

# ***MASTER OF SCIENCE IN EDUCATION***

## ***COURSE DESCRIPTIONS***

### **EDU 500 PHILOSOPHICAL FOUNDATIONS FOR INSTRUCTIONAL LEADERSHIP 3 CREDITS**

This course focuses on the development of theoretical-pragmatic foundations for reflective teaching and educational leadership in collaborative school environments. Philosophical systems are examined as they relate to the realities of classroom instructional leadership.

### **EDU 505 TEACHING TO DIVERSITY 3 CREDITS**

The American classroom is a study in diversity and commonality. This course establishes a congruence between the expectations and styles of teachers and learners based upon diversity issues within the context of human nature.

**EDU 506 SCHOOL POLICY AND LAW****3 CREDITS**

In this course, the philosophical bases and legal structures of educational policymaking are studied. Students, as educators, develop their own philosophies of education and examine the underlying philosophical assumptions of major educational policies and practices. The course also prepares teachers to understand the legal structures that determine educational policies and how issues of equity affect the implementation of those policies. This level of understanding is necessary in order for teachers to be knowledgeable and active decision makers in their own classrooms, schools, and communities.

**EDU 507 THE PRINCIPALSHIP****3 CREDITS**

Since the inception of formal education, the principal's roles and responsibilities have changed over time. The definitions of a headmaster or principal have traditionally focused on the administrative processes and functions that must be emphasized in order for schools to work well. Effective principals are generally responsible for scheduling, organizing, controlling, and leading their schools. Gradually, however, this list of tasks and roles has given way to a list of competencies and proficiencies as the favored way to map out the territory of the principal. In this course, students investigate and learn the required proficiencies and other related administrative roles of the principal.

**EDU 508 FISCAL AND FACILITY MANAGEMENT****3 CREDITS**

The principal is acknowledged as the instructional leader of a school. However, to effectively support the school's educational program, a principal must also be able to manage the necessary array of available resources. This course explores fiscal and facility management, as well as instructional resources and resource management plans. Students examine contemporary research in site-based management/shared decision-making, research-driven instructional models. Students also learn to develop and select appropriate assessment instruments, as they focus on the role of the principal in the budget process, which includes the development of needs assessments for personnel and the school plant. Maintaining an environment conducive to teaching and learning is an integral component of the knowledge and skills which are presented in this course.

**EDU 509 ADMINISTRATION AND STAFF DEVELOPMENT****3 CREDITS**

This course provides students with an understanding of the selection, employment, orientation, supervision, development, and evaluation of both professional and nonprofessional personnel who make up the staff of the school. The principal's role in collective bargaining and the implementation of a collective bargaining agreement are also topics of study. Special emphasis is placed upon the principal's role in the ongoing development of the professional staff involvement in community organizations and professional organizations.

**EDU 510 RESEARCH DESIGN AND METHODS****3 CREDITS**

Analytical foundations for conducting action research are established in this course. Basic statistics, language of research, and methods of analysis are applied to the study of an actual teaching/learning phenomenon.

**EDU 520 CURRICULUM DESIGN AND EVALUATION****3 CREDITS**

Students examine the theoretical application of curriculum design within the context of contemporary American classrooms. Relationships among subject matter, teaching, learning, and assessments are viewed from an interdisciplinary perspective.

**EDU 525 INTRODUCTION TO EXCEPTIONALITIES****3 CREDITS**

In this course, students are introduced to the current research and practice concerning the range of exceptionalities in children. Through a study of policies, legislation, programs, and methods that impact special education programs, students develop an in-depth understanding of the goals of inclusion with regard to universal design, multiculturalism, and collaboration. They also learn to identify and assess the pertinence of the six principles associated with the Individuals with Disabilities Education Act (IDEA). This increased knowledge enables them to distinguish among the common characteristics that are associated with a variety of exceptionalities and how these characteristics impact the educational environment.

