

Full Fall Session (24/FA) August 26, 2024 – December 13, 2024
Accelerated Fall Session I (24/A1)
 August 24, 2024 - October 12, 2024

Accelerated Fall Session 2 (24/A2)
 October 19, 2024- December 14, 2024

Winter Intercession 2024 (24/WIN) December 16, 2024 - January 16, 2025

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Reading	EDUC 510 WB Online 24/FA	Developmental Nature of Reading Instructor: Dr. Jull Yurko	August 26, 2024 - December 13, 2024 Online *Additional Moodle Assignments Required
Reading	EDUC 605 WB Online 24/A2	ESL Instruction Theory and Practice Instructor: Mr. Brian Stiles	<u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Friday, October 25, 2024 - 5:00pm - 7:00pm Saturday, October 26, 2024 - 9:00am - 3:00pm Sunday, October 27, 2024 - 9:00am - 1:00pm Saturday, November 9, 2024 - 9:00am - 3:00pm Sunday, November 10, 2023 - 9:00am - 1:00 pm *Additional Moodle Assignments Required
Reading	EDUC 520 WB Online 24/FA	The Writing Process K-12 Instructor: Dr. Jill Yurko	August 26, 2024 - December 13, 2024 Online *Additional Moodle Assignments Required
Reading	EDUC 575 WB Online 24/FA	Reading Capstone Project Instructor: Jill Yurko	August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Reading	EDUC 590 WB Online 24/FA	Practical Research for Educators Instructor: Dr. Jeanne Conahan	August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays beginning on August 28, 2024 6:00pm - 8:45pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Special Education	EDUC 584 WB Online 24/A2	Interactive Learning Instructor: Dr. Andrew Wojcik	October 19, 2024 - December 14, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursday's 6:00pm - 8:30pm *Additional Moodle Assignments Required
Special Education	EDUC 740 WB Online 24/A1	Universal Design for Learning and Response to Intervention Instructor: Dr. Andrew Wojcik	August 24, 2024 - October 12, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Mondays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Special Education	EDUC 770 WB Online 24/FA	Special Education Capstone Project Instructor: Dr. Jill Yurko	August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Special Education/ASD	EDUC 700 WB Online 24/A1	ASD: Etiology Instructor: Mrs. Dawn Shedlarski	<u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Friday, September 20, 2024 - 5:00pm - 7:00pm Saturday, September 21, 2024 - 9:00am - 3:00pm Sunday, September 22, 2024 - 9:00am - 1:00pm Saturday, October 12, 2024 - 9:00am - 3:00pm Sunday, October 13, 2024 - 9:00am - 1:00 pm *Additional Moodle Assignments Required.
Special Education/ASD	EDUC 715 WB Online 24/A2	ASD: Transition Instructor: Mrs. Katie Grego	October 19, 2024 - December 14, 2024 Online *Additional Moodle Assignments Required
Instructional Coaching	EDUC 501 WB Online 24/FA	Foundations of Instructional Coaching Instructor: Dr. Jessica Jacobs	August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursday's 6:00pm - 8:45pm *Additional Moodle Assignments Required
Curriculum & Instruction	EDUC 580 WB Online 24/A1	Curriculum Theory and Design Instructor: Dr. Sunny Weiland	August 24, 2024 - October 12, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Tuesday's 5:00pm - 7:45pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Curriculum & Instruction	EDUC 584 WB Online 24/A2	Interactive Learning Instructor: Dr. Andrew Wojick	October 19, 2024 - December 14, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursday's 6:00pm - 8:30pm *Additional Moodle Assignments Required
Curriculum & Instruction	EDUC 590 WB Online 24/FA	Practical Research for Educators Instructor: Dr. Jeanne Conahan	August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays beginning on August 28, 2024 6:00pm - 8:45pm *Additional Moodle Assignments Required
Curriculum & Instruction/STEM	EDUC 672 WB Online 24/A1	STEM Design Instructor: Ms. Alexandra Konsur- Grushinski	<u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Saturday, September 7, 2024 - 9:00am - 12:00pm Sunday, September 8, 2024 - 9:00am - 12:00pm Saturday, September 21, 2024 - 9:00am - 12:00pm Sunday, September 22, 2024 - 9:00am - 12:00pm Saturday, October 5, 2024 - 9:00am - 12:00pm *Additional Moodle Assignments Required
Curriculum & Instruction/STEM	EDUC 674 WB Online 24/A2	STEM Methods Instructor: Dr. Sunny Weiland	October 19, 2024 - December 14, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Tuesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required
Curriculum & Instruction/ESL	EDUC 600 WB Online 24/A1	Second Language Acquisition Instructor: Mr. Brian Stiles	<u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Friday, September 6, 2024 - 5:00pm - 7:00pm Saturday, September 7, 2024 - 9:00am - 3:00pm Sunday, September 8, 2024 - 9:00am - 1:00pm Saturday, September 28, 2024 - 9:00am - 3:00pm Sunday, September 29, 2024 - 9:00am - 1:00 pm *Additional Moodle Assignments Required.
Curriculum & Instruction/ESL	EDUC 605 WB Online 24/A2	ESL Instruction Theory and Practice Instructor: Mr. Brian Stiles	<u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Friday, October 25, 2024 - 5:00pm - 7:00pm Saturday, October 26, 2024 - 9:00am - 3:00pm Sunday, October 27, 2024 - 9:00am - 1:00pm Saturday, November 9, 2024 - 9:00am - 3:00pm Sunday, November 10, 2024 - 9:00am - 1:00 pm *Additional Moodle Assignments Required.

