Course Descriptions

COURSE NUMBERS

The course-numbering system indicates the college level at which courses are normally taken.

NUMBERING SYSTEM GUIDE

001-009	precollege course-no credit
010-099	credit granted but not applicable to graduation
100-199	primarily for first-year students
200-299	primarily for second-year students
300-499	primarily for upper division students
500-599	graduate courses
600-799	doctorate courses

At the end of each description, course credits are listed. Courses with variable hours and credits are so indicated.

EDUC – EDUCATION

EDUC 501 Instructional Methods for Secondary Teachers (3)

Integrating the theories of Multiple Intelligences with learning styles, students will learn a variety of techniques to be able to differentiate instruction to meet the needs of students in secondary classrooms. Students will utilize the Charlotte Danielson Framework for Teaching in order to best design their lessons. They will develop lesson plans and units and participate in field experiences in secondary classrooms, while developing a repertoire of teaching strategies appropriate for the secondary student.

EDUC 503 Marketing and Branding in Athletics (3)

This course focuses on the management, finance, marketing, and sponsorship of sport programs.

EDUC 504 Instructional Methods for Digital Teaching and Learning (3)

This course applies principles of pedagogy and andragogy to an instructional design model that can be applied to a variety of digital learning formats. Instruction delivered through online/virtual, hybrid, hyflex, mobile, or flipped formats demand unique methods of presenting content, interacting with students, and assessing performance. Teaching and learning methods are explored and adapted for various types of technology and the needs of diverse learners. Students design a microteaching or microtraining demonstration to facilitate an activity incorporating methods appropriate for the instructional goals and digital delivery format.

EDUC 505 The Art and Science of Athletic Coaching (3)

This course provides an introduction into the foundations and theories of athletic coaching. The course addresses the principles of coaching and professional roles that are expected of coaches and the organizational influences of coaching. Topics include the development of an individual coaching philosophy, motivating athletes, and effective leadership strategies and techniques.

EDUC 507 Safety and Physical Conditioning of Athletes (3)

This course provides an introduction into exercise physiology and the foundations and theories of physical conditioning and training of high school, college, and post-college athletes. This course addresses the principles of training including safety and efficacy of various methods and gives students the knowledge and design and optimize athletic training programs. Topics will include the principles of cardiovascular training, strength training, sports specific training, as well as sport nutrition and basic first aid.

EDUC 508 Sports Psychology (3)

This course examines the psychological factors that motivate athletes to focus on learning, improving skills, and building confidence. Course content will also include knowledge of psychological factors that are associated with injury and an understanding of how to help student-athletes avoid and recover from injury.

EDUC 509 Diversity and Ethical Responsibility in Coaching (3)

This course provides the student with an intensive evaluation of ethics required by an athletic coach, as well as strategies to help ensure ethical, legal and socially responsible conduct of coaches, staff, and athletes.

EDUC 510 Administration and Financial Responsibilities of Coaching (3)

This course focuses on the coach's role as an administrator within an organization. Responsibilities will include the management of human resources, financial resources, and facilities.

EDUC 511 Communication Skills for Athletic Coaches (3)

This course provides the student with the opportunity to explore the connection between effective communication and leadership. Key constituents will include: athletes (both in and out of season), administrators within the organization, staff, parents of athletes, as well as the public. Formats to be considered will be use of technology, interview, print media, and social media.

EDUC 512 Research: Contemporary Theory to Current Practice (3)

This course provides a foundational understanding of published research as it relates to sports coaching. The focus will include qualitative as well as quantitative studies, which will serve as the basis for making research-based decisions as a coach. Methodologies from this course will be applied in the practicum experience.

EDUC 513 Supervision and Evaluation of Athletes (3)

This course provides a foundation of information that coaches need for planning of program goals and analysis of player ability and program needs. Evaluation is a critical part of player and staff recruitment and retention. Evaluation is necessary to maintain program accountability.

EDUC 514 Practicum for Athletic Coaching and Admin (3)

This course serves to blend the theory examined in the coursework throughout the program to the practical application of coaching the given sport. This application-based practicum is designed to give the candidate experience within a setting designed to foster professional development under the supervision of an approved mentor. Through this experience, there will be implementation related to the course objectives, as well as the National Coaching Standards, that have served as a basis for the instruction in the program. A culminating project / portfolio will be required. *If the practicum experience is work with school age children (18 years and under), current clearances (FBI Fingerprints, Child Abuse and State Police) are required.

EDUC 515 Foundations of Literacy and Writing from Theory to Practice: Models in Literacy (3)

This course focuses on the foundational knowledge of theory, history, and evidenced-based research and their relationship for a balanced literacy program. It will explore the theoretical foundations of reading development. It also examines the major theorists, their perspectives and models for the reading process, and from that knowledge to instructional practices. Theories included are cognitive processing, transactional, psycholinguistic, sociocognitive, sociocultural, and critical/multiliteracies. The works of noted reading experts as Chall, Piaget, Beck, Frey, Allington, Bean, Clay, Fountas, and Pinnell are discussed.

EDUC 516 Reading and Writing in the Content Areas (3)

This course examines the literacy instruction needed in the content subjects, with an emphasis on how teachers in the upper elementary, middle, and secondary schools can facilitate comprehension of nonfiction materials. Topics included are practical assessment, evidenced-based instructional practices, technical vocabulary, multicultural issues, writing in the content areas, and technology. It also provides an overview of how students learn to read across content areas, and the importance of metacognitive skills in content area reading, writing, speaking, and listening.

EDUC 517 Literature and Literacy K-12: Principles of Organizing the Literacy Curriculum (3)

This course will discuss a wide variety of issues and approaches related to planning, implementing, and supervising a literacy program in K-12 settings. It is designed to give the students the knowledge and skills necessary to design effective instruction, to choose the most comprehensive literacy materials, to incorporate ongoing literacy assessment, to create a culture for a nourishing literacy environment and to plan professional development in order meet the needs of all students across grade levels.

EDUC 518 Literacy Assessment, Diagnosis, and Intervention (3)

This course introduces both formative, summative, and diagnostic literacy assessment tools that are used to analyze student strengths and weaknesses inn reading. Further, the course allows prescriptive instructional strategies to be designed to meet the needs of all students. Students will research and analyze existing intervention programs used in K-12 settings. The course requires a field experience.

EDUC 519 Leadership, Supervision, and Coaching: Roles of the Reading Specialist (3)

This course has two primary goals: 1) Examine the leadership role of the reading specialist/coach and 2) evaluate the literacy program at the school and district level.

EDUC 520 CTE Teaching and Learning (3)

This graduate-level course provides an in-depth exploration of the philosophy and best practices for preparing highly effective Career and Technical Education (CTE) instructors. Emphasizing advanced pedagogical strategies, students will critically analyze state standards, evidence-based curriculum development, and the selection of classroom materials and instructional resources. The course also examines historical and contemporary trends in vocational education, with a focus on integrating general education principles into CTE instruction. Through research and practical application, students will refine their teaching methodologies to enhance student engagement and learning outcomes in diverse technical education settings.

EDUC 521 CTE Psychology of Learners and Classroom Environment (3)

This graduate-level course equips educators with advanced strategies for creating inclusive, well managed Career and Technical Education (CTE) classrooms. Participants will explore psychological principles, instructional methods, and classroom management techniques tailored to diverse learners, including students with disabilities. Key topics include motivation, learning preferences, positive behavioral interventions, assessment practices, and Individualized Education Programs (IEPs). The course also emphasizes building positive student relationships, fostering a supportive classroom culture, and promoting safety, inclusivity, and engagement. Through effective communication and instructional strategies, educators will learn to create dynamic learning environments that support both academic and career success.

EDUC 522 CTE Curriculum Design and Technology Implementation (3)

This graduate-level course explores advanced strategies for curriculum development and the integration of emerging technologies in Career and Technical Education (CTE). Emphasis is placed on aligning curricula with industry standards, incorporating interdisciplinary connections, and leveraging technology—particularly artificial intelligence (AI)—to enhance teaching and learning. Participants will critically evaluate AI-powered tools, personalize learning experiences, streamline assessments, and develop strategies to prepare students for a rapidly evolving workforce. The course also addresses ethical considerations, equitable access to technology, and the responsible use of AI in education. By the end of the course, educators will be equipped to design innovative, standards-aligned CTE programs that engage diverse learners and support career readiness.

EDUC 523 CTE Learners with Diverse Needs (3)

This graduate-level course critically examines effective strategies and best practices for supporting diverse learners in Career and Technical Education (CTE) environments, with a particular emphasis on English Language Learners (ELLs). Participants will analyze the intersection of cultural, linguistic, and academic diversity in CTE classrooms and develop advanced skills to create inclusive, equitable, and responsive learning environments. Emphasis is placed on differentiated instruction, culturally relevant teaching, and targeted accommodations to address language barriers, enhance student engagement, and promote both academic and technical skill development. The course also explores strategies for

collaborating with families, communities, and support staff to foster a holistic approach to student success.

