Graduate Education and Professional Development
2025 Summer Course Schedule

Full Summer Session (25/SS) May 19, 2025 - August 8, 2025

Accelerated Summer Session I (25/S1) May 19, 2025 - June 27, 2025			Accelerated Summer Session II (25/S2) June 30, 2025 - August 8. 2025
Program	**Course Number/ Format / Semester**	**Title/Instructor**	**Dates**
Special Education	EDUC 584 WB Online 25/S1	**Interactive Learning** Instructor: Dr. Andrew Wojcik	**May 19, 2025 - June 27, 2025** Synchronous & Asynchronous Online **Synchronous Zoom Times: Thursdays 6:00pm - 8:30pm** *Additional Moodle Assignments Required
Reading	EDUC 505 WB Online 25/S2	**Ell Adaptations** Instructor: Dr. Jessica Jacobs	**June 30, 2025 - August 8, 2025 Online** *Additional Moodle Assignments Required
Reading	EDUC 523 WB Online 25/S1	**Children's Literature** Instructor: Dr. Jill Yurko	**May 19, 2025 - June 27, 2025 Online** *Additional Moodle Assignments Required
Reading	EDUC 550 WB Online 25/S1	**Reading Practicum** Instructor: Dr. Jill Yurko	**May 19, 2025 - June 27, 2025 Online** *Additional Moodle Assignments Required
Reading	EDUC 521 WB Online 25/SS	**Alternative Assessment** Instructor: Dr. Jill Yurko	**May 19, 2025 - August 8, 2025 Online** *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 584 WB Online 25/S1	**Interactive Learning** Instructor: Dr. Andrew Wojcik	**May 19, 2025 - June 27, 2025** Synchronous & Asynchronous Online **Synchronous Zoom Times: Thursdays 6:00pm - 8:30pm** *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Principal	EDUC 920 WB Online 25/S1	Financial Management Instructor: Dr. Erin Keating	May 19, 2025 - June 27, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 925 WB Online 25/S1	Elementary School Principal Practicum Instructor: Dr. Barbara Conway	May 19, 2025 - June 27, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 926 WB Online 25/S1	Middle School Principal Practicum Instructor: Dr. Barbara Conway	May 19, 2025 - June 27, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 927 WB Online 25/S1	High School Principal Practicum Instructor: Dr. Barbara Conway	May 19, 2025 - June 27, 2025 Online *Additional Moodle Assignments Required
CLIU Partnership	EDUC 955 WB Online 25/S1	District Leadership Field Experience Instructor: Dr. Barbara Conway	May 19, 2025 - June 27, 2025 Online *Additional Moodle Assignments Required
Professional Development Center	EDUC 6053 WB Online 25/SS	Engaging Learners in Collaborative Online Learning Instructor: Dr. Brian Pipech	May 19, 2025 - August 8, 2025 Synchronous & Asynchronous Online Synchronous Zoom Times: Tuesdays 4:00pm - 6:30pm *Additional Assignments Required
Professional Development Center	EDUC 6019 WB Online 25/S1	Behind the Curtain Instructors: Dr. Brian Pipech	May 19, 2025 - June 27, 2025 Synchronous & Asynchronous Online Synchronous Zoom Times: Mondays 4:00pm-6:30pm *Additional Assignments Required
Professional Development Center	EDUC 6039 WB Online 25/S1	Cross Curricular Learning Instructor: Mr. Sean McLaughlin	May 19, 2025 - June 27, 2025 Synchronous & Asynchronous Online Synchronous Zoom Times: Friday, June 13, 2025 - 9:00am-3:00pm Friday, June 20, 2025 - 9:00am-3:00pm Friday, June 27, 2025 - 9:00am-3:00pm *Additional Moodle Assignments Required
Professional Development Center	EDUC 6050 WB Online 25/S1	Best Practices for Effective Classroom Technology Integration Instructor: Ms. Jill Herron	May 19, 2025 - June 27, 2025 Synchronous & Asynchronous Online Synchronous Zoom Times: Wednesdays 5:00pm-7:45pm *Additional Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Professional Development Center	**EDUC 6052 Online 25/S1**	**Culturally Responsive Teaching Instructor: Ms. Tara Bruza**	**May 19, 2025 - June 27, 2025** **Synchronous & Asynchronous Online** **Synchronous Zoom Times:** **TBA** ***Additional Assignments Required**
Professional Development Center	**EDUC 6066 Online 25/S1**	**Leadership and Followership in Education Instructor: Ms. Shawn Loyack**	**May 19, 2025 - June 27, 2025** **Synchronous & Asynchronous Online** **Synchronous Zoom Times:** **Mondays** **TBA** ***Additional Assignments Required**
Professional Development Center	**EDUC 6025 WB Online 25/S2**	**Behind the Curtain Take 2 Instructors: Dr. Brian Pipech & Daniel Malloy**	**June 30, 2025 - August 8, 2025** **Synchronous & Asynchronous Online** **Synchronous Zoom Times:** **Mondays** **4:00pm-6:30pm** ***Additional Assignments Required**
Professional Development Center	**EDUC 6035 WB Online 25/S2**	**Math Anxiety Instructor: Mr. Brian Palladino**	**June 30, 2025 - August 8, 2025** **Synchronous & Asynchronous Online** **Synchronous Zoom Times:** **Tuesday, July 1, 2025 - 9:00am-1:00pm** **Wednesday, July 2, 2025 - 9:00am-1:00pm** **Tuesday, July 22, 2025 -9:00am-1:00pm** **Wednesday, July 23, 2025 - 9:00am-1:00pm** ***Additional Moodle Assignments Required**

Summer 2025 Course Descriptions

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 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 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)

Professional Development Center

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 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 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 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 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 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 6066: - Leadership and Followership in Education: The course content focuses on leadership and followership and how it relates to roles within the field of education. The course content includes a critical analysis of contemporary leadership theory. Leadership and followership models will be explored stressing the interrelated nature of the leader-follower relationship. Current challenges facing educational leaders are studied, analyzed, and evaluated using the leadership theory discussed in the course. The current literature and research on leadership in education is examined and analyzed. Educators will be encouraged through this course to consider their current leadership roles and how to apply leadership theory to maximize their effectiveness.