

Graduate Education Courses – Summer 2019  
May 20-August 15, 2019

<b>Program</b>	<b>Course/Instructor</b>	<b>Format</b>	<b>Dates</b>
<b>Reading</b>	<b>EDUC 523 – Children’s Literature (Yurko)</b>	<b>Blended</b>	<b>Tue/Th: May 21, 23; May 28/30; June 4. 6; 11,13; 18, 20; 25, 27 Tuesday Class &amp; Thursdays Online</b>
	<b>EDUC 550 – Reading Practicum (Yurko)</b>	<b>Face-to-Face</b>	<b>June 11, 12, 13 (6:00- 9:00 p.m.) June 17-21 (9:00 a.m. to 2:00 p.m.)</b>
<b>Curriculum and Instruction</b>	<b>Educ 584 – Interactive Learning (Pryor)</b>	<b>Blended</b>	<b>July 12-14 and 26-28 (Fridays 5:00 – 7:00 p.m. and Saturdays (9:00 a.m. – 3:00 p.m. and Sundays (9:00 a.m. – 1:00 p.m.)</b>
	<b>Educ 625 – PK-4 Instructional Methods (Knaub)</b>	<b>~</b>	<b>Independent Study</b>
<b>ASD/ Special Education</b>	<b>EDUC 705 – ASD: Instructional Interventions (Pryor)</b>	<b>Blended</b>	<b>Friday, May 31 (6:00 – 8:00 p.m.); Saturdays June 1 &amp; 15 (9:00 a.m. – 3:00 p.m.) and Sundays June 2 &amp; 16 (9:00 a.m. – noon).</b>
	<b>EDUC 710 – ASD: Assessment (McGrane)</b>	<b>Blended</b>	<b>Friday, July 19 (6:00 – 8:00 p.m.); Saturdays July 20 &amp; Aug 10 (9:00 a.m. – 3:00 p.m.) and Sundays July 21 &amp; Aug 11 (9:00 a.m. – noon).</b>
<b>Professional Development Courses</b>	<b>Educ 6045 - Health &amp; Safety Cautions for Student Athletes (Marchetti)</b>	<b>Blended</b>	<b>May 4: 8:00 a.m. – 5:00 p.m. May 5: ONLINE; May 11 8:00 – 5:00 p.m. ; May 12: Online. Location: KOTS Rm 210</b>
	<b>Educ 5827 – Gangs and School Violence (Tosh)</b>	<b>Blended</b>	<b>June 1 (8:00 a.m. – 5:00 p.m.) June 2 Online and June 15 (8:00 a.m. – 5:00 p.m.) and June 16 Online</b>
	<b>EDUC 6046 – Interactive Read Alouds (Mencer and Kimmel)</b>	<b>Blended</b>	<b>June 19-20 &amp; 24-27 (8:00 a.m. to 3:30 p.m.) On site at Hazleton Area School District Career Ctr</b>
	<b>Educ 6028 – The Flipped Classroom (McLaughlin)</b>	<b>Blended</b>	<b>July 13-14 and July 20-21 (9:00 a.m. – noon)</b>
	<b>Educ 6022 – Project-Based Instruction (Elias)</b>	<b>Blended</b>	<b>August 5, 7, 12, 14 (9:00 a.m. – noon)</b>

## Course Descriptions

**Educ 523 – Children’s and Adolescent Literature.** Students will survey the selection, evaluation, and utilization of literacy materials for children and adolescents. The course will focus upon the study of different literary genres, aesthetic and efferent responses to literature, and integrating literature into all curriculum areas. (3 credits)

**Educ 550 – Reading Clinic Practicum.** This course is a clinic to implement instruction to improve a child’s literacy abilities. The course provides for the application of the assessment and strategies discussed in Educ 516 and concludes the two-part Reading practicum experience. After working with a client, each student will write a report of the child’s literacy ability, with a description of instruction, and recommend procedures for further assistance. *Prerequisite: Educ 516. Permission required.* (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 625 – PK-4 Instructional Methods.** This course is designed around the methods, strategies, research and resources that enable students to develop and implement programs to assist students in the language of and academic cognitive understanding and skills within the content area while understanding its impact upon the elementary curriculum. Graduate students design resource and teaching materials, implement them with their students, and provide reports to the class. Students also learn and practice adaptations of lesson content and present actual lesson activities within the structure of the course. (3 credits)