Program	Course Number/ Format / Semester	Title/Instructor	Dates
ESL	EDUC 601 WB Online 24/FA	ESL Clinical Field Practicum Instructor: Dr. Michelle Dudley	<p>August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursdays 6:00pm - 8:45pm *Additional Moodle Assignments Required</p>
Curriculum and Instruction	EDUC 620 WB Online 24/FA	ESL Capstone Project Instructor: Dr. Sunny Weiland	<p>August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required</p>
Curriculum and Instruction	EDUC 535 WB Online 24/FA	Excellence in Teaching Capstone Project Instructor: Dr. Sunny Weiland	<p>August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required</p>
Curriculum and Instruction	EDUC 670 WB Online 24/FA	STEM Master's Capstone Project Instructor: Dr. Sunny Weiland	<p>August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required</p>
Curriculum and Instruction	EDUC 990 WB Online 24/FA	School Leadership Capstone Instructor: Dr. Sunny Weiland	<p>August 26, 2024 - December 13, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required</p>
Principal	EDUC 900 WB Online 24/A1	The Principalship Instructor: Mr. Dave Tosh	<p>August 24, 2024 - October 12, 2024 Online *Additional Moodle Assignments Required</p>

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Principal	EDUC 905 WB Online 24/A2	Principles of Instructional Supervision Instructor: Mrs. Leeta Dennebaum	October 19, 2024 - December 14, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 925 WB Online 24/A1	Elementary School Principal Practicum Instructor: Dr. Barbara Conway	August 24, 2024 - October 12, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 926 WB Online 24/A1	Middle School Principal Practicum Instructor: Dr. Barbara Conway	August 24, 2024 - October 12, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 927 Online 24/A1	High School Principal Practicum Instructor: Dr. Barbara Conway	August 24, 2024 - October 12, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 925 WB Online 24/A2	Elementary School Principal Practicum Instructor: Dr. Barbara Conway	October 19, 2024 - December 14, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 926 WB Online 24/A2	Middle School Principal Practicum Instructor: Dr. Barbara Conway	October 19, 2024 - December 14, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 927 WB Online 24/A2	High School Principal Practicum Instructor: Dr. Barbara Conway	October 19, 2024 - December 14, 2024 Online *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Professional Development Center	EDUC 6049 Face to Face 24/A1	The Methodology & Analysis of Street Gangs for Educators Instructor: Mr. James Marinello	August 24, 2024 - October 12, 2024 <u>On-Campus Times:</u> Saturday, September 14, 2024 - 10:00am - 2:00pm Sunday, September 15, 2024 - 10:00am - 1:00pm Saturday, September 21, 2024 - 10:00am - 2:00pm Sunday, September 22, 2024 - 10:00am - 1:00pm O'HARA 117
Professional Development Center	EDUC 6053 Online 24/A1	Engaging Learners in Collaborative Online Learning Instructor: Dr. Brian Pipech	August 24, 2024 - October 12, 2024 Online *Additional Moodle Assignments Required
Professional Development Center	EDUC 6054 Online 24/A1	Restorative Teaching Instructor: Dr. Tara Bruza	<u>Synchronous & Asynchronous Online</u> <u>Synchronous Zoom Times:</u> Saturday, September 14, 2024 - 9:00am - 3:00pm Sunday, September 15, 2024 - 9:00am - 1:00pm Saturday, September 28, 2024 - 9:00am - 3:00pm Sunday, September 29, 2024 - 9:00am - 1:00pm *Additional Moodle Assignments Required
Professional Development Center	EDUC 6019 Online 24/A2	Behind the Curtain Instructor: Dr. Brian Pipech	October 19, 2024 - December 14, 2024 <u>Synchronous & Asynchronous Online</u> <u>Synchronous Zoom Times:</u> Monday's 6:00pm - 8:00pm *Additional Moodle Assignments Required
Professional Development Center	EDUC 6055 WB Online 24/A2	The English Language Students Academy Instructor: Dr. Tara Bruza	<u>Synchronous & Asynchronous Online</u> <u>Synchronous Zoom Times:</u> Wednesday, October 9, 2024 - 5:00pm - 7:45pm Wednesday, October 23, 2024 - 5:00pm - 7:45pm Wednesday, November 6, 2024 - 5:00pm - 7:45pm Wednesday, November 20, 2024 - 5:00pm - 7:45pm Wednesday, December 4, 2024 - 5:00pm - 7:45pm *Additional Moodle Assignments Required
Professional Development Center	EDUC 6029 WB Face-to-Face 24/A2	Preventing Child Abuse: Teaching the Emotionally, Physically & Sexually Abused Instructor: Mr. James Marinello	October 19, 2024 - December 14, 2024 <u>On-Campus Times:</u> Saturday, October 19, 2024 - 10:00am - 2:00pm Sunday, October 20, 2024 - 10:00am - 1:00pm Saturday, October 26, 2024 - 10:00am - 2:00pm Sunday, October 27, 2024 - 10:00am - 1:00pm O'HARA 117