EDUC 524 Content Area Design and Instruction (3)

This course provides opportunities for application of curriculum development and instructional methods across the educational spectrum (K-12). Current trends, philosophies, and practices are coupled with subject matter to provide participants with a practical and contemporary foundation from which to instruct. Students will explore effective delivery of instructional methodologies and strategies that address diverse populations of students. Students will learn how to conduct experimental instructional programs during the course, as they design and develop innovative curricula. Students will develop models in their chosen field that can be implemented independently or adapted to an existing curriculum.

EDUC 525 Human Behavior and Classroom Management (3)

This course will investigate the causes, assessment, and strategies associated with behaviorally-challenged students. In order for students to fully appreciate the context of education for behaviorally-challenged students, theories and "best practices" based on normal development, as well as different levels of cognitive functioning, will be considered first. Course topics will include normal and abnormal development (psychological theories, cognitive theories, etc.); etiological perspectives; behavior management and team approaches to intervention methods; safe schools and violence prevention. Graduate students will design a portfolio of preventive strategies and corrective methods, examine their contribution to classroom climate, and establish techniques to enhance parent-teacher partnerships. (Prerequisite: EDUC 530)

EDUC 526 CTE Student Wellness and Resilience (3)

This graduate-level course examines strategies for fostering wellness and resilience among students in Career and Technical Education (CTE) programs through a trauma-informed and special education-focused lens. Participants will critically analyze the physical, emotional, cognitive, and social challenges students face, including the impact of trauma, long-term mental health concerns, and disabilities, and explore how these factors influence learning and achievement. Emphasis is placed on recognizing signs of distress, learning differences, and behavioral challenges, implementing inclusive and supportive interventions, and cultivating safe, accessible, and equitable learning environments. Educators will develop advanced skills in integrating Social-Emotional Learning (SEL), trauma-informed teaching, Universal Design for Learning (UDL), and evidence-based special education strategies to support diverse learners, including those with Individualized Education Programs (IEPs) and 504 Plans. Additionally, the course prepares educators to lead wellness and inclusion initiatives, collaborate with families, special education teams, and community resources, and empower students with coping mechanisms, self-advocacy skills, and a growth mindset for lifelong success. A focus on educator self-care and resilience is also embedded to ensure sustainability in the teaching profession.

EDUC 527 Assessment for Differentiated Reading Instruction (3)

This course introduces both formative, summative, and diagnostic literacy assessment tools that are used to analyze strengths and weaknesses in reading. Further, the course allows for prescriptive instructional strategies to be designed to meet the needs of all students. Students will research and analyze the data to develop appropriate reading strategies.

EDUC 528 Assessment and Evaluation of Online Teaching and Learning (3)

This course introduces students to systematic ways to evaluate online teaching and learning, using research based best practices. Students will develop plans for conducting evaluations, assessing instruction, collecting data, analyzing data, and reporting results in a meaningful way for the organization and stakeholders. Participants will define how assessments and evaluations are used to impact content delivery, design decisions, and technology utilization and adoption.

EDUC 529 Assessment Strategies and Data Driven Instruction: PreK-4 (3)

This course will develop and refine student's abilities to plan and modify instruction based on assessment components in a standards-aligned system. Students will learn to use multiple sources of data for decision-making and monitoring students' growth and development. Students will develop proficiency in the administration and interpretation of diagnostic, formative, summative, and authentic assessments and review strategies related to the utilization of various screening tools for identifying children needing additional interventions.

EDUC 530 Instructional Methods (3)

Integrating the theories of Multiple Intelligences with learning styles, differentiated instruction supplies teachers with pragmatic techniques to use in the classroom to complement curriculum when working with a variety of student abilities. Students will develop instruments to determine talents and learning styles, design effective multi-delivery systems, and plan projects that empower learners by capitalizing on their strengths.

EDUC 531 Emerging Teacher Leadership (3)

The course will focus on the role of the teacher as an emerging leader within the culture of the school. While effective instruction is the most important component of high achieving schools, another determining factor is the extent to which teachers are prepared to engage with administrators in shared leadership. This course will examine the literature related to teacher leadership as well as provide opportunities to put this research into practice. Students will have the opportunity to develop a reform initiative that could be implemented within their schools.

EDUC 532 CTE Differentiated Instructional Methods (3)

This graduate-level course equips educators with the knowledge and skills necessary to effectively differentiate instruction in Career and Technical Education (CTE) classrooms. Emphasizing the emotional and intellectual development of young adults, the course explores advanced strategies for adapting instructional methods to meet diverse learner needs. Participants will refine their ability to modify instructional resources, implement inclusive teaching practices, and create supportive learning environments that foster student success. By the end of the course, educators will have the expertise and confidence to design and deliver differentiated instruction that enhances engagement and achievement for all students in CTE settings.

EDUC 533 Evolving School Landscapes: Challenges and Reforms (3)

This course will focus on evolving challenges and opportunities encountered by contemporary schools and teachers. Students will explore and analyze the impact of a greater number of diverse, at risk, low income, and special needs students, struggling community environments, demands of community stake holders, diminishing financial resources, and increased federal and state regulations. Students will identify and evaluate new paradigm models used to meet the needs of underserved students. Using research based best practices, students will analyze the characteristics of successful school reforms which reflect evolving school landscapes.

EDUC 534 Online Teaching: Design and Delivery (3)

This course focuses on the design and delivery of online learning, which can be applied to workforce, higher education, K-12, continuing, or adult education. Throughout the course, students will design and develop an online module by studying the learners, applying instructional design skills, and building one learning module within a course management system. Students will also evaluate technology tools for interaction and the quality of online courses using standards of best practice.

EDUC 535 Technological Applications Across the Curriculum (3)

This course explores a wide range of activities and instructional methods that incorporate various technologies. Fundamental concepts and designs, as well as techniques and tools, will provide the foundation for the participants to systematically analyze their classroom needs and activities. Graduate students will develop instructional designs which implement user-friendly technology applications and computer-assisted instruction. (Prerequisite: EDUC 524)

EDUC 536 Research Methods (3)

This course provides students with a comprehensive overview of the process of planning, implementing, and evaluating quantitative and qualitative educational research. A seven-stage model of the research process will serve as the conceptual framework. Through classroom lectures and independent readings, students will be provided with an in-depth analysis of how to analyze and interpret quantitative and qualitative data, elements of research design, how to write and interpret research reports and methods of presenting research findings. An equal emphasis will be placed on understanding educational research through the process of factually conducting a cooperative research study in applied setting.

EDUC 537 CTE Research and Writing (3)

This graduate-level course provides the student with research and writing skills necessary to investigate educational challenges and innovations within Career and Technical Education leading to academic and professional success. Emphasis is placed on practical research skills, inclusive of research methodologies, literature reviews, academic writing conventions, citation and referencing, research paper development, and career and technical publication opportunities associated with academic and professional audiences. Through lectures, independent readings, and hands-on research experience, students will refine their ability to critically evaluate educational research. Students will develop critical thinking, ethical research practices, and the ability to effectively communicate, demonstrated by a well-structured, coherent, and scholarly cooperative research paper and presentation relevant to Career and Technical Education (CTE). Final evaluations will include active class participation, completion of all module assignments and successful execution of the culminating research project.

EDUC 538 Educational Administration (3)

This course provides the supervisor in training with a foundation of the educational theories and research that affect day-to-day administration of schools. Topics will include theories of organization, educational foundations, and structures, supervision of personnel, collaboration and team-building, interdisciplinary curriculum design, effective job analysis procedures and staff performance appraisals, and technology issues. This course is designed to examine and analyze the means for managing institutional resources in educational settings, with an emphasis on human, fiscal, and physical resources. There is a focus on Pennsylvania school budgeting procedures as the course considers the development of practical skills in resource management in school finance and school plant operations. Issues of management include school facilities and their effective utilization, the incorporation of diverse instructional methodologies, as well as the consideration of class scheduling alternatives.

EDUC 539 Research in Learning, Design, and Technology (3)

This course provides an opportunity for participants to research in-depth a topic related to online learning., instructional design, and instructional technology administration and management. Students are encouraged to select a topic related to their specific career interest or organizational need. Research projects will be shared, discussed, and analyzed using collaborative learning methods such as peer review

EDUC 540 Human Diversity Issues in Education (3)

This course identifies and analyzes the impact diversity has upon students in the classroom today. By collaborating with individuals from various cultural and ethnic groups, religious backgrounds, and social classes, students will investigate the relationship that exists between school systems and their diverse populations. Developing lessons and projects that optimize talent, pride, and participation will constitute the focus of coursework. (Prerequisite: EDUC 530)

EDUC 541 Culturally Responsive Schools, Teachers, and Classrooms (3)

The course will examine the relationships that exist between school systems, communities and their diverse populations and will focus on the positive impact of culturally responsive schools where learners are supported using research based best practices. Pre-service teachers will develop instructional strategies and create positive parent/community relationships anchored in culturally relevant worldviews of students. Culturally responsive theoretical models will provide frameworks for developing culturally responsive content knowledge, designing culturally-enriched curricula, creating learning environments for all students, developing cross-cultural communication skills, and utilizing teaching methods for diverse learners. Projects will include school visits, interviews with teachers, and the development of a culturally responsive curriculum for content areas.

