

Full Spring Session (24/SP) January 22, 2024 - May 14, 2024

Accelerated Spring Session I (24/A3) January 13, 2024 - March 2, 2024

Accelerated Spring Session II (24/A4) March 9, 2024 - May 4, 2024

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Reading	EDUC 515 WB Online 24/SP	Reading in the Content Areas Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 Online *Additional Moodle Assignments Required
Reading	EDUC 516 A Blended 24/SP	Reading Disabilities: Diagnosis and Prescription Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 <u>On-Campus Times:</u> Thursdays 6:00pm - 8:45pm O'HARA 116 *Additional Moodle Assignments Required
Reading	EDUC 516 WB Online 24/SP	Reading Disabilities: Diagnosis and Prescription Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 Online *Additional Moodle Assignments Required
Reading	EDUC 517 WB Online 24/SP	Literacy Leadership Instructor: Ms. Alicia Ross	January 22, 2024 - May 14, 2024 Online *Additional Moodle Assignments Required
Reading	EDUC 575 A Face-to-Face 24/SP	Reading Capstone Project Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 <u>On-Campus Times:</u> Wednesdays 6:00pm - 8:45pm O'HARA 116 *Additional Moodle Assignments Required
Reading	EDUC 575 WB Online 24/SP	Reading Capstone Project Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 Online *Additional Moodle Assignments Required
Reading	EDUC 590 A Blended 24/SP	Practical Research for Educators Instructor: Dr. Jeanne Conahan	January 22, 2024-May 14, 2024 <u>On-Campus Times:</u> Wednesdays - Bi-Weekly 5:00pm-7:45pm O'HARA 108 & 127 *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Reading	EDUC 590 WB Online 24/SP	Practical Research for Educators Instructor: Dr. Jeanne Conahan	January 22, 2024-May 14, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays - Bi-Weekly 5:00pm-7:45pm *Additional Moodle Assignments Required
Special Education	EDUC 516 A Blended 24/SP	Reading Disabilities: Diagnosis and Prescription Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 <u>On-Campus Times:</u> Thursdays 6:00pm-8:45pm O'HARA 116 *Additional Moodle Assignments Required
Special Education	EDUC 516 WB Online 24/SP	Reading Disabilities: Diagnosis and Prescription Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 Online *Additional Moodle Assignments Required
Special Education	EDUC 584 WB Online 24/A4	Interactive Learning Instructor: Dr. Andrew Wojcik	March 9, 2024 - May 4, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursdays 6:00pm-8:30pm *Additional Moodle Assignments Required
Special Education	EDUC 590 A Blended 24/SP	Practical Research for Educators Instructor: Dr. Jeanne Conahan	January 22, 2024 - May 14, 2024 <u>On-Campus Times:</u> Wednesdays - Bi-Weekly 5:00pm - 7:45pm O'HARA 108 & 127 *Additional Moodle Assignments Required
Special Education	EDUC 590 WB Online 24/SP	Practical Research for Educators Instructor: Dr. Jeanne Conahan	January 22, 2024 - May 14, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays - Bi-Weekly 5:00pm - 7:45pm *Additional Moodle Assignments Required
Special Education	EDUC 720 WB Online 24/SP	Special Education: School Laws and Regulations Instructor: Erica Pandolfo Esq.	January 22, 2024 - May 14, 2024 Online *Additional Moodle Assignments Required
Special Education	EDUC 760 WB Online 24/SP	Transition Systems from School to Adult Instructor: Ms. Sheri Yech	January 22, 2024 - May 14, 2024 Online *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Special Education	EDUC 770 WB Online 24/SP	Special Education: Capstone Project Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 Online <u>Synchronous Zoom Times:</u> Wednesdays 6:00pm-8:45pm *Additional Moodle Assignments Required
Special Education/ASD	EDUC 710 WB Online 24/A3	ASD: Assessment Instructor: TBD	January 13, 2024 - March 2, 2024 Online <u>Synchronous Zoom Times:</u> Friday, January 19th, 2024- 5:00pm-7:00pm Saturday, January 20, 2024 - 9:00am-3:00pm Sunday, January 21, 2024 - 9:00am-1:00pm Saturday, February 3, 2024 - 9:00am-3:00pm Sunday, February 4, 2024 - 9:00am-1:00pm *Additional Moodle Assignments Required