Fall 2024 Course Descriptions

EDUC 501 – Foundations of Instructional Coaching: This course is designed for all educators at all levels and roles to focus on the foundational knowledge of instructional coaching. Throughout this course, participants will gain experience with the research and theory of coaching, key components of coaching, coaching approaches, coaching cycles, coaching instructional practices, and strategies to improve communication skills. The end goal is for participants to become empowered with the knowledge to create an environment to facilitate change, improve teacher practice, and transform school culture to increase student achievement. (3 credits)

EDUC 510 - Developmental Nature of Reading: The nature of literacy learning is explored from the perspective of children constructing meaning and being actively involved in their learning. The reading-writing relationship and authentic assessment procedures are stressed. (3 credits)

EDUC 520 - The Writing Process K-12: The course examines writing as a means of facilitating language development and learning. Practical means of implementing writing and the writing process into all aspects of the curriculum are examined, along with the reading-writing connection and writer's workshop. The goal of the course is to develop an understanding of the purpose for writing in K-12 classrooms. (3 credits)

EDUC 535 – Master's Project in Excellence in Teaching: Scholarship related to excellence in teaching will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required. (3 credits)

EDUC 575 – Reading Research Capstone Project: Scholarship related to literacy will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required. (3 credits)

EDUC 580 – Curriculum Theory and Design: This course is designed to explore the developmental nature of curriculum in the elementary, middle, and secondary school settings. Distinct theories will be explored as they relate to public, charter, private, and magnet schools. The interrelated nature of the curriculum is stressed. In addition, the concepts of goals and objectives as they relate to the curriculum will be investigated. Current curricular trends will be studied, analyzed, and evaluated using the principles of curriculum development discussed in the course. (3 credits)

EDUC 584 - Interactive Learning: This course is designed to help students understand different key learning theories and their effective use in the design of accessible learning activities. Students will focus on the identification, design and development of classroom materials and lessons that involve technology. Ways to incorporate multimedia design and appropriate software into instructional methodology for the classroom will also be explored. Students will apply learning theory principles to develop model lessons using emerging technologies. (3 credits)

EDUC 590 – Practical Research for Educators: Developing a Master’s Capstone Project Proposal for the demonstration of scholarship through research and the application of research with a meta-analysis, action research, or a professional contribution is the primary purpose of this course. Students will be able to locate, comprehend, and critique educational research to design and to support their inquiry focus. (3 credits)

EDUC 600 - Second Language Acquisition: This course focuses on the grammar and structure of the English language including the components: phonology, morphology, syntax, semantics, language function and discourse, and dialects. Theoretical perspectives of first and second language acquisition are examined with a pragmatic and sociolinguistic views relating relationships among language, culture, accent, identify, and public perceptions. Through an understanding of applied linguistics, linguistic challenges for language minority students are identified and research-based instructional strategies are reviewed and applied. Professional resources will be developed to foster collaboration with colleagues and the school/community. (3 credits)

