Graduate Education and Professional Development
2023 Summer Schedule
Summer Session: 23/SS: (5/22/2023-8/11/2023)
23/S1 semester: (5/22/2023-6/30/2023) - **23/S2 semester:** (7/5/2023-8/11/2023)

Program	Course Number/Format /Semester	Title/Instructor	Dates
Special Education	**EDUC 584 WB** Online 23/S2	**EDUC 584 - Interactive Learning** Instructor: Dr. Andrew Wojcik	**Synchronous & Asynchronous Online** **Synchronous Zoom Times: Wednesdays July 5, 2023 – August 11, 2023 Time: 6:00pm-7:00pm Moodle and Zoom**
Reading	**EDUC 505 WB** Online 23/S2	**ELL Adaptations** Instructor: Dr. Jessica Jacobs	**Moodle**
Reading	**EDUC 523 WB** Online 23/S1	**Children's Literature** Instructor: Dr. Jill Yurko	**Moodle and Zoom (TBD)**
Reading	**EDUC 550 WB** Online 23/S1	**Reading Practicum** Instructor: Dr. Jill Yurko	**Moodle and Zoom (TBD)**
Reading	**EDUC 521 WB** Online 23/SS	**Alternative Assessment** Instructor: Dr. Jill Yurko	**Moodle**
Curriculum and Instruction	**EDUC 584 WB** 23/S2	**EDUC 584 - Interactive Learning** Instructor: Dr. Andrew Wojcik	**Synchronous & Asynchronous Online** **Synchronous Zoom Times: Wednesdays July 5, 2023 – August 11, 2023 Time: 6:00pm-7:00pm Moodle and Zoom**
Principal Certification	**EDUC 920 WB** Online 23/S1	**Financial Management** Instructor: Dr. Erin Keating	**Moodle and Zoom (TBD)**

Principal Certification	**EDUC 925 WB** Online 23/S1	**Elementary School Principal Practicum** Instructor: Dr. Barbara Conway	**Moodle and Zoom (TBD)**
Principal Certification	**EDUC 926 WB** Online 23/S1	**Middle School Principal Practicum** Instructor: Dr. Barbara Conway	**Moodle and Zoom (TBD)**
Principal Certification	**EDUC 927 WB** Online 23/S1	**High School Principal Practicum** Instructor: Dr. Barbara Conway	**Moodle and Zoom (TBD)**
CLIU Partnership	**EDUC 955** Online 23/S1	**District Leadership Field Experience** Instructor: Dr. Barbara Conway	**Moodle and Zoom (TBD)**
Professional Development Center	**EDUC 6053 WB** Online 23/SS	**Engaging Learners in Collaborative Online Learning** Instructor: Dr. Brian Pipich	**Synchronous & Asynchronous Online** **Synchronous Zoom Times** **Monday, May 29, 2023 from 5:00pm-6:30pm** **Monday, June 19, 2023 from 5:00pm-6:30pm** **Monday, July 17, 2023 from 5:00pm-6:30pm** **Monday, July 31, 2023 from 5:00pm-6:30pm** **Moodle and Zoom Sessions**
Professional Development Center	**EDUC 6050 WB** Online 23/S1	**Best Practices for Effective Classroom Technology Integration** Instructor: Ms. Jill Herron	**Synchronous & Asynchronous Online** **Synchronous Zoom Times:** **Wednesdays** **May 22, 2023 – June 30, 2023** **Time: 5:00pm-7:45pm** **Moodle and Zoom**