Special Education/ASD	EDUC 705 WB Online 24/A4	ASD: Instructional Interventions Instructor: Dr.Jessica Jacobs	March 9, 2024 - May 4, 2024 Online <u>Synchronous Zoom Times:</u> Friday, March 15, 2024- 5:00pm-7:00pm Saturday, March 16, 2024 - 9:00am-3:00pm Sunday, March 17, 2024 - 9:00am-1:00pm Saturday, April 6, 2024 - 9:00am-3:00pm Sunday, April 7, 2024 - 9:00am-1:00pm *Additional Moodle Assignments Required
Instructional Coaching	EDUC 525 A Blended 24/SP	Instructional Coaching Practicum Instructor: Dr. Jessica Jacobs	January 22, 2024 - May 14, 2024 <u>On-Campus Times:</u> Tuesdays 5:00pm - 7:45pm O'HARA 117 *Additional Moodle Assignments Required
Curriculum & Instruction	EDUC 582 WB Online 24/A3	Current Issues and Trends in Education Instructor: Dr. Sunny Weiland	January 13, 2024 - March 2, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Tuesdays 5:00pm-7:30pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 584 WB Online 24/A4	Interactive Learning Instructor: Dr. Andrew Wojcik	March 9, 2024 - May 4, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursdays 6:00pm-8:30pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Curriculum and Instruction	EDUC 590 A Blended 24/SP	Practical Research for Educators Instructor: Dr. Jeanne Conahan	January 22, 2024 - May 14, 2024 <u>On-Campus Times:</u> Wednesdays - Bi-Weekly 5:00pm - 7:45pm O'HARA 108 & 127 *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 590 WB Online 24/SP	Practical Research for Educators Instructor: Dr. Jeanne Conahan	January 22, 2024 - May 14, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays - Bi-Weekly 5:00pm - 7:45pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 535 WB Online 24/SP	Excellence in Teaching Capstone Project Instructor: Dr. Sunny Weiland	January 22, 2024 - May 14, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:30pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 595 WB Online 24/SP	Instructional Leadership Master's Capstone Project Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 Synchronous & Asynchronous Online Synchronous Zoom Times: Wednesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 620 WB Online 24/SP	ESL Capstone Project Instructor: Dr. Sunny Weiland	January 22, 2024 - May 14, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:30pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 670 WB Online 24/SP	Science Master's Capstone Project Instructor: Dr. Sunny Weiland	January 22, 2024 - May 14, 2024 Synchronous & Asynchronous Online Synchronous Zoom Times: Wednesdays 5:00pm - 7:30pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 790 WB Online 24/SP	Specialized Education Master's Capstone Project Instructor: Dr. Jill Yurko	January 22, 2024 - May 14, 2024 Synchronous & Asynchronous Online Synchronous Zoom Times: Wednesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Curriculum and Instruction	EDUC 990 WB Online 24/SP	School Leadership Capstone Project Instructor: Sunny Weiland	January 22, 2024 - May 14, 2024 Synchronous & Asynchronous Online Synchronous Zoom Times: Wednesdays 5:00pm - 7:30pm *Additional Moodle Assignments Required
ESL	EDUC 601 WB Online 24/SP	ESL Clinical Field Practicum Instructor: Dr. Michelle Dudley	January 22, 2024 - May 14, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Tuesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
ESL	EDUC 610 WB Online 24/A4	ESL Assessment: Theory and Practice Instructor: Ms. Sarah White	March 9, 2024 - May 4, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Friday, March 15, 2024 - 5:00pm-7:00pm Saturday, March 16, 2024 - 9:00am-3:00pm Sunday, March 17, 2024 - 9:00am-1:00pm Saturday, April 6, 2024 - 9:00am-3:00pm Sunday, April 7, 2024 - 9:00am-1:00pm *Additional Moodle Assignments Required
STEM	EDUC 676 WB Online 24/A3	STEM Assessment Instructor: Dr. Sunny Weiland	January 13, 2024 - March 2, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Saturday, January 20, 2024 - 9:00am-3:00pm Saturday, February 3, 2024 - 9:00am-3:00pm Saturday, February 17, 2024 - 9:00am-3:00pm *Additional Moodle Assignments Required.