**EDU 530 THE PEDAGOGY OF COGNITION****3 CREDITS**

The structure, assumptions, and concepts underlying current learning theories are examined, with emphasis placed upon the application of constructivist and psychoanalytical theories to the development of children's thinking skills as they relate to their individual differences. Students are challenged to examine specific strategies for developing children's thinking skills which lead to enhancement of their learning power.

**EDU 545 ASSESSMENT AND INTERVENTION****3 CREDITS**

Assessing learning styles and using assessment data to make instructional interventions are the focal points of this course. These learning styles and assessment data are applied to the development of strategies which facilitate the effective interaction of differently abled learners in the classroom. Appropriate resources from family, peers, neighborhood, and the religious community are also identified and evaluated. *Prerequisite: EDU 525.*

**EDU 548 TEACHING STRATEGIES SEMINAR I: SUBJECT MATTER APPLICATIONS****3 CREDITS**

This course is designed for those who are entering the teaching profession from the business world and **do not possess a teaching certificate**. The cognitive process of instruction is taught with particular emphasis on developing learning strategies in skill subjects. Learning plans with outcome measures are designed and implemented.

**EDU 558 TEACHING STRATEGIES SEMINAR II: THE INCLUSIVE CLASSROOM****3 CREDITS**

This course emphasizes strategies for creating inclusionary classroom climates. Approaches for accommodating differently abled learners in collaborative settings are presented and critiqued. Modifications of these settings are then formulated and applied. *Prerequisite: EDU 525.*

**EDU 560 GRADUATE SEMINAR****3 CREDITS**

This course is designed to be taken as a supplement to *EDU 575, Practicum in Teaching: Early Childhood/Elementary/Secondary Education*. Time is allotted for students to share their student teaching experiences in an effort to process issues, problems, successes, and areas which are in need of improvement. Portions of the course are devoted to the presentation and sharing of information regarding the teaching profession in order to adequately prepare students to be viable candidates for employment.

**EDU 568 MANAGING INSTRUCTIONAL AND BEHAVIORAL COMPONENTS  
IN SPECIAL EDUCATION AND INCLUDED SETTINGS****3 CREDITS**

This course introduces students to current theories, research, and practice concerning behavior management and the pertinence of proactive behavioral management plans in the classroom setting. Students are presented with an overview of the basic precepts of applied behavior analysis. In addition, attention is given to formal behavior assessment, functional behavior assessment,

methodology, curriculum-based assessment, as well as positive supports and legal issues. Through this study, students develop a more in-depth understanding of the goals of inclusion as they relate to universal design, multiculturalism, and collaboration. *Prerequisite: EDU 525.*

**EDU 576 SPECIAL EDUCATION PRACTICUM/INTERNSHIP 3 CREDITS**

This Special Education Practicum/Internship is a 180-hour culminating classroom experience which is designed for certificated teachers who are seeking Special Education Certification. Portions of the course are devoted to the presentation and sharing of information regarding current issues in Special Education, verification of practical experiences with curriculum and instruction, and the provision of documentation for performance activities that contribute both to the satisfaction of standards and to the instructional time requirements for this practicum/internship experience. As part of this course, students are also allotted time to share their teaching experiences in an effort to process issues, problems, successes, and areas that are in need of improvement. Additionally, students are provided with the opportunity to establish a plan to meet the certification requirements and Special Education Standards as set forth by the Pennsylvania Department of Education.

**EDU 577 PRINCIPAL CERTIFICATION INTERNSHIP 6 CREDITS**

The professional literature and national groups which study the professional development of principals all recommend an intern-type experience. The Pennsylvania Department of Education requires such a culminating experience, since practical hands-on development of a principal is the primary key to success. This course, therefore, involves working with a mentor principal ideally within the student's own school district. As part of this course, an action plan, which must be approved by the course professor, is developed with the student's mentor principal. A major component of this action plan includes a research problem that is real and needs resolution within the cooperating school or school district. This internship may not be attempted until the candidate has successfully completed the required courses for certification and has fulfilled all state testing requirements.

