in Global Organ Issues (3 credits)
Learning to work across the boundaries of culture, opinions, language, ideas and time zones takes practice, experience, empathy and a sense of adventure. This Seminar in Global Leadership is offered in that spirit to give graduate students the opportunity to do a deep dive into other environments, exposure to multinational organizations like the United Nations, NGO's, Schools, corporations, health systems etc. and to both study and get first hand exposure to training and leadership development functions, and what it takes to manage, facilitate and develop positive human development strategies from a multinational perspective. We will look at global learning and leadership at the individual, organization, national, regional and global levels.
Restrictions: Enrollment is limited to Graduate level students.

ODL 686 Global Leadership (3 credits)
There is no better way to learn about cultural diversity and working in a multinational society than to actually travel to another country. The Study Tour Course includes 9 days in another country and pre work to prepare for the trip and post tour projects. This is a deeply experiential program with a focus on cultural diversity in a variety of education, business and social justice settings. The students will get a chance to network and learn from professionals in other countries.

ODL 688 Social Media & Learning (3 credits)
The course will examine the relationship between learning and social media. Current trends and use of social media in training, education, marketing, product development, data collection, customer service, and networking are some of the topics that will be covered. Students will discuss and evaluate uses of social media in informal social networking and formal knowledge management learning settings. Students will critique their own organization’s culture and values around learning and social media and the challenges and opportunities they pose.
ODL 690 Creative Problem Solving (3 credits)
Creative problem solving is an essential skill for people working in complex organizations. Creative thinkers reflect on the assumptions underlying actions and consider new ways of looking at and living in the world. They use methods to identify new alternatives. This course is a comprehensive guide for making worthwhile, influential and creative contributions at work. Students have an opportunity to identify and overcome personal and organizational barriers to develop breakthrough thinking.

Restrictions: Enrollment is limited to Graduate level students.

ODL 695 Org Change: A Gestalt Approach (3 credits)
This course will focus on the Gestalt Model in organizational change consulting. Students will learn a powerful new perspective that recognizes behavior and interactions of systems, rather than individuals, creating new and dynamic possibilities for intervention. A theoretical and practical framework will be taught for high-impact consulting in organizations, exploring critical dilemmas and offering opportunities to practice new skills. This course will benefit students who wish to understand and develop process consultation skills while learning a new framework for managing change. Approved by International Coaching Federation (ICF) for coach accreditation hours.

Restrictions: Enrollment is limited to Graduate level students.

ODL 700 Org Dev Theory & App (3 credits)
Course presents an overview of the fundamental components of organization development. Case studies are discussed and analyzed to demonstrate the fundamental components of OD. Practical skills and approaches are studied, such as change techniques and strategies, influence methods in dealing with leaders and consulting/learning models. Focus of course helps students implement successful learning or change programs in their organization. Topics of discussion include developing sponsorship, action research methods, survey feedback approaches, and dealing with conflict.

Prerequisites: ODL 650 and ODL 655

Restrictions: Enrollment is limited to Graduate level students.

ODL 705 Facilitating Org Development (3 credits)
This course includes an overview of how skilled facilitation helps individuals and groups learn and change within organizations. This course is part of a yearlong journey in which students immerse themselves in learning new skills to lead change. Students have an opportunity to practice organization development skills and learn new methods in helping individuals and groups learn to change. Participants learn to effectively use their own behaviors to influence others in creating work environments that foster collaborative, open problem solving, dealing with differences and participative decision making. Prerequisite for all ALT and ORG Psych core courses.

ODL 710 Interven Skills: Strat & Desgn (3 credits)
Students have an opportunity to complete a project demonstrating action research methodology. Course centers on understanding how to use interventions and the impact that interventions can have within an organizational setting. Students have an opportunity to design and facilitate interventions both in class and in their organization to assure the successful implementation of change and/or that individual learning takes place within their project. Prerequisite: ODL 705

Prerequisites: ODL 705

Restrictions: Enrollment is limited to Graduate level students.

ODL 750 Change Leader:Facilitating Chg (6 credits)
This is a 6-credit Residency specifically required for students signing up for the online ODL program. The course is designed to be a transformative experience that builds on all of the preceding courses. It will provide real-time community interaction, face-to-face feedback, and opportunities to lead change experiments. During this residency, students learn how to close the gap between knowing and doing through specific teaching and learning strategies. The program is organized into a series of clinics focusing on areas like facilitative leadership, team leadership, implementing change, and power and authority dynamics.

Prerequisites: ODL 650

ODL 770 Special Topics in ODL (3 credits)

ODL 775 Capstone Seminar (3 credits)

ODL 780 Research Design & Eval (3 credits)
The course helps students design and evaluate research in their respective organization or field of study. Methods are presented for application to work situations. Topics include: the similarities and differences between theoretical and applied research, use of data-gathering techniques, writing of research reports and evaluation methods for change, learning, and research projects. Required for ALT and OPD concentration.

Restrictions: Enrollment is limited to Graduate level students.

ODL 785 Advanced Seminar (3 credits)
A capstone course and the last course taken in the Organization Development and Leadership Graduate Program. Course provides students the opportunity to complete a professional paper on a topic/issue of their choice utilizing research methods and statistics. Students also complete an independent/group project leading to the design and facilitation of a learning or change project.

Prerequisites: ODL 780 (may be taken concurrently)

Restrictions: Enrollment is limited to Graduate level students.