STEM	EDUC 672 WB Online 24/A4	STEM Design Instructor: Ms. Alexis Konsur	March 9, 2024 - May 4, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Saturday, April 6, 2024 - 9:00am-12:00pm Sunday, April 7, 2024 - 9:00am-12:00pm Saturday, April 20, 2024 - 9:00am-12:00pm Sunday, April 21, 2024 - 9:00am-12:00pm Saturday, May 4, 2024 - 9:00am-12:00pm *Additional Moodle Assignments Required.
Principal	EDUC 910 WB Online 24/A3	School Improvement Instructor: Mr. Ron Grevera	January 13, 2024 - March 2, 2024 Online *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Principal	EDUC 915 WB Online 24/A4	Law and Education Instructor: Erica Pandolfo, Esq.	March 9, 2024 - May 4, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 925 WB Online 24/A3	Elementary School Principal Practicum Instructor: Dr. Barbara Conway	January 13, 2024 - March 2, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 926 WB Online 24/A3	Middle School Principal Practicum Instructor: Dr. Barbara Conway	January 13, 2024 - March 2, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 927 WB Online 24/A3	High School Principal Practicum Instructor: Dr. Barbara Conway	January 13, 2024 - March 2, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 925 WB Online 24/A4	Elementary School Principal Practicum Instructor: Dr. Barbara Conway	March 9, 2024 - May 4, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 926 WB Online 24/A4	Middle School Principal Practicum Instructor: Dr. Barbara Conway	March 9, 2024 - May 4, 2024 Online *Additional Moodle Assignments Required
Principal	EDUC 927 WB Online 24/A4	High School Principal Practicum Instructor: Dr. Barbara Conway	March 9, 2024 - May 4, 2024 Online *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Professional Development Center	EDUC 6025 WB Online 24/A3	Behind the Curtain Take 2 Instructors: Dr. Brian Pipech & Mr. Daniel Malloy	January 13, 2024 - March 2, 2024 Synchronous & Asynchronous Online Synchronous Zoom Times: Mondays 6:30pm-8:00pm *Additional Assignments Required
Professional Development Center	EDUC 5908 A Blended 24/A4	Tackling COVID 19 Traumas & Instructional Coaching Instructor: Ms. Tara Bruza	March 9, 2024 - May 4, 2024 Synchronous & Asynchronous Online Synchronous Zoom Times: Saturday, March 16, 2024 - 9:00am-3:00pm Sunday, March 17, 2024 - 9:00am-1:00pm Saturday, April 13, 2024 - 9:00am-3:00pm Sunday, April 14, 2024 - 9:00am-1:00pm O'Hara 117 *Additional Moodle Assignments Required
Professional Development Center	EDUC 6048 WB Online 24/A4	The Digital Classroom in COVID-19 and Beyond Instructor: Mr. Sean McLaughlin	March 9, 2024 - May 4, 2024 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Saturday, March 16, 2024 - 9:00am-3:00pm Sunday, March 17, 2024 - 9:00am-1:00pm Saturday, March 23, 2024 - 9:00am-3:00pm Sunday, March 24, 2024 - 9:00am-1:00pm *Additional Moodle Assignments Required
Professional Development Center	EDUC 6049 A Blended 24/A4	The Methodology and Analysis of Street Gangs Instructor: Mr. James Marinello	March 9, 2024 - May 4, 2024 <u>On-Campus Times:</u> Saturday, April 20, 2024 - 10:00am-3:00pm Sunday, April 21, 2024 - 10:00am-1:00pm Saturday, April 27, 2024 - 10:00am-3:00pm Sunday, April 28, 2024 - 10:00am-1:00pm O'Hara 117 *Additional Moodle Assignments Required
Professional Development Center	EDUC 6050 WB Online 24/A4	Best Practices for Effective Classroom Technology Integration Instructor: Ms. Jill Herron	March 9, 2024 - May 4, 2024 Synchronous & Asynchronous Online <u>Synchronous Zoom Times:</u> Wednesdays 6:00pm-8:45pm *Additional Assignments Required
Professional Development Center	EDUC 6053 WB Online 24/A4	Engaging Learners in Collaborative Online Learning Instructor: Dr. Brian Pipech	March 9, 2024 - May 4, 2024 Synchronous & Asynchronous Online <u>Synchronous Zoom Times:</u> Wednesdays 6:30pm - 8:00pm *Additional Assignments Required