Professional Development Center	**EDUC 6039 WB** Online 23/S1	**Cross Curricular Learning: Evidence Based Practices for STREAMS Integration** Instructor: Mr. Sean McLaughlin	**Moodle and Zoom (TBD)**
Professional Development Center	**EDUC 6035 WB** Online 23/S2	**Math Anxiety** Instructor: Mr. Brian Palladino	**Synchronous & Asynchronous Online** **Synchronous Zoom Times:** **Thursday, July 6 from 9:00am-1:00pm** **Friday, July 7 from 9:00am-1:00pm** **Wednesday, July 26 from 9:00am-1:00pm** **Thursday, July 27 from 9:00am-1:00pm** **Moodle and Zoom**
Professional Development Center	**EDUC 6052 WB** Online 23/S1	**Culturally Responsive Teaching** Instructor: Ms. Tara Bruza	**Moodle and Zoom (TBD)**
Professional Development Center	**EDUC 6019 WB** **Online** **23/S2**	**Behind the Curtain** Instructor: Dr. Brian Pipech	**Synchronous & Asynchronous Online** **Synchronous Zoom Times:** **Monday, July 10, 2023 from 5:00pm-6:30pm** **Monday, July 24, 2023 from 5:00pm-6:30pm** **Monday, August 7, 2023 from 5:00pm-6:30pm** **Moodle and Zoom Sessions**

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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 505 - ELL Adaptations: This course is designed to instruct reading specialists in the foundations, instructions, assessment, professionalism and culture of the E.L.L. student. It will introduce the prospective reading specialist to the current need for reading assistance for the E.L.L. student. Participants will explore the methods, strategies, research and resources to develop and implement ESL programs to help English Language Learners acquire both the English language and academic cognitive understandings and skills. Participants will design resource and teaching materials, implement them with their students, and provide reports to the class. **(3 credits)**

EDUC 523 - Children's and Adolescent Literature in Reading Instruction: 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: The 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. Permission required. **(3 credits)**

EDUC 521 – Alternative Assessment: This course considers alternative assessments for measuring performance, including portfolios, performance assessments, checklists, anecdotal records, and miscue analysis. **(3 credits)**

EDUC 920 School Resource Management: Finances and Human Resources): This course explores administrative functions related to the management of school finance, facilities and human resources in contemporary schools. Topics studied include developing a school budget, resource (human, capital, technology, fiscal, facilities) management, strategic budget development and implementation, and human resource management. **(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 each practicum)**

EDUC 955 Summer District Leadership Field Experience: Candidates will enroll in the final of two field experience courses worth a total of 360 hours: one to be completed during the academic year and another in the summer. Throughout the program, sessions and activities are practiced under the supervision of a qualified Mentor Superintendent or Administrator working in collaboration with CLIU Coaches. The purpose is to provide candidates with experiential learning activities and provide them with on-the-job methods and practices of successful district leadership. Candidates will be able to demonstrate integrated experiential, empirical, and theoretical knowledge of district administration and leadership. Artifacts will be collected in a portfolio. **(3 credits)**

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EDUC 6050 - Best Practices for Effective 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 6039 – Cross Curricular Learning: Evidence Based Practices for STREAMS Integration: This course will explore how a cross curricular approach can be used to achieve student success. Through project-based learning, flipped classroom approaches, and cross curricular assignments, students learn the skills they need to become effective and successful learners and communicators prepared for the challenges of post-secondary education and careers. **(3 credits)**

EDUC 6035 – Math Anxiety: Mathematics anxiety has been an identified plague upon student's ability to grow and develop their math skills for decades. Participating teachers will learn how math anxiety impacts their students, what it can look like to an observer, and explore a cornucopia of techniques that can be used to assist students struggling with math anxiety. Teachers will evaluate previous research, select resources, learn to cultivate a math-centric culture, and develop lessons designed around assisting students with math anxiety. These lessons will be presented to the classroom, and the plans will be distributed for all teachers to use as a resource in their classrooms. **(3 credits)**

EDUC 6052 - Culturally Responsive Teaching: In this course we will look at the different customs, characteristics, experiences, and perspectives of the diverse student population and how that might impact teaching and learning. Teachers will build an understanding of different cultures and learn strategies to enhance their teaching to meet the needs of all the students in the classroom. **(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 6019 - Behind the Curtain, Dr. Brian Pipech: 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)