

**Full Spring Session (25/SP) January 21, 2025 - May 13, 2025**
**Accelerated Spring Session I (25/A3)  
January 18, 2025 - March 8, 2025**
**Accelerated Spring Session II (25/A4)  
March 15, 2025 - May 10, 2025**

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Reading	EDUC 515 WB Online 25/SP	Reading in the Content Areas Instructor: Dr. Jill Yurko	January 21, 2025 - May 13, 2025 Online *Additional Moodle Assignments Required
Reading	EDUC 516 WB Online 25/SP	Reading Disabilities: Diagnosis and Prescription Instructor: Dr. Jill Yurko	January 21, 2025 - May 13, 2025 Online *Additional Moodle Assignments Required
Reading	EDUC 517 WB Online 25/SP	Literacy Leadership Instructor: Ms. Ashley Goff	January 21, 2025 - May 13, 2025 Online *Additional Moodle Assignments Required
Reading	EDUC 590 WB Online 25/SP	Practical Research for Educators Instructor: Dr. Jeanne Conahan	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays - Bi-Weekly 6:00pm-8:45pm *Additional Moodle Assignments Required
Reading	EDUC 575 WB Online 25/SP	Reading Capstone Project Instructor: Dr. Jill Yurko	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Special Education	EDUC 516 WB Online 25/SP	Reading Disabilities: Diagnosis and Prescription Instructor: Dr. Jill Yurko	January 21, 2025 - May 13, 2025 Online *Additional Moodle Assignments Required
Special Education	EDUC 586 WB Online 25/A3	Inclusionary Classroom Practices Instructor: Ms. Regina Myers	January 18, 2025 - March 8, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Thursday's 5:00pm-7:45pm *Additional Moodle Assignments Required
Special Education	EDUC 720 WB Online 25/SP	Special Education: School Laws and Regulations Instructor: Erica Pandolfo Esq.	January 21, 2025 - May 13, 2025 Online *Additional Moodle Assignments Required
Special Education	EDUC 760 WB Online 25/SP	Transition Systems from School to Adult Instructor: Ms. Regina Myers	January 21, 2025 - May 13, 2025 Online *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Special Education	EDUC 590 WB Online 25/SP	Practical Research for Educators Instructor: Dr. Jeanne Conahan	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays - Bi-Weekly 6:00pm - 8:45pm *Additional Moodle Assignments Required
Special Education	EDUC 770 WB Online 25/SP	Special Education: Capstone Project Instructor: Dr. Jill Yurko	January 21, 2025 - May 13, 2025 Synchronous & Asynchronous Online <u>Synchronous Zoom Times:</u> Wednesdays 6:00pm-8:45pm *Additional Moodle Assignments Required
Special Education/ASD	EDUC 710 WB Online 25/A3	ASD: Assessment Instructor: Ms. Katie Grego	January 17, 2025 - March 8, 2025 Synchronous & Asynchronous Online <u>Synchronous Zoom Times:</u> Friday, January 17, 2025- 5:00pm-7:00pm Saturday, January 18, 2025 - 9:00am-3:00pm Sunday, January 19, 2025 - 9:00am-1:00pm Saturday, February 1, 2025 - 9:00am-3:00pm Sunday, February 2, 2025 - 9:00am-1:00pm *Additional Moodle Assignments Required
Special Education/ASD	EDUC 705 WB Online 25/A4	ASD: Instructional Interventions Instructor: Dr. Jessica Jacobs	March 14, 2025 - May 10, 2025 Synchronous & Asynchronous Online <u>Synchronous Zoom Times:</u> Friday, March 14, 2025- 5:00pm-7:00pm Saturday, March 15, 2025 - 9:00am-3:00pm Sunday, March 16, 2025 - 9:00am-1:00pm Saturday, April 5, 2025 - 9:00am-3:00pm Sunday, April 6, 2025 - 9:00am-1:00pm *Additional Moodle Assignments Required
Instructional Coaching	EDUC 525 A Blended 25/SP	Instructional Coaching Practicum Instructor: Dr. Jessica Jacobs	January 21, 2025 - May 13, 2025 <u>On-Campus Times:</u> Tuesdays 5:00pm - 7:45pm O'HARA 117 *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 582 WB Online 25/A3	Current Issues and Trends in Education Instructor: Dr. Sunny Weiland	January 18, 2025 - March 8, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Tuesdays 5:00pm-7:30pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 586 WB Online 25/A3	Inclusionary Classroom Practices Instructor: Ms. Regina Myers	January 18, 2025 - March 8, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Thursday's 5:00pm-7:45pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 590 WB Online 25/SP	Practical Research for Educators Instructor: Dr. Jeanne Conahan	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays - Bi-Weekly 6:00pm - 8:45pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Curriculum and Instruction/ Excellence in Teaching	EDUC 535 WB Online 25/SP	Excellence in Teaching Capstone Project Instructor: Dr. Sunny Weiland	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:30pm *Additional Moodle Assignments Required
Curriculum and Instruction/ Specialized Education	EDUC 595 WB Online 25/SP	Instructional Leadership Master's Capstone Project Instructor: Dr. Jill Yurko	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Curriculum and Instruction/ESL	EDUC 620 WB Online 25/SP	ESL Capstone Project Instructor: Dr. Sunny Weiland	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:30pm *Additional Moodle Assignments Required
Curriculum and Instruction/STEM	EDUC 670 WB Online 25/SP	Science (STEM) Master's Capstone Project Instructor: Dr. Sunny Weiland	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:30pm *Additional Moodle Assignments Required
Curriculum and Instruction/ Instructional Leadership	EDUC 790 WB Online 25/SP	Specialized Education Master's Capstone Project Instructor: Dr. Jill Yurko	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Curriculum and Instruction/School Leadership	EDUC 990 WB Online 25/SP	School Leadership Capstone Project Instructor. Sunny Weiland	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:30pm *Additional Moodle Assignments Required
ESL	EDUC 601 WB Online 25/SP	ESL Clinical Field Practicum Instructor: Dr. Michelle Dudley	January 21, 2025 - May 13, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Tuesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
ESL	EDUC 615 WB Online 25/A3	ESL: Dimensions of Culture Instructor: Dr. Lauren Conston	January 17, 2025 - March 8, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Friday, January 17, 2025- 5:00pm-7:00pm Saturday, January 18, 2025 - 9:00am-3:00pm Sunday, January 19, 2025 - 9:00am-1:00pm Saturday, February 1, 2025 - 9:00am-3:00pm Sunday, February 2, 2025 - 9:00am-1:00pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
