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 leading 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 150F 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 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 151 is an introduction to teaching reading in the content areas. Students study the use of reading strategies to be used for teaching reading in the content areas. Prerequisites: EDU 150 and EDU 151

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
Restrictions: Enrollment is limited to students with a major in Elem - Special Education, Elementary Education or Elementary Educ Pre K -4th Gr.
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 Chld (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 is 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.

Restrictions: Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.
Attributes: Undergraduate

EDU 242 Tech Enhncd 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 FETech Enhncd 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 Educ 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
Restrictions: Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr or Secondary Education. Enrollment is limited to PLS/HDC or Undergraduate Day Division level students.

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
Restrictions: Enrollment is limited to students with a major in Elementary Educ Pre K - 4th Gr.
Attributes: Undergraduate

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.
Prerequisites: EDU 151
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 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
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
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, minor, or concentration 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
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 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 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, the use of technology, using reading, language, and literacy skills in all classrooms, the identification of 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 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 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 class 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 for on-line application and guidelines. Restrictions: Enrollment is limited to students with a major in Elem - Special Education or Elementary Education.
Attributes: Undergraduate

EDU 500C Movement & Lrng in Classroom (3 credits)
EDU 501C School Violence:Strategies (3 credits)
EDU 502C BullyingVictimization:Causes (3 credits)
EDU 503C Co-Workers:Collabor & Teaching (3 credits)
EDU 505C Mentoring/Motivating Students (3 credits)
EDU 508C CharacterEd:InstillPositiveValu (3 credits)
EDU 510C ADHD:What Educ Need to Know (3 credits)
EDU 511C BloomBrainTheory:Effect Quest (3 credits)
EDU 512C Building a Classroom Community (3 credits)
EDU 513C Strat in Classroom Mgt (3 credits)
EDU 514C HlthyConflictResolut:Strategy (3 credits)
EDU 516C Meeting Needs:Differ Instruct (3 credits)
EDU 520C Drug Awarness/Indentification (3 credits)
EDU 524C Inclusion:Accepting Diversity (3 credits)
EDU 526C Psych Disorder in Classroom (3 credits)
EDU 529C Helping Children Cope:Stress (3 credits)
EDU 531C Violence in the Media (3 credits)
EDU 532C Teaching:21st Cent Classroom (3 credits)
EDU 533C K-8 Sci:Tchng for Motiv Undstn (3 credits)
EDU 534C Conflict Resol:Cult of Collab (3 credits)
EDU 535C Using Tech Effect in Classroom (3 credits)
EDU 545L Prac Issues Sec Teach Lab (0 credits)
EDU 550C Movement & Lrng in Classroom (3 credits)
EDU 550 Hist & Contemp Perspect Educ (3 credits)
American education as a dynamic, sometimes cyclic, process. The origins, evolution, and realities of contemporary public and private schools are examined through critical reading original documents. Visits to elementary or secondary classrooms in multicultural setting provide a strong link to the teacher’s world.
Restrictions: Enrollment is limited to Graduate level students.
EDU 550F FE: Hist & Contemp Perspect Edu (0 credits)
American education as a dynamic, sometimes cyclic, process. The origins, evolution, and realities of contemporary public and private schools are examined through critical reading original documents. Visits to elementary or secondary classrooms in multicultural setting provide a strong link to the teacher's world. Enrollment in Field Experience (EDU 550F) is required with this course.
Restrictions: Enrollment is limited to Graduate level students.

EDU 551 Psych Teaching: Develop Perspec (3 credits)
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.

EDU 551F FE: Psych Teach: Develop Perspec (0 credits)
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.

EDU 552 FE: Hist & Contemp Perspect Edu (1 credit)

EDU 553 FE: Psychology of Teaching (1 credit)

EDU 555 Foundations of Early Childhood (3 credits)

EDU 556 FE: Found. of Early Childhood (1 credit)

EDU 557 Adolescent Psychology (3 credits)
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.

EDU 557F FE: Adolescent Psychology (0 credits)
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.

EDU 558 FE: Middle Level Development (1 credit)

EDU 560 Using Tech for Instru & Asses (3 credits)

EDU 570 Education Independent Study (3 credits)

EDU 600 Educ Lead Research & Refl Pract (3 credits)

EDU 601 Field Experience Cert I (1 credit)

EDU 602 Certification Lab II (1 credit)

EDU 603 Elementary Pedagogy Lab (1 credit)

EDU 605 Critical Contemp Educ. Issues (3 credits)

EDU 606 Math in Elementary School (3 credits)

EDU 607 Social Studies in Elem School (3 credits)

EDU 608 Science In Elementary School (3 credits)

EDU 610 Instruct Techniques: English (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 610F FE: Instruct Techniques: Engl (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 611 Instruct Techniques - Eng Lab (1 credit)

EDU 612 Instruct Techniques: Soc Stud (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 612F FE: Instruct Tech: Soc Studies (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 613 Instruct Tech - Soc Stud Lab (1 credit)

EDU 614 Instruct Techniques: Lang (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 614F Instruct Techniques: Lang (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 615 Instruct Tech - For Lang Lab (1 credit)

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 616F FE: Instruct Techniques: Math (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 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 618F FE: Instruct Techniques: 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 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)
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 627 Theory&PracticeSecTch Math/Sci (3 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 627F FE:Theory&PractSecTch 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 630 Early Literacy & Numeracy (3 credits)
EDU 631 Assessment & Evaluation (3 credits)
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 4035 Placement Score with a score of 1 or EDU 551
Restrictions: Enrollment is limited to Graduate level students.

EDU 632F 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 551
Restrictions: Graduate level students may not enroll.

EDU 632 Reading Literature I (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 633 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 634 Reading Literature I (1 credit)
EDU 635 Networks:Config & Implement (1 credit)
EDU 640 Reading Literature II (3 credits)
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 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.

Restrictions: Enrollment is limited to Graduate level students.

EDU 647F FE: Literacy/Lng 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.

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.Chld/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.

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.

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.

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.

Restrictions: Enrollment is limited to Graduate level students.

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)
EDU 667 Teach Soc Stud Thru Arts PK-4 (3 credits)
EDU 667 Teach Soc Stud 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. 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 551 and EDU 551F
Restrictions: Enrollment is limited to Graduate level students.

EDU 667F FE:Teach Soc Stud Thru ArtPK-4 (0 credits)
The purpose of this course is to connect theory and practice in the teaching of elementary school social studies. 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 551 and EDU 551F
Restrictions: Graduate level students may not enroll.

EDU 668 Literature for Adolescents (3 credits)

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 Elem 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 696 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 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)