**EDU 580 INDEPENDENT STUDY PROJECT (ISP) CREDIT VARIES**

Qualified graduate students who seek individualized advanced study in some area of education that is not covered in scheduled courses may apply for an Independent Study Project (ISP). Students assume responsibility for special readings and research under the supervision of a designated faculty member. Regular meetings with faculty and completion of all assignments are required. *Prerequisite: Conditions of the University's ISP Policy, as well as any additional clearance requirements as determined by the Division of Education and Human Services.*

**EDU 590 TEACHING FOR DIVERGENT THINKING: CLASSROOM MANAGEMENT 3 CREDITS**

In this classroom management course, the causes of student behavior and misbehavior are examined. Once these causes have been identified and understood, students explore ideas for establishing a good classroom environment which is needed to overcome classroom problems. Various motivational and teaching techniques that stimulate a positive approach to discipline are studied.

**EDU 597 INTERNET FOR TEACHERS 3 CREDITS**

*Internet for Teachers* is designed to provide additional support for students who wish to go beyond the fundamentals of using the Internet to access and share information. The course focuses on the Internet as a professional resource and communication medium, as well as a reference tool for students. In addition, the use of web-based Internet tools for delivering instruction via the Internet and the use of the Internet as a publishing medium are studied. Students are also taught how this

technology can be used as an instructional tool in a constructivist learning environment. This course subscribes to two fundamental beliefs: (1) that the learner may choose from a rich and varied menu of learning experiences and possibilities; and, (2) that the learner must take responsibility for planning, acting, and growing.

**EDU 598 ADVANCED STRATEGIES IN TECHNOLOGY AND ASSESSMENT** **3 CREDITS**

The applications of technology to classroom assessments and interventions are explored in-depth with practical applications. Readings and projects address the implications of educational software (courseware), Internet access, and state-of-the-art technology in instructional planning and classroom management.

**EDU 599 COLLABORATIVE TEACHING/EMPOWERING LEARNERS** **3 CREDITS**

Today's educators are being asked to make fundamental changes in the way in which they interact with their colleagues. These interactions often require participation in collaborative settings, such as grade-level teams, school leadership teams, study groups, and school improvement teams. This course provides a road map for teachers to learn how to collaborate with each other, reduce frustration, and make a significant difference in both student learning and performance. By developing high-performance faculty and administrative teams, educators can generate a cooperative and collegial culture, resulting in a learning environment that is both collaborative and effective.

## Early Childhood/Elementary/Secondary Certification

**EDU 570 CONSTRUCTIVIST PERSPECTIVES IN READING** **3 CREDITS**

Using the constructivist model of learning, the study and application of linguistics, reading theory, the nature of reading, current practices, and materials of instruction are examined. Skills include grouping plans, work attack strategies, and critical reading.

**EDU 575 PRACTICUM IN TEACHING:** **6 CREDITS**  
**EARLY CHILDHOOD/ELEMENTARY/SECONDARY EDUCATION**

Students who are seeking teacher certification, experience actual teaching under approved supervision, including necessary observation, participation, and conferencing. Regular seminars on campus help the student to analyze teaching situations and plan for effective teaching.

**SPECIAL TOPICS IN GRADUATE EDUCATION** **CREDIT VARIES**

Neumann University periodically offers Special Topics in Graduate Education [EDU] that reflect specific topics of study that are not part of the standard University curriculum. All Special Topics courses are identified by three-digit numeric designation [EDU \_26]. The first digit indicates the level of graduate study for a particular course, while the numeric designation of "26" indicates that the course is a Special Topics course. For any given semester, course title(s) and content area(s), as well as any specified prerequisites, are published during the preceding semester. *Permission of the Instructor* may also be required before a student can register for any Special Topics course, as well as any additional clearance requirements as determined by the Division of Education and Human Services.