EDUC 542 Issues in Law and Education (3)

This course will provide a comprehensive analysis of legal procedures, considerations, and concepts as they apply to education. Subject matter includes current state and federal laws effecting education, their impact on teachers, and knowledge of agencies that effect policymaking and legal responsibilities of educators. Students will write relevant case scenarios for a presentation designed to illustrate responsibilities and requirements for their district. (Prerequisite: EDUC 538)

EDUC 543 Learning Technologies for Educators (3)

This course explores current and emerging technology tools and applications that are transforming teaching and training in digital learning environments. After reviewing the terminology, history, and learning theories of educational technology, students examine technologies that enhance motivation, communication, engagement, collaboration, creativity, and critical thinking. Within the frameworks of pedagogy and andragogy, students integrate technology tools such as blogs, wikis, polls, simulations, games, podcasts, digital stories, and smart boards, and whiteboards into lessons for active and constructive learning. Students communicate to peers and stakeholders the purpose, costs, and benefits of incorporating technology into an instruction plan.

EDUC 545 The Principalship (3)

This course is designed to present an overview of the principal's role in relation to leadership, supervision, organizational management, and community interaction. Topics include transactional and transformational leadership, systems theory and standards aligned systems, learning communities, decision-making, strategic and continuous school improvement planning, change theory, school culture and climate, data and technology, personnel, scheduling, budgeting, building management, and communications with constituent groups. Through scenarios and case studies, participants will consider and discuss issues faced by school principals. Course activities will enable students to internalize the PA Leadership Core and Corollary Standards and adopt strategies and practices reflective of them.

EDUC 546 Clinical Supervision and Leadership (3)

This course is designed to foster professional growth in supervision and leadership. Curriculum Supervision and Leadership supports district-wide curriculum specialists and other educators in their endeavors to contribute to the field of teaching and learning. Students will be introduced to models of supervision, including theory, design, and techniques, as they learn how to supervise instruction and personnel, evaluate staff, identify staff development needs and resources, manage staff conflict, and organize, facilitate and evaluate professional development programs. Students will develop collaborative collegiality, i.e., those supervisory skills that accommodate all stakeholders in a school system (e.g., teachers, administrators, parents, the community at large), including clinical and developmental expertise, observation and conferencing competence, peer coaching, and interdisciplinary teaming aptitude. Students will learn to identify potential venues, write competent communications, and perform effectively with audiences of parents, school administrators, school boards, advisory committees, or the community-at-large. (Prerequisites: EDUC 520 & EDUC 524)

EDUC 549 Applied Research Practicum in School Administration I - School Principal K-12 (3)

This field-based practicum is designed to give the prospective school principal experience under the guidance of a practicing school administrator or supervisor. The practicum requires the completion of 180 hours in diverse K-12 environments (over two terms). The practicum should cover a broad range of administrative responsibilities including, but not limited to: leadership, the role of principal as an instructional leader, experiences with school organization and structures within a social and political environment, legal issues and responsibilities, the fiscal operation of the school, the role of the principal in building community relations, and professional development. Collaboration with administrators, including the principal and vice-principal, is considered vital and necessary for the student's professional development during the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A daily log and a certification project will be completed during the practicum. (Prerequisites: EDUC 520, EDUC 524, EDUC 530, and EDUC 536 Research Methods or some other graduate level research course)

EDUC 550 Applied Research Practicum in School Administration II - School Principal K-12 (3)

A continuation of EDUC 549. This field-based practicum is designed to give the prospective school principal experience under the guidance of a practicing school administrator or supervisor. The practicum requires the completion of 180 hours in diverse K-12 environments (over two terms). The practicum should cover a broad range of administrative responsibilities including, but not limited to: leadership, the role of principal as an instructional leader, experiences with school organization and structures within a social and political environment, legal issues and responsibilities, the fiscal operation of the school, the role of the principal in building community relations, and professional development. Collaboration with administrators, including the principal and vice-principal, is considered vital and necessary for the student's professional development during the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A daily

log and a certification project will be completed during the practicum. (Prerequisites: EDUC 520, EDUC 524, EDUC 530, and EDUC 536 Research Methods or some other graduate level research course)

EDUC 551 Foundations of STEM Education and Integrated Curriculum Design (3)

This course explores foundational concepts of STEM education and the standards that govern it, including the Next Generation Science Standards (NGSS), Pennsylvania Mathematics Standards, and Pennsylvania Science and Technology Standards. It emphasizes STEM as an integrated, interdisciplinary approach to education and covers the design and implementation of STEM curricula that connect science, technology, engineering, and mathematics with other subjects like history, arts, and social studies. Educators will explore strategies using the Engineering Design Framework to create cross-disciplinary, developmentally appropriate lessons that foster creativity and critical thinking in students.

EDUC 552 Inquiry-Based STEM Pedagogy and Makerspace Education (3)

This course focuses on inquiry-based learning methodologies and their application in STEM education, with a particular emphasis on utilizing makerspaces to foster hands-on learning. Educators will explore the design thinking process, Agency by Design framework, problem-solving approaches, and critical thinking as key components of makerspace activities. The course will provide practical strategies for incorporating makerspace tools (such as 3D printers, coding platforms, and crafting materials) and resources into STEM lessons, enhancing student engagement and promoting innovation.

EDUC 553 Teaching STEM in Elementary and Makerspace Environments (3)

This course focuses on teaching STEM in elementary school settings, with a particular emphasis on makerspaces. Educators will learn how to design, implement, and assess developmentally appropriate STEM projects that encourage creativity, collaboration, and problem-solving in younger students. The course will cover how to adapt lessons for elementary learners, focusing on hands-on, experiential learning in makerspaces that integrate literacy, math, and other subjects. Strategies for using the Novel Engineering method to engage elementary students in iterative design processes, including prototyping and refining projects, will also be explored.

EDUC 554 Assessment and Technology Integration in STEM Education (3)

This course addresses the assessment of STEM learning through differentiated, authentic assessments, with a focus on the purposeful integration of instructional technologies. Educators will explore formative and summative assessments, self-assessment strategies, and the use of technology to monitor and support student progress. The course also highlights how to incorporate the Human Centered Design framework, instructional technologies, such as simulations, coding, and data analysis tools, to deepen students' understanding of STEM concepts and extend their abilities to transfer and adapt knowledge across disciplines.

EDUC 555 CTE Program Evaluation and Improvement (3)

This graduate-level course provides educators with advanced methodologies for assessing and enhancing the effectiveness of Career and Technical Education (CTE) programs. Participants will engage in a critical analysis of program review processes, stakeholder engagement strategies, and continuous improvement models. Emphasis is placed on data-driven decision-making, utilizing formative and summative assessments to evaluate program outcomes, inform curriculum development, and align instruction with industry standards. Educators will also explore strategies for integrating stakeholder feedback, addressing equity and access, and implementing sustainable improvements that support student achievement and workforce readiness. By the end of the course, participants will be equipped with the expertise to lead comprehensive program evaluations and drive meaningful enhancements in CTE settings.

EDUC 560 Content Area Design for Structured Literacy (3)

This course explores the design of curriculum as it relates to structured literacy competencies with application across the educational spectrum. Elements ranging from K-12 reading content domains and experiential based to postmodernism and the inclusion of exceptional learners combine to provide students with a holistic foundation in which to explore curriculum design. Structured Literacy curriculum design and development will provide serve them in their leadership roles as Reading Specialists. Participants will tailor a curriculum based upon their specific needs in the scope and sequencing of Structured Literacy.

EDUC 561 CTE Professional Teaching Practicum (6)

The Graduate CTE Teaching Practicum is a 6-credit, advanced field-based experience designed for current and aspiring Career and Technical Education (CTE) teachers seeking to refine their instructional practice, leadership skills, and professional competencies. This practicum provides a bridge between educational theory and real-world application, emphasizing evidence-based instructional strategies, differentiated learning approaches, and data-driven decision-making to enhance student outcomes. Participants will develop and implement lesson plans and assessments, engage in reflective teaching practices, and analyze student progress to inform instructional adjustments. Through structured observations and feedback, students will refine their ability to create inclusive, engaging, and industry-relevant learning environments that prepare CTE learners for post-secondary success. To demonstrate their professional growth, students will compile a comprehensive electronic portfolio, maintain a weekly Professional Teaching and Reflection Log, and participate in guided self-assessment to critically evaluate their instructional effectiveness. This practicum offers a hands-on experience that supports continuous professional development, ensuring that CTE educators are well-equipped to lead and innovate in their classrooms

EDUC 562 Methods of Teaching Mathematics PreK-4 (3)

This course provides teacher candidates with methods and current strategies in teaching math in PreK-4th grade. The candidates will recognize constructivist theories, as well as informal and formal methodologies and assessments when preparing unit plans and demonstration lessons. These activities will be developed in accordance to PA standards and an emphasis will be placed on connections within the subject of math, among other academic areas and real life situations. Students will demonstrate their ability to prepare, select, and use materials in instructional approaches to construct until plans and demonstration lessons. Field placement activities are required.