EDUC 601 – ESL Clinical Field Practicum: This course is a clinical field practicum for 15 weeks to meet the 60 hours of field experience required for the Pennsylvania ESL Program Specialist Certificate. These 60 hours of field experience includes experience with a certified ESL Program specialist in a public school setting as well as community activities to meet the ESL Program Specialist competencies. Activities will be documented in a portfolio format and monitored by a King’s College supervisor who holds an ESL Program Specialist certificate. The semester-long field experience will underscore the coursework by providing opportunities for practical application of theory and feedback from the practicing ESL Program Specialist as well as the King’s College supervisor. (3 credits)

EDUC 605 - ESL Instruction: Theory and Practice: This course is designed to explore the methods, strategies, research, and resources that enable the student to develop and implement ESL programs to support English Language Learners’ acquisition of the English language and academic cognitive understandings and skills. The students design resources and teaching materials, implement them with their field experiences and provide reports to the class. The students learn, observe, and practice standards-based language proficiency leveled expectations of content lessons and assessments. Emphasis is placed on working with colleagues in their schools to develop resources and trainings facilitating collaboration from school to community to enable ESL students to develop social and academic cognitive English. (3 credits)

EDUC 620 – ESL Master’s Capstone Project: Scholarship related to English as a Second Language will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required. (3 credits)

EDUC 670 – Master’s Capstone Project in Science Education: Scholarship related to science of STEM education will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required. (3 credits)

EDUC 672 – STEM Design: By examining the conceptual development of STEM programs and courses, the goal of this course will be to design learning organizations and environments that support collaborative practice for multidisciplinary integration, interdisciplinary, and transdisciplinary experiences and real-world problem-solving. Global perspectives will be discussed along with a focus on Next Generation Science Standards, PA Core Mathematics Standards, PA Science and Technology Standards. Emphasis will also be placed on the development of teacher and student leadership in a STEM meta-discipline. (3 credits)

EDUC 674 - STEM Methods: This course will explore the implementation of differentiated methods/pedagogies for implementation in courses integrating STEM. Participants will experience model STEM lessons, participate in Problem Based Learning Scenarios, Research components for STEM integration, investigate community resources to advance STEM Education, and create a portfolio of resources, lessons, and project-based activities. Emphasis will be on the designing and facilitating lessons implementing a learning cycle model for student-centered inquiry learning for collaborative multidisciplinary, interdisciplinary, and transdisciplinary environments. (3 credits)

EDUC 700 – ASD: Etiology: This course is an introduction and overview of characteristics and learning traits of autism spectrum disorders (ASD). The course is an examination of the common manifestations of ASD including the psychological, physiological, behavioral, social, communication, and educational characteristics of individuals who have been identified on the spectrum as having Autism, Pervasive Developmental disorder, Rhett's disorder, Asperger's syndrome, and Childhood Disintegrative Disorder. The classification system, assessment strategies / issues, approaches, and interventions related to individuals with ASD will be explored. Focus will be on causes, diagnosis, and intervention. The theoretical, prevalence, and scientific hypothesis related to the etiology of ASD will be researched and explored. (3 credits)

EDUC 715 – ASD: Community Collaboration: This course is designed to promote the collaboration process between, schools, family, and community. Schools can no longer rely on just the educational system to deliver the services needed to the diverse student populations in our schools. Advocacy reaches out not only to the educational community but also to officials involved with law enforcement, health care (including first responders) and individual groups that connect with the family needs. The course will also emphasize the importance of the transition process in the schools in identifying instructional programs to meet the unique individual needs of each student for school to work partnerships. Legal mandates and requirements will be examined. (3 credits)

EDUC 740 - Universal Design for Learning and Response to Intervention: This course provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but flexible approaches that can be customized and adjusted for individual needs. This course is designed with the objective to assist the graduate student in connecting core standards to acceptable accommodations, adaptations, and viable modifications to adjust the curriculum of the teaching/learning process for individualized learning. (3 credits)

EDUC 770 – Special Education Master's Capstone Project: Scholarship related to special education will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. Permission required. (3 credits)