ESL	EDUC 610 WB Online 25/A4	ESL Assessment: Theory & Practice Instructor: Dr.Sarah White	March 14, 2025 - May 10, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Friday, March 14, 2025- 5:00pm-7:00pm Saturday, March 15, 2025 - 9:00am-3:00pm Sunday, March 16, 2025 - 9:00am-1:00pm Saturday, April 5, 2025 - 9:00am-3:00pm Sunday, April 6, 2025 - 9:00am-1:00pm *Additional Moodle Assignments Required
STEM	EDUC 672 WB Online 25/A3	STEM Design Instructor: Ms. Alexis Konsur-Grushinski	January 18, 2025 - March 8, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: TBA *Additional Moodle Assignments Required.
STEM	EDUC 676 WB Online 25/A3	STEM Assessment Instructor: Mr. Kit Gildein	January 18, 2025 - March 8, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Saturday's - Bi-weekly January 25, 2025 - 9:00am-3:00pm February 8, 2025 - 9:00am-3:00pm February 22, 2025 - 9:00am-3:00pm *Additional Moodle Assignments Required.
STEM	EDUC 678 WB Online 25/A4	STEM Practicum Instructor: Dr. Sunny Weiland	March 15, 2025 - May 10, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Tuesdays 5:00pm-7:30pm *Additional Moodle Assignments Required.
Gifted Endorsement	EDUC 652 WB Online 25/A3	Foundations of Gifted Education Instructor: Ms.Patricia Macer	January 18, 2025 - March 8, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Mondays 5:00pm-6:00pm *Additional Moodle Assignments Required.
Gifted Endorsement	EDUC 653 WB Online 25/A4	Gifted Education: Identification & Assessment Instructor: Ms. Patricia Macer	March 15, 2025 - May 10, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Mondays 5:00pm-6:00pm *Additional Moodle Assignments Required.
Principal	EDUC 910 WB Online 25/A3	School Improvement Instructor: Mr. Ron Grevera	January 18, 2025 - March 8, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 915 WB Online 25/A4	Law and Education Instructor: Erica Pandolfo, Esq.	March 15, 2025 - May 10, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 925 WB Online 25/A3	Elementary School Principal Practicum Instructor: Dr. Barbara Conway	January 18, 2025 - March 8, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 926 WB Online 25/A3	Middle School Principal Practicum Instructor: Dr. Barbara Conway	January 18, 2025 - March 8, 2025 Online *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Principal	EDUC 927 WB Online 25/A3	High School Principal Practicum Instructor: Dr. Barbara Conway	January 18, 2025 - March 8, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 925 WB Online 25/A4	Elementary School Principal Practicum Instructor: Dr. Barbara Conway	March 15, 2025 - May 10, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 926 WB Online 25/A4	Middle School Principal Practicum Instructor: Dr. Barbara Conway	March 15, 2025 - May 10, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 927 WB Online 25/A4	High School Principal Practicum Instructor: Dr. Barbara Conway	March 15, 2025 - May 10, 2025 Online *Additional Moodle Assignments Required
Superintendent	EDUC 952 WB Online 25/A3	District Instructional Leadership Mr. Robert Spengler	January 18, 2025 - March 8, 2025 Online
Superintendent	EDUC 953 WB Online 25/A4	Organizational Leadership Instructor: Dr. Lorie Hackett	March 15, 2025 - May 10, 2025 Online
Superintendent	EDUC 954 WB Online 25/SP	District Leadership Instructor: Dr. Barbara Conway	January 21, 2025 - May 13, 2025 Online
Professional Development Center	EDUC 6019 WB Online 25/A3	Behind the Curtain Instructors: Dr. Brian Pipech	January 18, 2025 - March 8, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Mondays 6:30pm-8:00pm *Additional Assignments Required
Professional Development Center	EDUC 6029 A Blended 25/A3	Preventing Child Abuse: Teaching the Emotionally, Physically & Sexually Abused Instructor: Mr. James Marinello	January 18, 2025 - March 8, 2025 <u>On Campus Times:</u> Saturday, February 22, 2025 - 9:00am-3:00pm Sunday, February 23, 2025 - 9:00am-1:00pm Saturday, March 1, 2025 - 9:00am-3:00pm Sunday, March 2, 2025 - 9:00am-1:00pm O'Hara 117 *Additional Moodle Assignments Required
Professional Development Center	EDUC 5908 A Blended 25/A4	Tackling COVID 19 Traumas & Instructional Challenges Instructor: Ms. Tara Bruza	March 15, 2025 - May 10, 2025 <u>On Campus Times:</u> Saturday, March 15, 2025 - 9:00am-3:00pm Sunday, March 16, 2025 - 9:00am-1:00pm Saturday, April 12, 2025 - 9:00am-3:00pm Sunday, April 13, 2025 - 9:00am-1:00pm O'Hara 117 *Additional Moodle Assignments Required
Professional Development Center	EDUC 6048 WB Online 25/A4	The Digital Classroom in COVID-19 and Beyond Instructor: Mr. Sean McLaughlin	March 15, 2025 - May 10, 2025 <u>Synchronous &amp; Asynchronous Online</u> Synchronous Zoom Times: Saturday, March 15, 2025 - 9:00am-3:00pm Sunday, March 16, 2025 - 9:00am-1:00pm Saturday, March 22, 2025 - 9:00am-3:00pm Sunday, March 23, 2025 - 9:00am-1:00pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Professional Development Center	EDUC 6049 A Blended 25/A4	The Methodology and Analysis of Street Gangs for Educators Instructor: Mr. James Marinello	<p>March 15, 2025 - May 10, 2025</p> <p><u>On-Campus Times:</u></p> <p>Saturday, April 26, 2025 - 10:00am-3:00pm</p> <p>Sunday, April 27, 2025 - 10:00am-1:00pm</p> <p>Saturday, May 3, 2025 - 10:00am-3:00pm</p> <p>Sunday, May 4, 2025 - 10:00am-1:00pm</p> <p>O'Hara 117</p> <p>*Additional Moodle Assignments Required</p>
Professional Development Center	EDUC 6050 WB Online 25/A4	Best Practices for Effective Classroom Technology Integration Instructor: Ms. Jill Herron	<p>March 15, 2025 - May 10, 2025</p> <p><u>Synchronous &amp; Asynchronous Online</u></p> <p>Synchronous Zoom Times:</p> <p>Wednesdays</p> <p>6:00pm-8:45pm</p> <p>*Additional Assignments Required</p>
Professional Development Center	EDUC 6053 WB Online 25/A4	Engaging Learners in Collaborative Online Learning Instructor: Dr. Brian Pipech	<p>March 15, 2025 - May 10, 2025</p> <p><u>Synchronous &amp; Asynchronous Online</u></p> <p>Synchronous Zoom Times:</p> <p>Wednesdays</p> <p>6:30pm - 8:00pm</p> <p>*Additional Assignments Required</p>