EDUC 563 Methods of Teaching Science and Health PreK-4 (3)

This course provides teacher candidates with methods and current strategies in teaching science and health in PreK-Grade 4. Students will demonstrate their ability to prepare, select, and use materials and instructional approaches appropriate to diverse needs and abilities of students. Unit plans, demonstrations and field placement activities are required. The course will also connect students to the professional community of science education, professionals and resources.

EDUC 564 Methods of Teaching Social Studies PreK-4 (3)

Innovative techniques for an interdisciplinary approach to the teaching of social sciences and citizenship education will be addressed in this course. Special attention is given to anti-biased curriculum. Presentation through developmentally appropriate materials and resources is examined. Students will select, implement and adapt effective instructional strategies , curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including; problem analysis, creativity, problem solving, and decision-making skills. Field experiences are an integral part of this course.

EDUC 565 CTE Legal and Ethical Issues (3)

This graduate-level course provides an in-depth exploration of the legal and ethical considerations unique to Career and Technical Education (CTE). Participants will examine federal and state regulations, including compliance with labor laws, safety standards, and educational policies that impact CTE programs. Emphasis is placed on ethical decision-making, professional responsibilities, and strategies for maintaining equitable, inclusive, and legally compliant learning environments. Through case studies and real-world scenarios, educators will develop the critical skills needed to navigate complex legal challenges, uphold student rights, and foster ethical leadership within vocational education. By the end of the course, participants will be equipped to ensure both program integrity and student success while mitigating legal risks in CTE settings.

EDUC 567 Methods for Teaching English Language Learners in the Content Areas (3)

Educators participating in this course will develop an understanding of the supports and instructional strategies that should be in place in order to assist the English Language Learner acquire content area knowledge while moving through the stages of language acquisition. A thorough understanding of the importance of scaffolding of instruction, the SIOP model, Content-Based Literacy Instruction and native language support will be offered for teachers who work with ELLs in general education classrooms.

EDUC 569 Reading Specialist Practicum (3)

This field-based practicum is designed to give the prospective reading specialist experience with a practicing reading specialist. The practicum requires the completion of 42 hours in a reading clinic. The candidate and his/her instructor will identify areas of focus for the practicum, which must include curriculum development, instructional strategies, assessment, communication, professional development skills and any additional areas identified by the student with the instructor. Collaboration with administrators, including the principal, vice principle, and curriculum and instruction supervisor, is considered vital and necessary for the student's professional development during the practicum experience. The initiative rests with the student in designing a substantial part of the practicum experience. The on-site supervisor will assist the students by providing opportunities that coincide with the student's identified objectives and goals. A daily log and an electronic portfolio will be completed during the practicum.

EDUC 570 Art and Science of Authenticity (3)

The Art and Science of Authenticity in Leadership is the first course intended to provide a framework for the learner to develop a philosophy of leading in the 21st Century. The course builds from the idea that authenticity is based upon being true to one's self, of understanding one's purpose, mission and, critically, core values. We begin with an exploration of personal beliefs about learning, children and other minor topics. From this reflection, learning is focused on the personal: purpose, mission, core values and a critical understanding of ethics. We then transcend to an in-depth dialog on ethics and the morality of leadership. Building on an understanding that authenticity is critical to transformation the learner is challenged to determine if his / her purpose, mission and core values are congruent to the organization. We conclude with a real-time, data-driven question / reflection on personal authenticity, research on beliefs, mission and core values of staff tied to an understanding of growing congruency within the organization.

EDUC 571 Art and Science of Visionary Leadership (3)

The Art and Science of Visionary Leadership is the second course in a series designed to provide the learner with a complete framework for leading. The intent is to aid the leaner in developing a real time applicable vision of an organization working at its ideal best. In practice leaders must be masters at building a compelling purpose, a passion that galvanize others to action. But, passion and vision are of no use if trust does not exist. This second course in the Total Leader Leadership Framework is focused on the importance of connecting authenticity to vision to purpose in such a way as to build trust within the organization. It is at this point, at the intersection of trust and vision, that one has an organization prepared to create an imaginative plan for its future.

EDUC 572 Art and Science of Cultural/Relational Leadership (3)

The Art and Science of Cultural/Relational Leadership is the third course in a series of six courses, designed to provide the learner with a complete framework for leading organizations. The Art and Science of Cultural/Relational Leadership course is the hub of the series of courses. Establishing, monitoring and modeling a positive culture and creating strong relationships are crucial to the long-term success of any organization. Cultural/relational leadership is participatory and interpersonal. The central purpose of cultural/relational leadership is to establish a productive change process and provide vested ownership in the success of achieving the organizational purpose, mission, and vision. All organizational members must have a sense of efficacy in the creation of a positive culture of where everyone is learning and striving to make the organization better.

EDUC 573 Art and Science of Quality/Capacity Leadership (3)

The Art and Science of Quality/Capacity Leadership is the fourth course in a total leadership framework. In the previous courses, the learner discovered organizations do not change unless there is a compelling purpose, a clear vision, and people who are committed to changing. This course demonstrates that organizations will not improve unless people have the capacity to change and improve. Quality leaders stimulate people to grow and, in turn, people will increase their own expectations and production.

EDUC 574 Art and Science of Systems and Service Leadership (3)

The Art and Science of Systems and Service Leadership is the fifth step in dynamic transformation. The course is designed to challenge thinking targeted at the Achilles heel of leadership; systems and service design. Systems / Service is focused on three targets: adult motivation / learning, sustaining the purpose / mission / vision, and restructuring systems to insure result. Primary is system design that enhances adult learning and freedom to excel tied to student

performance. The course opens with research and discussion on managing the purpose / vision / mission. This includes learning in clarifying, articulating, and forward planning to gain traction. Management skill is challenged and enhanced through units on restructuring to achieve results. Dialog and problem solving relative to learning occur in data analysis and application, problem solving, aligning and allocation of capacity, and re-framed systems planning based upon a decade time frame. The learner explores the design of systems within context that serve to inherently motivate, reward initiative, and identify poor performance; each targeted to enhancing teacher transformation and subsequently, student performance.

EDUC 575 Art and Science of Communication in Leadership (3)

The Art and Science of Communication in Leadership is the sixth in a series and the final course targeted at the trigger of transformation. The Art and Science of Communication in Leadership is designed as a beginning in the journey toward congruency; that point where a staff and leader are absolutely attuned to the purpose, mission and vision, to the point of shared passion. The course addresses five critical ideas. It begins with a look at personal style an underestimated factor as we push for one size fits all best practice and magic answer solutions. The course is designed as a reflective reality check on the personality and style of the leader targeted on how these truths impact communication. To develop these critical philosophies, this course is built around a series of required readings, reflective writings and discussions with the ending outcome being a customized outlook and philosophy on communicating.

EDUC 576 Assessment Strategies and Data Driven Instruction: Secondary Education (3)

This course will develop and refine student's abilities to plan and modify instruction based on assessment components in a standards-aligned system. Students will learn to use multiple sources of data for decision-making and monitoring students' growth and development. Students will develop proficiency in the administration and interpretation of diagnostic, formative, summative, and authentic assessments and review strategies related to utilization of various screening tools for identifying children needing additional interventions.

EDUC 577 Trauma Informed Practices (3)

This course prepares students with knowledge and skills regarding social emotional learning and how it relates to resiliency. The course presents research linking social emotional learning to positive and negative aspects of human development. Theoretical frameworks on social and emotional wellness will be explored. Special focus will include: Adverse Childhood Experiences (ACEs), trauma and its impact on development and learning, mental illness and mental wellness, including how life experiences and conditions can impact growth, development, and learning of children, adolescents and young adults. Course content will include the benefits and models of Multi-tiered Systems of Support. Field work hours are part of this course.

EDUC 578 Social, Emotional Learning and Collaborative School Based Relationships (3)

This course is designed to equip participants with the knowledge and skills necessary to foster a collaborative environment that promotes social and emotional growth in students. Through a combination of theoretical foundations, practical applications and experiential learning participants will explore various strategies for building strong relationships, fostering empathy, promoting effective communication, and resolving conflicts constructively. Participants will develop a comprehensive understanding of collaborative social and emotional learning principles and develop strategies to create supportive environments in schools. Key topics include Understanding Social and Emotional Learning Frameworks; Building Collaborative Environments; Effective Communication Strategies; Promoting Diversity, Equity and Inclusion in Collaborative Settings; Implementing Collaborative SEL Practices within a Multi-Disciplinary Team approach. This course will include a combination of readings, discussion boards, case studies, field experiences and reflective exercises.

EDUC 579 Issues and Trends in Digital Learning (3)

In this course, students have the opportunity to research and analyze current issues and trends in digital learning. Students will examine new and emerging trends including next generation digital learning environments, open educational resources (OER), digital literacy and citizenship, and the role of social media in learning. Issues related to privacy, security, and access to technology will be considered.

