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# SCHOOL LIBRARY CERTIFICATION PROGRAM

University of Pittsburgh  
Library and Information Science Program

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## SCHOOL OF EDUCATION REQUIRED COURSES – COURSE DESCRIPTIONS INTERN OPTION

### 1. REQUIRED:

#### EDUC 2000 - PSYCHOLOGY OF LEARNING AND DEVELOPMENT FOR EDUCATORS

Course focuses on those areas of development and learning that have relevance for educators. Course covers preschool through old age. For each age range, typical behaviors and competencies that are learned or developed are considered from a number of domains (cognitive, affective, psychomotor, and social). Attention is also given to appropriate research methods. An interactionist perspective is utilized; the course may be team-taught.

#### EDUC 2100 - EDUCATION AND SOCIETY

Focuses on the interaction between educational institutions and their social context. Uses methods and insights drawn from the social sciences and humanities in the examination of such policy issues as the role of the school in social change, the relationship between economic systems and educational institutions, the influence of non-formal educational forces, and the politics of school reform.

### 2. CURRICULUM & TEACHING METHODS COURSES:

Three required courses from among the following recommended courses:

#### ADMPS 2110 SCHOOL CURRICULUM: PRINCIPLES, ANALYSIS AND DESIGN

Provides students with a framework for implementing curriculum theory as they develop skills in the process of curriculum development and planning.

#### ADMPS 2117 MODES OF INSTRUCTION

This course is designed to give practitioners a strong theoretical background in differentiated modes of instruction and the skills needed to work with teachers as they strive to improve and expand their pedagogy. Discussions and readings will explore classroom strategies that improve student achievement, the elements of effective instruction, instructional design related to state standards, and ways to use assessment to drive instruction. Finally, the course will discuss ways that school leaders can work with teachers to enhance their instruction and student learning.

#### I&L 2220 - READING IN CONTENT AREAS

Addresses methods and materials for assisting students as they read, study, and learn in content classrooms. Emphasis on functional approaches that facilitate learning of both content and process across the curriculum. Also implications of current research findings for content area instruction are examined.

**I&L 2231 - READING AND LANGUAGE ARTS IN INTERMEDIATE GRADES**

Reviews instructional and curricular issues in elementary language arts. Traditional and current methods for teaching spelling, handwriting, grammar, writing, and literature are explored. Students experience the instructional activities themselves.

**I&L 2234 - TEACHING LITERATURE AND MEDIA**

Students will develop goals for teaching literature/language; demonstrate knowledge of multicultural education by location, selection, and use of instructional materials; develop skills, strategies, and techniques in literature instruction; demonstrate strategies in planning, organizing, and teaching various ability groups.

**I&L 2238 - READING IN ELEMENTARY AND MIDDLE SCHOOLS**

For teachers and consultants, the course examines perceptual habits, creative behavior, literary appreciation, and creative expression. Enjoyable qualities in stories and poems are noted. Students experience creative writing and speech through varied children's activities including puppetry.

**I&L 2241 – LANGUAGE ARTS CURRICULUM ISSUES**

Reviews language arts curriculum as it relates to and is impacted by current educational, political, and economic issues. Issues include literacy, political mandates, social influences, economic impact, student ability, family/environment. A curriculum is developed by the class.

**I&L 2261 - SOCIAL STUDIES IN ELEMENTARY SCHOOL**

Studies the definitions, objectives, evaluation, and problems of teaching social studies. Explores teaching strategies, materials, and academic sources of subject matter.

**I&L 2364 – INSTRUCTIONAL SYSTEMS DESIGN**

Introduces theory about the design steps in the instructional systems design process. Students work in teams to design, produce, implement, and evaluate an instructional system for a field site.

**I&L 2365 – THEORY OF INSTRUCTIONAL DESIGN**

Provides the theoretical knowledge necessary to the study of instructional systems design. The course moves from an overview of the field to its theoretical bases and processes. Students practice the various ID analysis steps.

**I&L 2430 – INTRODUCTION TO SCIENCE EDUCATION**

The nature of science and education are combined and used as a basis for examining issues related to becoming a science teacher. Current and past practices are examined to define current and future directions of science and technology education.

**I&L 2520 – CURRICULUM AND RESOURCES FOR MAINSTREAMING**

Covers the different types of adaptations that may be necessary for mainstreamed pupils, as well as community resources that can be used.

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