## **Spring 2025 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 586 – Inclusionary Classroom Practices:** This course will address the development, implementation, and monitoring of individualized management, instructional, curricular, and environmental strategies, and adaptations for all students within a heterogeneous classroom, based upon the curriculum of the school. Pedagogical recommendations and research-based effective instruction methodology is emphasized on a needs-based model incorporating the cognitive, language, attentional, affective, physical, and sensory needs of children. (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 615 – Dimensions of Culture:** In this course, cultural and linguistic dimensions of culture are addressed within the mosaic of groups immigrating to the United States analyzing the “melting pot” and “salad bowl” perspectives of assimilation and acculturation. The analyses focus on the view of culture as a dynamic and multilayered system of symbolic resources impacting individuals identify, values, and behaviors in varying degrees. Participants will develop an awareness of their own cultural identify and its impact on cultural and educational expectations. Participants will develop strategies to collaborate with colleagues and culturally and linguistically diverse families to better understand the deep and invisible dimensions of culture in the classroom and the target language community. (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 652 – Foundations of Gifted Education:** In this course, participants will learn the relevant history related to the changing definitions, interventions, and cultural attitudes regarding gifted learners and its relationship to education services. Participants will be able to explain the relevance, importance and application of state and federal documents, regulations, and reports and to articulate the importance of collaboration and communication with all interested stakeholders. Participants will also be able to provide information on an advocate for gifting individuals and services to professional staff, parents, and the community identify and locate organizations and materials that will present current data, resources, and pedagogy for gifted education. (3 credits)