EDUC 580 Instructional Technology Administration and Management (3)

This course is designed to introduce participants to the issues involved in the administration and management of instructional technology including leadership, planning, management of resources, project management, and the impact of effective technology management on organizations and their stakeholders. The course will introduce students to leadership theory and applications for effective administration and management within organizational settings.

EDUC 581 Innovative Instruction and Leadership (3)

In this course, students are given the opportunity to research emerging technologies, adapt and/or design novel teaching and learning strategies, and develop skills as agents of change. Topics include, but are not limited to, makerspaces, augmented and virtual reality, artificial intelligence, learning analytics, and adaptive learning. Other topics may include emerging approaches to teaching and learning such as open educational resources, badging and credentialing, and specifications grading. A primary focus of the course will be to prepare the student to become an effective advocate, manager, and leader of change

EDUC 582 Dance Pedagogy (3)

Students will learn a range of dance teaching methods and they will evaluate how to apply these methods in a classroom setting. Further, students will connect these methods to historical and philosophical developments in dance pedagogy. They will create and implement strategies for responsive teaching and instruction modification to accommodate diverse learners. Responsive teaching instruction will include peer teaching methods and opportunities to practice giving and receiving teaching feedback. Students will compare and contrast various cultural relationships between music and dance and select music for the K-12 dance classroom. This course will address safety and consent in the classroom including how to implement age-appropriate imagery and provide tactile feedback. Students will gain knowledge about National Core Arts Standards in Dance and investigate how these standards and benchmarks can be a tool for structuring curriculum. They will identify the skill sets developed through dance and address the range of careers in the dance field. Coursework includes investigating the range of professional organizations that support dance educators, and students will research scholarly journals and resources that promote continuing education.

EDUC 583 Dance Aesthetics and Criticism (3)

In this course, students will formulate their personal artistic viewpoint. This begins with establishing a foundational understanding of the communicative and expressive capability of movement and dance. Further, students will analyze and synthesize movement observation with attention to the historical, cultural, and philosophical context. Contemporary approaches to dance dramaturgy will be introduced and discussed. Students will develop skills to write and respond critically to performance while considering audience, thematic content, and choreographic methods. This work will include identifying genre specific aesthetic values and recognizing and discussing theories and philosophies of dance and relevant disciplines.

EDUC 584 Dance History (3)

This course will address dance as a global phenomenon from a range of cultural perspectives. Students will discuss how dance encompasses a myriad of meanings as an art form and as a cultural practice. They will compare dance aesthetics from different geographic regions and time periods to understand how dance reflects practitioner's beliefs. Students will analyze how dance forms circulate to understand the role and function of dance in a cross section of cultures. Further, they will evaluate the culturally specific process of citing and attributing credit to dance communities and individual choreographers. They will identify how nationalism and colonization have impacted a range of dance practices. Finally, the students will distinguish how dance has been commodified int eh 20th and 21st century and think critically about the role of technology and media in this process.

EDUC 585 Dance Production and Technology (3)

Students will acquire knowledge about elements of dance production including lighting, sound, technology, costuming, and stage management. Students will review production processes including schedules and budgeting. This course will address how to supervise an audition room from a stage management perspective, and students will learn different approaches to lighting an original piece versus implementing a previous design, Requirements for site specific performance practices will also be discussed. Students will implement dance technology resources including multimedia applications and emerging technologies. In this process, they will analyze which technologies are suitable in various

situations and they will learn how to ensure that technology meets accessibility standards. Students will recognize and apply best practices for effective and safe use of materials, equipment, technology, and tools.

EDUC 586 Choreography and Composition (3)

Students will be introduced to a range of choreographic structures, principles, and forms. Throughout this course, students will learn how to apply these choreographic tools to create intentional expression through movement. This course will address strategies for choreographing performance pieces, and methods for teaching choreography tools. Students will compare how these tools can be applied in a variety of contexts with attention paid to setting, participants, and genre. They will analyze the use of time, space, and energy in their movement creation process. Students will research techniques for teaching musical phrasing, syncopation, and diverse approaches to counting beats of music in the classroom setting. Further, students will demonstrate how to develop a concept, problem solve, and work with collaborative compositional forms such as music, film, and visual art. Techniques for choreographing musical theatre performances will be addressed. Students will identify and apply equitable casting practices and methods for structuring the rehearsal process. Students will differentiate how to approach staging original choreography versus restaging pre-existing choreography. This will include examining how to secure copyright and permissions for choreography, music, set pieces, costumes, and other materials. Students will formulate approaches for solo and group choreography while learning strategies to work with each dancer's individual skill set to ensure dancers receive equitable opportunities to perform.

EDUC 587 Teaching Dance Methods PreK-12 (3)

Teaching Dance Methods PreK-12 is designed for preparing graduate students to reach dance education. Students will learn a conceptual and comprehensive model of dance education that embraces dance as an art form and a lifelong physical activity. Students will gain the tools they need to teach various dance forms, create effective lesson and unit plans, and develop a curriculum that meets arts and education standards. Integrating the theories of multiple intelligences with learning styles, students will learn a variety of teaching techniques to be able to differentiate instruction to meet the needs of PreK-12th grade students. Students will utilize the Charlotte Danielson Framework for Teaching to best design their lessons.

EDUC 588 Student Teaching Seminar- Dance Education (3)

Seminar course is for all students enrolled in the M.Ed in PK-12 Dance Education Certificate Program who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. Reflective journal maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship

EDUC 589 Student Practicum Experience in Social Emotional Learning (3)

The Practicum in Social Emotional Learning is designed to provide students with practical experience and skills in implementing social and emotional learning (SEL) strategies in educational settings. Through a combination of classroom instruction, hands-on experiences and reflective practice, students will deepen their understanding of SEL theory and its practical application in a diverse educational setting. Students will examine the role of culture, diversity, and equity into SEL implementation and how to adapt SEL practices to meet the needs of all students. Students will engage in a variety of activities, including observing and assisting experienced educators in implementing SEL programs, designing and facilitating SEL lessons and activities, and collaborating with school staff, parent, families, and communities to promote a positive school climate and foster students' social and emotional development. Students will document their experiences through classroom logs, weekly reflections, and submission of artifacts with detailed descriptions.

EDUC 595/596/597 Special Topics
(Prerequisites: EDUC 520, EDUC 524, and EDUC 530)

EDUC 601 Practicum I in Learning, Design, and Technology (3)

This practicum experience is designed to provide the student with experiences in the following areas where the student will apply knowledge and skills learned in the MA program in Learning, Design, and Technology; emphasis will

be on instructional design, assessment, trends and professional responsibilities. In this practicum, students will develop skills in following areas: design and development of online instruction; delivery of online instruction (teaching); assessment of online learning; emerging trends and professional responsibilities in online instruction. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified career objectives and goals. The fieldwork experience is expected to contain adequate rigor that both demonstrates practical application of coursework from the MA program as well as provide new opportunities for the student's professional growth. A daily log and an electronic portfolio will be completed during the course.

EDUC 602 Practicum II in Learning, Design, and Technology (3)

This practicum is intended to provide the student with field-based experiences in one or more of the following areas: oversight of instructional technology infrastructure within an organizational setting; integration of technology into curricular planning and instructional design; management and administration of instructional technology programs and projects; research, problem solving, and product development of instructional technological applications.
The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified career objectives and goals. Emphasis will be on the development and application of administration, management, and leadership of instructional technology projects that foster best practices in learning, design, and technology. A daily log and an original research project will be completed during the practicum.

EDUC 603 Field Work in K-12 Schools in Learning, Design, and Technology (3)

This K-12 schools focused fieldwork course is intended to provide the student with experiences in several of the following areas in schools: design and development of online instruction; delivery of online instruction (teaching); assessment of online learning; emerging trends and professional responsibilities in online instruction. The onsite supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. The field experience is expected to contain adequate rigor that both demonstrates practical application of coursework as well as provide new opportunities for professional growth. A daily log and an electronic portfolio will be completed during the course.

EDUC 604 Practicum in K-12 Schools in Learning, Design, and Technology (3)

Practicum experience in K-12 is intended to provide the student with K-12 experience in one or more of the following areas: oversight of instructional technology infrastructure within an organizational setting; integration of technology into curricular planning and instructional design; management and administration of instructional technology programs and projects; research, problem solving, and product development of instructional technological applications. The onsite supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. Emphasis will be on the development and application of administration, management, and leadership of instructional technology projects that foster best practices in learning, design, and technology. A daily log and an original research project will be completed during the practicum.

EDUC 623 Student Teacher Seminar: PreK-Grade 4 (3)

Seminar course for all students enrolled in the Master of Education with Certification PreK-Grade 4 program who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. A reflective journal will be maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship.

EDUC 624 Student Teacher Seminar: Secondary (3)

Seminar course for all students enrolled in the M.Ed. in Secondary Education who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. Reflective journal maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship.