Spring 2024 Course Descriptions

EDUC 515 – Reading in the Content Area: The course emphasizes strategies that enhance a student's ability to understand content-area reading. Understanding the complexity of expository texts will be reviewed, along with techniques for improving vocabulary, comprehension, and study skills. (3 credits)

EDUC 516 – Reading Disabilities: Diagnosis and Prescription: This course will review strategies for improving reading, writing, and study skills. Intervention based on assessment results to provide effective instruction will also be discussed. This course is the first half of the Reading practicum experience, which concludes with Educ 550. Educ 550 will be offered in Summer 2017. (3 credits)

EDUC 517 - Literacy Leadership & Instructional Coaching: The effectiveness of managing reading and general instructional programs will be explored and defined. The human resources, structural, economic, political, and symbolic relationships impacting instruction will be examined. Emphasis will be on communication within the process of school improvement, instructional initiatives, national professional standards, and change. The organizational framework of actual settings and leadership styles will be analyzed to prepare the literacy and instructional professional for their evolving roles and challenges as reading specialists and/or literacy/instructional coaches. (3 credits)

EDUC 525 – Instructional Coaching Practicum: The course is a clinic to implement the assessment and instructional strategies that assist in improving an instructional coach's abilities. The course provides for the application of strategies, theories, and methodologies of an instructional coach. Students will have the opportunity to participate in authentic clinic setting with children in grades 2-5. Students will work with teachers in this setting, write a report outlining what was observed and recommendations for implementation in instructional planning, description of instruction, and recommended procedures for further assistance will be written. (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 582 – Current Issues and Trends in Education: This course will focus on an examination of contemporary issues in education and their historical perspectives. The development of school organizations and higher education; instructional programs and curricula; and the delivery systems and functions of education will be examined in light of contemporary issues. (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 595 – Instructional Leadership Master’s Capstone Project: Scholarship related to Instructional 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. (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 610 – ESL Assessment: Theory and Practice: This course emphasizes multiple assessment models to determine English language performance and proficiency. Emphasis is placed on linking instruction with assessment results using individual and small group activities. As a culminating project, students develop and present a performance unit either for ESL students in a particular grade or for an ESL program across multiple grades. Finally, the WIDA assessment mandated by the Pennsylvania Department of Education (PDE) is examined. (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 676 – STEM Assessment: This course will review the design of formative and summative assessment in regards to the implementation of differentiated instructional methods utilized in effective STEM instruction. Participants will review competency expectations and testing requirements for PA Common Core and Next Generation Science Standards. Emphasis will be on the development of authentic assessment for individual, group, project-based, and self-assessment in multi-disciplinary, interdisciplinary, and transdisciplinary learning environments. (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. (3 credits)