**EDUC 653 – Gifted Education: Identification and Assessment:** In this course, participants will learn to recognize diverse characteristics and behaviors of gifted individuals by understanding their social and emotional needs and the impact of cultural differences. Participants will be able to recognize cognitive and affective differences and recognize and understand the potential of creative thinking. Participants will also develop an understanding of multiple and alternative assessments that can be used for identification purposes and how these assessments align with the academic needs within the educational placement. (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 678 - STEM Practicum:** An experiential real-life problem-solving laboratory experience utilizing STEM materials. This course will be a hands-on experience with students learning how to use current technology to create solutions to engineering tasks. Integral to this course will be developing the mindset of an engineer, problem-solving, working collaboratively in a group, and effective communication of work done in the laboratory. This course should provide students with experiences that can be used as inspiration for creating opportunities for their students to experience STEM and STEM projects in the K-12 classroom. (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 952 – District Instructional Leadership:** This course provides a conceptual and technical background in the resources (human and facilities) allocation and management in K-12 districts. This course will examine the human resources available to districts and leadership where students research and analyze human resource policies as practice for recruiting, selecting, hiring, induction, developing, evaluating, and retaining or dismissing district personnel. Also, the course will address the important and necessary knowledge and skills to plan for education facility needs, financing those requirements, and managing facilities that provide educational programs as needed. (3 credits)

**EDUC 953 – Organizational Leadership:** This course will begin with a learning expectations survey and an inventory of technology integration, readiness to determine current practices, strengths, and weaknesses. Throughout the course, the use of inquiry, quizzes, discussion, and checkpoints will ensure learning expectations are on track. At the conclusion of the course, participants will complete a course evaluation to allow for analysis, reflection, and revision of course content. Beyond the completion of the course, participants will be able to collaborate with instructors and other participants via social networks, e-mail, and videoconferencing. Participants will also be surveyed annually to determine if their collaboration and professional development plans have been producing improved student achievement. (3 credits)

**EDUC 954 – District Leadership:** Field Experiences worth 360 hours, sessions and activities are practiced under the supervision of a qualified Mentor Superintendent or Administrator working in Collaboration with CLIU Coaches, throughout the program. 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)

**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 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 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)