EDUC 625 Student Teaching Practicum (6)

Each student will be placed at an appropriate certification site – early childhood, elementary, or secondary school – for a 14-week student teaching semester. Prerequisites: Successful completion of all competencies, course work and field experiences; 3.00 GPA overall; Act 34 and 151 clearances. Successful completion of required PRAXIS exams.

EDUC 627 Mentorship for ABCTE Certification – PreK – 4 (0)

Once having enrolled with the American Board for Certification of Teacher Excellence, having passed the Professional Teaching Knowledge and Multisubject exams, completed the required 2 graduate courses, submitted required paperwork, and received a Temporary Teaching Permit through PDE TIMS, candidates will be supervised in a full time 60-day mentoring teaching placement in their certification area under the supervision of a university mentor.

EDUC 640 Mentorship for ABCTE Certification – Secondary Grades 7 – 12 (0)

Once having enrolled with the American Board for Certification of Teacher Excellence (ABCTE) and then having passed the Professional Teaching Knowledge and Content Tests, students will be supervised in a 60 day mentoring teaching placement under the supervision of a university mentor.

EDUC 710 Theory and Practice of Leadership (3)

Based upon the Program's Beliefs and Assumptions, the Theory and Practice of Total Leadership is designed to introduce the cohort members to one another, to the faculty, to the program format mechanisms and expectations, and to an overview of the body of knowledge to be studied, paying particular attention to leadership theory, and the practice of leadership through observation and study. Cohort members will be expected to develop a draft plan of action for the professional practica including specification of possible mentor(s), site(s), and experiences. Cohort members and program faculty will further determine areas of study and research interest that will eventually lead to each cohort member's selection of a dissertation topic. To facilitate the interpersonal "bonding" that optimizes a group's problem-solving abilities, the cohort and faculty will participate in outdoor education, group problem-solving, and community building activities of two days' duration. This activity will be led by experts in the field of experiential education and leadership training, and the Learning Facilitator. This will be followed by two days of classroom instruction.

EDUC 711 Mitigating Differences (3)

In this course, students will explore conflict as a form of human interaction. Students will examine how culturally and contextually-bound values; motivations; ideas; beliefs; and drives fuel conflict-interactions. Meaning-making; sense-making; conflict theory; expectancy and equity theories; and the content theories of motivation will be explored. The student will also examine his or her needs, identify points of contention, and determine how he or she mitigates and facilitates critical moments.

EDUC 712 Cultivating Ethical Diversity (3)

This course will focus on dimensions of cultural differences, leadership and diversity, including effective and ethical leadership practices in a wide range of diverse settings and organizations. Students will research, analyze, synthesize and evaluate contemporary leadership literature, theories and practices in the context of diversity and diverse organizational contingency variables. Students will identify and develop organizational leadership competencies which incorporate cultural diversity dimensions, complex system analysis, interrelationship variables, ethics, legal issues, and globalization. Students will identify benchmarks to build cross cultural competencies and personal growth through exercises, professionally reflective practice, and completion of assignments aligned to course objectives.

EDUC 713 Organizational Development (3)

This course immerses the student in Positive Organization Development (POD), which is the effort dedicated to the positive cultivation and strengthening of human systems (formal and informal groups; communities; and societies), in order to increase their effectiveness and enhance organizational performance. The student will explore POD and Innovation-inspired Positive Organization Development (IPOD) interventions; the application of inclusive methodologies and strength-based strategies; organization design and leadership requisite to enable strategic paradox, organizational sustainability; the myths surrounding resistance to change; mindful organizing; and collective efficacy. Students will apply Positive Organizational Scholarship (POS) theories and models, and Appreciative Inquiry (AI) approaches to the study of organizational development and the transformative process.

EDUC 714 Research Methods I: Quantitative Methods (3)

This course will provide the doctoral candidate with the fundamental knowledge and skills in quantitative research methods in educational research that are used to conduct the doctoral dissertation. Course content will prepare candidates for the tasks of: a) formulating theory and research-based hypotheses; b) developing a quantitative research design related to the hypotheses; c) developing a research plan that provides a detailed description of the proposed study including the sampling plan, instruments, and data collection techniques; and, d) analyzing data using statistical software (SPSS, EXCEL). Upon the successful completion of this course, students will be able to demonstrate the skills of specifying testable hypotheses and then designing a proposed methodology that identifies how the research design will be implemented. Prime emphasis will be placed on hypothesis testing, examining relationships between constructs and/or the advancement of educational theory using the scientific method. Specific focus will be given to examining the methodology of survey research, experimental design and quasi-experimental design. Attention will also be given to the analysis of quantitative data using statistical software packages that are well-suited to social scientific research.

EDUC 715 Research Methods II: Qualitative Methods (3)

This course will provide the doctoral candidate with the fundamental knowledge and skills in qualitative research methods in educational research that are used to conduct doctoral dissertations. Course content will prepare candidates for the tasks of: a) specifying an initial set of research questions for the qualitative study based on theory and prior research; b) formulating a qualitative research plan related to the set of research questions; c) developing a qualitative research plan that identifies the overall approach that will be used in the dissertation; c) developing a research plan that provides a detailed description of the methodology including the proposed site and sample selection, instruments, data collection techniques; and, d) qualitative data analysis. Upon the successful completion of this course, the student will be able to demonstrate an understanding of the types of problems for which qualitative methods are well suited and the skills needed to design and conduct a high quality dissertation using qualitative research methods.

EDUC 720 Art and Science of Authenticity (3)

The *Art and Science of Authenticity in Leadership* begins a journey of the philosophical undergirded with the practical. It serves as the foundation of a six course series intended to provide a framework for the learner to develop a philosophy of leading in the 21st Century. Authenticity is the key ingredient of all long-term successful leadership. Authenticity understood causes a leader to be worthy of acceptance, of being followed. The course builds from the idea that authenticity is based upon being true to one's self, of understanding one's purpose, mission and, critically, core values. We begin with an exploration of personal beliefs about learning, children and other minor topics. From this reflection learning is focused on the personal: purpose, mission, core values and a critical understanding of ethics. We then transcend to an in-depth dialog on ethics and the morality of leadership. Building on an understanding that authenticity is critical to transformation the learner is challenged to determine if his / her purpose, mission and core values are congruent to the organization. This involves the critical behaviors of listening, engaging and planning. We conclude with a real time, data driven question / reflection on personal authenticity, research on beliefs, mission and core values of staff tied to an understanding of growing congruency within the organization. This reflective practicum concludes with a peer dialog on beliefs, core values, mission, ethics and what authenticity means to the learner.

EDUC 721 Art and Science of Visionary Leadership (3)

The Art and Science of Visionary Leadership is the second course in a series designed to provide the learner with a complete framework for leading. The intent is to aid the leaner in developing a real time applicable vision of an organization working at its ideal best. In practice leaders must be masters at building a compelling purpose, a passion that galvanize others to action. But, passion and vision are of no use if trust does not exist. This second course in the Total Leader Leadership Framework is focused on the importance of connecting authenticity to vision to purpose in such a way as to build trust within the organization. It is at this point; at the intersection of trust and vision that one has an organization prepared to create an imaginative plan for its future.

EDUC 722 Art and Science of Cultural/Relational Leadership (3)

The Art and Science of Cultural/Relational Leadership is the third course in a series of six courses, designed to provide the learner with a complete framework for leading organizations. T*he Art and Science of Cultural/Relational Leadership* course is the hub of the series of courses. Establishing, monitoring and modeling a positive culture and

creating strong relationships are crucial to the long-term success of any organization. Cultural/relational leadership is participatory and interpersonal. The central purpose of cultural/relational leadership is to establish a productive change process and provide vested ownership in the success of achieving the organizational purpose, mission and vision. All organizational members must have a sense of efficacy in the creation of a positive culture of where everyone is learning and striving to make the organization better. When cultural/ relational leadership is working at its ideal best everyone is empowered, engaged and committed to the vision.

EDUC 723 Art and Science of Quality/Capacity Leadership (3)

The Art and Science of Quality/Capacity Leadership is the fourth course in a total leadership framework. In the previous courses the learner discovered organizations do not change unless there is a compelling purpose, a clear vision and people who are committed to changing. This course demonstrates that organizations will not improve unless people have the capacity to change and improve. Quality leaders stimulate people to grow and in turn people will increase their own expectations and production.

EDUC 724 Art and Science of Systems and Service Leadership (3)

The *Art and Science of Systems and Service Leadership* is the fifth step in dynamic transformation. The course is designed to challenge thinking targeted at the Achilles heel of leadership; systems and service design. Systems / Service is focused on three targets: adult motivation / learning, sustaining the purpose / mission / vision and restructuring systems to insure result. Primary is system design that enhances adult learning and freedom to excel tied to student performance. The course opens with research and discussion on managing the purpose / vision / mission. This includes learning in clarifying, articulating and forward planning to gain traction. Management skill is challenged and enhanced through units on restructuring to achieve results. Dialog and problem solving relative to learning occur in data analysis and application, problem solving, aligning and allocation of capacity and re-framed systems planning based upon a decade time frame. The learner explores the design of systems within context that serve to inherently motivate, reward initiative and identify poor performance each targeted to enhancing teacher transformation and subsequently, student performance. The course ends with a job embedded practicum focused on ethnographic study of a pre-determined special needs problem. The practicum for learners not within education are custom designed to study real time problems.