**Educ 705 – ASD: Instruction & Intervention.** This course is designed to focus upon the various methodologies and intervention strategies that are currently being used to instruct students with ASD. The positive features and the limitations of each research-based method will be examined for integrity and validity. In addition to methodology, classroom management, intervention strategies, accommodations, and adaptations that are successful in the general education setting will be introduced. These accommodations are used to ensure to provide for least restrictive environments in education and the community settings along with the use of augmentative and alternative communication. (3 credits)

**Educ 710 – ASD: Assessment.** This course will create a framework for understanding and implementing effective interventions for children and adolescents with ASD in consideration of their cultural values and beliefs. The role of the families and collaborative, interdisciplinary models of service delivery will be examined. Effective research-based assessment and interventions will be reviewed utilizing current research regarding neuro-developmental issues in autism. This course requires a 20 hour practicum consisting of a field experience in a school and community based agency setting providing direct clinical, instructional, and social interaction with individuals with ASD. These experiences will take place in regular and specialized settings in order to ensure the student an opportunity to observe and participate in the assessment and instructional levels.

**Educ 5827 – Gangs and School Violence I.** This course will examine gang-related behavior in schools today. Climate, culture, membership, symbols and graffiti will be discussed. The course will also explore gang theory, including street gang structure and organization. Participants will learn and research reasons why gangs exist, how they are formed, and the impact gang crime has on the safety and security of schools today. They will also review policies and procedures that are designed so that a school district can prevent or respond effectively and appropriately to criminal activity on school property. The class will be taught by David Tosh, Director of Secondary Education, Wyoming Valley West School District. (3 credits)

**Educ 6022 – Project-Based Instruction.** This hands-on, hybrid course will enable participants to understand the principles of Project-Based Learning (PBL) and to create and implement PBL projects in their classrooms. The course consists of four sessions during which participants actively explore and develop engaging, student-centered projects that promote high-quality learning of content. Participants investigate designing assessments with the end product in mind and will actively take part in the development of authentic assessments. Students will be expected to navigate Moodle for the online portion of the course. Sam Elias is Mathematics Teacher at the Wilkes-Barre Area School District STEM Academy. (3 credit course)

**Educ 6028 – The Flipped Classroom: How to Become a Facilitator and Not a Lecturer.** The emphasis of this course is learning how to be the facilitator of learning in the flipped classroom approach. The focus will be on instructional methods to engage students so that they drive their own instruction. Adapting lessons for advanced as well as Special Education and English Language Learners will be included. This course will be taught by Sean McLaughlin, Assistant Dean of Students for the Wilkes-Barre Area School District.

**Educ 6045 - Health & Safety Cautions for Student Athletes.** For classroom teachers, school nurses, and coaches, this course will focus on particular health and safety cautions related to athletics. Special attention will be given to the prevention of athlete sudden death, heat illness, and overtraining. Emphasis will also be given to concussion symptoms and protocols along with the impact on a student athlete's physical, cognitive, emotions, and mental state. This course will be taught by Dr. Dave Marchetti, King's College Associate Clinical Professor/Athletic Trainer. (3 credits)

**Educ 6046 – Interactive Read Alouds.** The Kid's University TMTP (Theory-Model-Team-Practice) staff development training model will be utilized to familiarize K-3 teachers with effective interactive read-aloud strategies to address the PA Core Standards. Participating teachers will use high quality children's literature to develop read-aloud lessons that focus on specific comprehension skills, develop vocabulary, and improve fluency. Teachers will evaluate texts, select resources, and create student-centered activities focused on the theme, Communities. While working with students, they will utilize these resources to develop students' listening, speaking, reading, and writing skills. These interactive read-aloud lessons will engage students and accelerate learning. Jane Mencer and Ashley Kutchi Kimmel are both certified reading specialists and primary teachers at the Freeland Elementary/Middle School in the Hazleton Area School District. (3 credits)