EDUC 900 - The Principalship: This course is designed to present an overview of the principal's role in relation to leadership, supervision, organizational management, and community interaction. In addition, it will highlight the role of the school principal as the instructional leader, with an emphasis on key components that focus on leadership skills and management abilities necessary to create a school atmosphere conducive to learning. Candidates will view the principal's responsibilities, job functions and priorities that evolve on a daily basis. Evidenced based strategic planning that further expands the responsibility for leading school reform with the objective of raising student achievement will be established. Culture, climate, and resources for improving internal and external home-school-community relations will be identified. Through scenarios and case studies, participants will consider and discuss issues faced by school principals in twenty first century. Course activities, based on theory as well as practical application, will enable candidates to internalize the PA Leadership Core and Corollary Standards and adopt strategies and practices reflective of them. (3 credits)

EDUC 905 - Principles of Instructional Supervision: This course will study the ways in which principals can incorporate instructional leadership into their organizational behavior and work with teachers to create instructional practices that raise the level of teaching and learning in the classroom. Students will learn how to use aspects of effective teaching strategies when working with teachers during the observation/walk-through process. Students will apply new concepts and tools to the supervisory process and practice coaching and feedback strategies. This course addresses the components of effective school and teaching theories that lead to school improvement. Participants will develop professional development plans for individuals and schools. Various supervisory styles studied will include clinical supervision, the Charlotte Danielson model, and differentiated supervision. By the end of this course, participants should be able to distinguish between supervision, evaluation, and professional development. (3 credits)

EDUC 925, 926, 927 – Practicum: The Administrative practicum is designed to give students practical experience in school administration. A minimum of 260 hours clock hours must be spent on administrative tasks based on the Pennsylvania Core and Corollary Standards for Educational Leadership. The 260 hours must be divided evenly between administrative work in both K to 6 and 7 to 12 settings. Work must be completed under the supervision of a certificated school administrator in each setting. Administrative mentors must have held administrative positions for a minimum of three years. *Note: 100 hours should have previously been completed in the prerequisite courses.* (1 credit for each Practicum)

EDUC 990 – School Leadership Capstone: Scholarship related to school leadership will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required.



Fall/Winter 2024 PROFESSIONAL DEVELOPMENT COURSES

EDUC 6019 – Behind the Curtain: This course is designed to give educators a behind the scenes look as to why school districts do things certain ways. In this course we will look at funding streams and limitations/requirements, school law, court cases and analysis, professional development, basic education subsidy, policy and current trends and issues in education that affect the daily operations of the school. The laws and court cases will examine on contemporary issues with consideration given to historical perspectives, accountability issues and future trends in the American Education system. We will also examine how to reach out and engage the community to support school and district initiatives. (3 Credits)

EDUC 6029 – Preventing Child Abuse: This course will present and analyze the different types of child abuse. Special emphasis will be placed on the causative factors and their long-term effects. It will evaluate the criminal mind of the physical and sexual perpetrators and abusers. Finally, it will examine solutions to this ongoing societal dilemma. This course will focus on helping teachers to understand the problem and be a part of the solution in their work on the front line with children. Evidence from field work, at times graphic, will be used throughout to illustrate evidence and examples. James Marinello, King's College adjunct sociology instructor is the instructor for this course. (3 Credits)

EDUC 6049 - The Methodology and Analysis of Street Gangs: This course will analyze the history and evolution of street gangs. It will cover the different types their hierarchy and how they operate. The course will focus on the causative factors and why males and females join gangs. Special emphasis will be placed on the problems within the inner cities and how it relates to the current gang problem. It will also cover law enforcement's role in dealing with gangs. It will look into the entertainment field on glamorizing gangs. Special emphasis will be placed on the educational system and community to provide preventative measures to address the gang problem in our schools and community. (3 credits)

EDUC 6053 -Engaging Learners in Collaborative Online Learning: Would you like to learn how to build a robust online collaborative environment to serve your students? This course will support and empower classroom teachers to harness the power of online technologies like blogs, podcasts, and wikis for student engagement and learning. Course participants will experience the web as more than a source of information, but instead as a means of constructing new knowledge through conversation, networking, and collaboration. The focus will be on currently available tools and how to effectively utilize these resources for student research, writing, collaboration, and learning. (3 credits)

EDUC 6054-Restorative Teaching: In this course, teachers will rejuvenate their teaching practices. We will look at current teaching practices and ways to modify and adapt them to meet the needs of the diverse learners in today's classrooms. Let's get together and rejuvenate our teaching practices! (3 credits)

EDUC 6055 -The English Language Students Academy: The face of the classroom is changing; however, the standards and expectations are not. In this course, we will look at how to grow the English Language Learners, through fun engaging activities, that will benefit all the students. This hands-on class will focus on strategies you can take and immediately use in your classroom. (3 credits)