EDUC 725 Art and Science of Communication in Leadership (3)

The Art and Science of Communication in Leadership is the sixth in a series and the final course targeted at the trigger of transformation. If a leader is blessed with a great vision yet, cannot effectively communicate or engage others to walk along, the journey is without hope. If a leader is a skilled communicator but is unclear as to destination, then the effort is wasted. The culture in each case simply cannot transform, there are too many factors aligned against the effort. The Art and Science of Communication in Leadership is designed as a beginning in the journey toward congruency; that point where a staff and leader are absolutely attuned to the purpose, mission and vision, to the point of shared passion. The course addresses five critical ideas. It begins with a look at personal style an underestimated factor as we push for one size fits all best practice and magic answer solutions. Unit 1 is designed as a reflective reality check on the personality and style of the leader targeted on how these truths impact communication. This opening unit is followed by a series of explorations. Each is characterized through a question. What critical behaviors are in need of change within the leader and organization? How are the issues of listening, hearing, responding and conflict management addressed in a 21st century context? What is the leader's / organization's message and how can it be honed as to pitch, clarity and consistency? How are 21st century communication systems best used and managed in an effort to embed the mission over time? There are no secret answers; great communication is neither easy nor natural. Leaders are different and within those differences each must determine how best to deliver, implant and focus the message. To develop these critical philosophies this course is built around a series of required readings, reflective writings and discussions with the ending outcome being a customized outlook and philosophy on communicating.

EDUC 738 Educational Administration (3)

This course provides the supervisor in-training with a foundation of the educational theories and research that affect the day-to-day administration of schools. Topics will include theories of organization, educational foundations and structures, supervision of personnel, collaboration and team-building, school improvement planning, and organizational climate. This course is designed to examine the social-systems model and the four critical elements of school life—

structure, motivation, culture and politics. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

EDUC 740 Introduction to Research Writing (3)

The purpose of this course is to introduce students to the method of scholarly writing, especially as it takes the form of a five chapter dissertation and the form of scholarly articles. Students will compare/contrast elements of existing dissertations and scholarly articles, eliciting the main components of each. Using a rubric, students will write and peer critique introductory approximations of making a scholarly argument, supporting it with a literature review and suggesting plausible research methodologies whereby a research question might be studied. Self-reflection in learning reports, peer critique and instructor feedback will lead to identification of writing skills to be further developed during the program.

EDUC 741 Dissertation Seminar (3)

The Dissertation Seminar will prepare the student for the dissertation process. A dissertation is a rigorous, ongoing substantial learning experience. This course will lead the student to drafting a very close approximation to the first three chapters of the student's dissertation, i.e., the dissertation proposal. The student will have opportunities to both develop and to critique: presentations of a research problem, reviews of literature that justify the research problem, and methodologies that best address the research question(s). During the dissertation writing process, the student will write several drafts of the various parts of the document. The student's committee members will provide critique and feedback. Remember the history of scholarly writing – development, feedback, rewriting are central to the scientific writing process. In this course, the student will reflect critically upon plans for future learning via Learning Reports. They will be, in a sense, the student's self-critique and plans for growth in the process.

EDUC 744 Dissertation Research Design (3)

By the conclusion, students will be expected to have completed a substantial update of Chapters 1, 2, and 3 of the dissertation. Under the direction of their dissertation chair, the student will revise and present to the dissertation committee highlights of the draft of the first three chapters developed during the Dissertation Seminar and revised during this course. The focus of this course is to prepare students to present a dissertation proposal to a committee of three faculty and/or community representatives who have a terminal degree.

Upon approval of the dissertation proposal by the committee, the student will prepare the appropriate Institutional Review Board packet of materials for approval by their dissertation chair and doctoral program director. The doctoral program director will then submit the materials for approval by the University IRB committee.

EDUC 745 The Principalship (3)

This course is designed to present an overview of the principal's role in relation to leadership, supervision, organization management, and community interaction. Topics include transactional and transformational leadership, systems theory and standards aligned systems, learning communities, data-driven decision-making, strategic and continuous school improvement planning, change theory, school culture and climate, personnel, scheduling, budgeting, building management, and interactions with constituent groups. Through scenarios and case studies, participants will consider and discuss issues faced by school principals. Course activities will enable students to internalize the PA Leadership Core and Corollary Standards and adopt strategies and practices reflective of them. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

EDUC 746 Curriculum and Supervision and Leadership (3)

This course is designed to foster professional growth in supervision and leadership. Curriculum Supervision and Leadership supports district-wide curriculum specialists and other educations in their endeavors to contribute to the field of teaching and learning. Students will be introduced to models of supervision including theory, design and techniques as they learn how to supervise instruction and personnel, evaluate staff, identify professional development needs and resources, manage staff conflict, and organize, facilitate and evaluate professional development programs. Students will develop collaborative collegiality, i.e. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

EDUC 749 Applied Research Practicum I - School Administrator – School Principal K-12 (3)

This course provides the supervisor in-training with a foundation of the educational theories and research that affect the day-to-day administration of schools. Topics will include theories of organization, educational foundations and structures, supervision of personnel, collaboration and team-building, school improvement planning, and organizational climate. This course is designed to examine the social-systems model and the four critical elements of school life—structure, motivation, culture and politics. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).

EDUC 750 Applied Research Practicum II - School Administrator – School Principal K-12 (3)

This field-based practicum is designed to give the prospective school principal experience under the guidance of a practicing school administrator or supervisor. The practicum requires the completion of 360 hours (approximately 180 hours completed during Practicum I and the additional 180 hours completed during Practicum II) of diverse K-12 environments. The practicum should cover a broad range of administrative responsibilities including, but not limited to: leadership, the role of principal as an instructional leader, experiences with school organization and structures within a social and political environment, legal issues and responsibilities, the fiscal operation of the school, the role of the principal in building community relations, and professional development. Collaboration with administrators, including the principal and vice-principal, is considered vital and necessary for the student's professional development during the practicum experience. The on-site supervisor will assist the student by providing opportunities that coincide with the student's identified objectives and goals. A Practicum log and a certification project will be completed during the practicum. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration.

EDUC 751, 752, 753 Dissertation Writing I, II, III (3)

This is the final phase of the doctoral process. Each candidate will work with a Dissertation Chair and at least two other committee members, to finalize and defend the first three chapters of the dissertation, which had been developed during the Dissertation Seminar: Statement of the Problem; Literature Review; and Methodology. The proposal will be submitted to the Point Park University Institutional Review Board (IRB), and after IRB approval, the candidate will conduct the research and write the final two dissertation chapters: Findings and Analysis; and Discussion and Recommendations for Future Research. The final defense will be held before the Dissertation Committee (the voting members), but be open to the academic community and any members of the larger community who may have relevance in the dissertation topic. The Dissertation Committee will deliberate privately immediately following the defense and announce findings to the candidate. All credits must be registered prior to the defense.

EDUC 754, 755, 756 Dissertation Writing IV, V, VI (3)

This course focuses dissertation writing as a continuation course for students who need more time to complete the dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed the year following EDUC 753.

EDUC 761, 762, 763 Dissertation Writing VII, VIII, IX (3)

This course focuses dissertation writing as a continuation course for students who need more time to complete the dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed during year two after the completion of all degree requirements.

EDUC 771, 772, 773 Dissertation Writing X, XI, XII (3)

This course focuses dissertation writing as a continuation course for students who need more time to complete the dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed during year three after the completion of all degree requirements.

EDUC 781, 782, 783 Dissertation Writing XIII, XIV, XV (3)

This course focuses dissertation writing as a continuation course for students who need more time to complete the dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed during year four after the completion of all degree requirements.

EDUC 791, 792, 793 Dissertation Writing XVI, XVII, XVIII (3)

This course focuses dissertation writing as a continuation course for students who need more time to complete the dissertation. Students focus on dissertation methodology, data analysis, and recommendations for future research. Students continue to work with the dissertation chair to complete and defend a five-chapter dissertation, completed during year five after the completion of all degree requirements, reaching the statute of limitations.

SPED – SPECIAL EDUCATION

SPED 520 Instructional/Assistive Technology and Universal Design (3)

This introduction to Assistive and Instructional Technologies will explore the use of a wide range of technology tools that can be utilized to meet the academic and communicative needs of students with special needs and abilities. Students will discuss the legislative, educational, and ethical foundations upon which assistive technology integration are grounded. Students will utilize the SETT framework and feature-match principles to identify, apply, and assess instructional and assistive technology tools for use by individual students as well as larger learner groups. Finally, students will complete a detailed research paper focused on one particular piece of assistive technology currently utilized by students who have disabilities and present the findings in class. The in-class presentation should include a mini demonstration of the use of this technology and how this technology can support classroom instruction.