EDUC 720 - Special Education School Law and Regulations: This course will give teachers the information necessary to remain in compliance with federal and state law affecting special educators in regular education, gifted education, and special education. Topics will include Individual Disabilities in Education Act/State Regulations and the relation to Individual Education Plan, constitutional rights, curriculum law, social media, student records, disciplinary policies, and policy making. Inclusionary practices, the IEP process, teacher participation in the IEP process, and educational liability will also be discussed. This course will use a case-study and case law approach to explore, debate, and apply content to everyday workplace settings. (3 credits)

EDUC 760 - Transition Systems from School to Adult: This course is has a two-fold objective that will concentrate on strategies and techniques used to assist IEPs of children in Early Intervention who are within one year of transition to a school age program, to include goals and objectives which address the transition process and strategies used in and out of the classroom transitioning students with disabilities and their families think about their life after high school and identify long-range goals designing the high school experience to ensure that students gain the skills and connections they need to achieve these goals the provision of funds and services to local school districts to assist in the transition process. (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 790 – Specialized Education Master's Capstone Project: Scholarship related to specialized 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 910 - School Improvement: The School Improvement course focuses on the principal as Instructional Leader. Students will evaluate data from a variety of sources such as the Pennsylvania System of School Assessment (PSSA's), Keystone Exams, PVAAS, DIBELS, PA Future Ready Index, as well as other standards based / common core data to create a school improvement plan using the school improvement template available through the Pennsylvania Department of Education. They will develop strategies to lead a school as a building principal through the school improvement process. Prior to writing a school improvement plan, students will learn various strategies for improving student achievement such as the implementation of Professional Learning Communities, teacher collaboration approaches, coaching strategies, co-teaching, co-planning, and scheduling strategies to optimize student growth. Students will also examine high performing educational systems globally and implement strategies locally. (3 credits)

EDUC 915 - Law and Education: Focus is on developing an ability to make educationally sound decisions within the legal framework as related to school instruction, management, and finances. Emphasis will be given to Federal state and local authority as each pertains to educational policy; students' rights, teachers' rights, liability, and the implications of social media/networking in an ever-changing world. (3 credits)

EDUC 925 – Elementary School Principal Practicum (1 credit)

EDUC 926 – Middle School Principal Practicum (1 credit)

EDUC 927 – High School Principal Practicum (1 credit)

The **Principal 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 elementary (K-6), middle (6-9), and high school (9-12). 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: Educ 900, Educ 905, Educ 910, educ 915, Educ 920.*

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. (3 credits)



PROFESSIONAL DEVELOPMENT COURSES

EDUC 5908 – Tracking COVID-19 Trauma’s Instructional Challenges: This virtual teaching environment has turned families into teachers, having to meet all the students’ physical, social, emotional, and educational needs. COVID-19 has impacted, not only the student’s educational experiences, but also the additional trauma that has impacted the students’ educational process. Instructional techniques will be addressed to tackle the trauma and enhance student learning. (3 credits)

EDUC 6025 – Behind the Curtain Take 2: This course is designed to give educators a deeper behind the scenes look as to why school districts and the central office do things certain ways. In this course we will look at the budget process, curriculum adoption, current education initiatives, unfunded mandates, professional development, policy, acts and regulations that tie in with daily operations (House bills, court cases, etc.). We will also examine how to reach out and engage the community to support school and district initiatives as well as create organizational change in your school. (3 credits)

EDUC 6048 - The Digital Classroom in COVID19 & Beyond: This course explores how to create a digital classroom with resources and tools to enhance student engagement and achievement. Emphasis will be given to project-based learning, flipped approaches, video conferencing tools and free resources. Mental health and navigating the stress of digital learning will be discussed. Participants will be able to create lessons for their own classrooms during any extended closures or substitute teacher plans. (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 6050 - Best Practices for Effective Classroom Technology Integration: This course will focus on the integration of technology into the classroom, primarily at the elementary level (K-6). The role technology plays in classroom instruction will be discussed, along with ways this integration can help facilitate effective classroom management. Best practices on how to incorporate technology to supplement student learning will be explored, in addition to ways technology can increase student attention, address the diverse needs of all students and learning styles, and provide effective differentiated instruction. (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)