SPED 533 Special Education and Inclusive Practices (3)

This introductory course will provide the student with an overview of the field of special education with emphasis on the evolution of special education and the legal basis for the current types of programs and services delivered to students with disabilities. Students will learn about the various categories of disabilities and the impact of these on the educational programs of special needs students. Students will examine instructional and behavioral strategies that promote positive learning experiences for students with disabilities. Observations of students with disabilities in a variety of educational settings and service delivery models will be required. Interaction will take place with special education professionals who are currently working with and delivering services to students with disabilities in various school settings. An additional student requirement of this course will include an in-depth report and class presentation on a disability area of research interest to the student. Parameters and details of this project will be discussed and agreed upon between instructor and student during the first two weeks of class. Prerequisite: Current clearances as required by PDE

SPED 534 Differentiated Instructional Practices in the Inclusive Classroom (3)

This course will provide information on how educators can differentiate instruction to meet the needs of their students with disabilities in the regular classroom setting. Included in this course will be a review of the components of differentiated instruction and how these components can be implemented in the regular education setting. Students will learn how to assess the learning styles and needs of their students as they acquire skills to manage a classroom where a variety of instructional strategies are used. Data-based and data-driven decision making as it relates to the teaching of academics will be included. While observing lessons in specific content areas, students will analyze instructional practices observed to determine which will be the most effective for students with disabilities. Students will be required to demonstrate the strategies presented in class and apply these strategies in demonstration lessons in their areas of teacher certification. Finally, students will complete an in-depth research paper on a specific component of differentiated instruction (learning strategies, adapted grading procedures, etc.) and present the findings of this research paper to the class.

SPED 535 Positive Behavioral Interventions and Supports (3)

This comprehensive course is designed to provide students an understanding of the integration of PBIS, with the

Multi-Tiered System of Support (MTSS) framework alongside the principle of SEL, using evidenced-based, positive, proactive, and responsive behavior interventions and supports and strategies in classrooms. Based on a historic exclusion of students with behavior problems from schools, the Individuals with Disabilities Act of 1997 emphasizes the use of functional assessments and positive approaches to encourage good behavior and remains in the current version of the law as amended in 2004. Within a Multi-Tiered System of Support, these strategies can be used for class-wide, small group or intensified individualized supports for students enriched by SEL principles. Positive behavior support strategies assist the teacher in focusing on instructional time by minimizing disruptions in the classroom. Information and practical training in the implementation of basic classroom management theories and strategies for all students, especially those with behavioral and learning disabilities, will be the focus of this course. Students will learn the fundamental practice and process of Functional Behavioral Assessments and will create a detailed individualized Behavioral Support Plan. Key topics covered include introduction to PBIS, MTSS and the CASEL Frameworks; understanding the core principles and components of PBIS; implementing MTSS to support behavioral success; incorporating SEL competencies into PBIS and MTSS practices; collaboration among educators, administrators, students and families; data-driven decision making for behavior support and intervention; creating a positive and inclusive school climate and culture; addressing equity, and cultural responsiveness in behavior support systems, tiered interventions and supports for diverse student needs. Prerequisite: SPED 533 Special Education Inclusive Practices

SPED 536 Evidence Based Effective Instruction: High Incidence Disabilities (3)

This course will provide an overview of how to teach students with high incidence disabilities. Included in this course will be a review of students who are identified as having a learning disability, a mild intellectual disability or an emotional disturbance. The definition, causes, and characteristics of each disability will be presented in order for the students to develop a thorough understanding of each disability category. In addition, the programs and services that are available for students with high incidence disabilities will be discussed in terms of the range of options and their effectiveness in meeting the needs of these students. Emphasis will be on the best teaching practices to use with students with high incidence disabilities and the accommodations that may be necessary in order for them to learn. The importance of building family partnerships and understanding the impact this can have on a student's progress will be discussed. Consideration will be given to the role that collaboration and communication plays in the Individual Education Program (IEP) plan and the ability to successfully program for students with high incidence disabilities. Finally, students will choose a high incidence disability and complete an in-depth research paper with a focus on the characteristics of this disability as well as the instructional and behavioral strategies and effective instructional practices necessary to support the learning and achievement of these students in the regular education classroom environment. The results of this research paper will be presented to the class prior to the end of the term.

SPED 537 Evidence Based Effective Instruction: Low Incidence Disabilities (3)

This course will provide an introduction to children with physical, multiple, health and sensory disabilities and their educational implications. The material will emphasize the importance of school personnel needing to understand the student's disability in order to meet his or her unique needs and to provide an appropriate education. The students will also learn the importance of a team in order to support a student with complex disabilities as they progress through the educational system. Students with physical, health and multiple disabilities have needs that require many different types of professional expertise in order to receive an appropriate education. The students will exam the importance of team approaches as they relate to the education of these students. Some of the disabilities covered in this course are: cerebral palsy, traumatic brain injury and spinal cord injury, spina bifida, osteogenesis imperfecta, juvenile rheumatoid arthritis, vision loss, hearing loss, muscular dystrophy, cystic fibrosis. Treatments for the conditions will also be covered. It is important for educators to understand the different conditions and the treatments so that they are better able to work with other specialists involved with their students. The course will also introduce students to the role that families play in the education of their child. The students will also have the opportunities to observe students in classrooms and in other therapeutic settings on site and through DVDs. In addition, students will interact with professionals who are currently working with children in schools and therapeutic settings. Finally, the student will choose a low incidence disability and complete a research paper with a focus on the characteristics of this disability as well as the instructional and behavioral strategies and effective instructional practices necessary to support the learning and achievement of these students in both the regular education classroom and in the delivery of pull-out services when appropriate. The results of this research paper will be presented to the class prior to the end of the term.

SPED 538 Secondary Transition Processes and Procedures (Grades 7-12) (3)

This course will provide an introduction to children with physical, multiple, health and sensory disabilities and their educational implications. The material will emphasize the importance of school personnel needing to understand the student's disability in order to meet his or her unique needs and to provide an appropriate education. The students will also learn the importance of a team in order to support a student with complex disabilities as they progress through the educational system. Students with physical, health and multiple disabilities have needs that require many different types of professional expertise in order to receive an appropriate education. The students will exam the importance of team approaches as they relate to the education of these students. Some of the disabilities covered in this course are: cerebral palsy, traumatic brain injury and spinal cord injury, spina bifida, osteogenesis imperfecta, juvenile rheumatoid arthritis, vision loss, hearing loss, muscular dystrophy, cystic fibrosis. Treatments for the conditions will also be covered. It is important for educators to understand the different conditions and the treatments so that they are better able to work with other specialists involved with their students. The course will also introduce students to the role that families play in the education of their child. The students will also have the opportunities to observe students in classrooms and in other therapeutic settings on site and through DVDs. In addition, students will interact with professionals who are currently working with children in schools and therapeutic settings. Finally, the student will choose a low incidence disability and complete a research paper with a focus on the characteristics of this disability as well as the instructional and behavioral strategies and effective instructional practices necessary to support the learning and achievement of these students in both the regular education classroom and in the delivery of pull-out services when appropriate. The results of this research paper will be presented to the class prior to the end of the term.

SPED 540 Autism Spectrum Disorders (3)

This course will provide an introduction to children with Autism Spectrum Disorder (ASD). The material will include current research on causes, characteristics, assessment and treatment of this disorder. The students will receive an overview of the information necessary for teachers to be adequately informed if they have a child in their class with ASD. Students will also learn the importance of collaborating with other team members in order to support students with ASD as children progress through the educational system. Areas covered include assessment, evidence based practices, applied behavioral analysis, and the importance of social skills and communication learning. Students will be introduced to the role that families play in the advocacy for their child from their input at an IEP meeting to developing support groups for other families. The students will also have the opportunities to observe children with ASD in the classrooms and in other therapeutic settings on site and through DVDs. Students will interact with professionals who are currently working with children with ASD in school and in therapeutic/community settings. Finally, as a part of the student observations in classrooms and other therapeutic settings, the graduate student will complete an in-depth case study of one student diagnosed on the autism spectrum focusing on the effective instructional practices, behavioral and communication supports and assistive technology as identified in the child's Individualized Education Program (IEP) plan.

SPED 542 Intensive Reading, Writing, and Math Interventions (3)

This course will provide information regarding effective instructional practices including strategies and interventions in the area of reading, writing and mathematics for the special education teacher delivering instruction to students with disabilities. Emphasis in the course will include a history of instructional practices and delivery of intensive instruction in reading and mathematics and the effects on achievement for students with disabilities. In addition, candidates will explore current research based practices and a variety of service delivery models identified as "best practice" with options available for intensive intervention programs and strategies for students with identified disabilities. Candidates will become familiar with PA State Standards, Anchors and Eligible Content in reading and mathematics and the alignment of instructional practices to promote achievement opportunities for all learners. Class participants will experience a variety of "hands on" experiences involving "best practice" programs and strategies. Students will be provided with opportunities to interact with professionals who are currently working in educational settings and utilizing intensive instructional practices in reading and mathematics for students receiving special education services. Finally, the graduate student will choose an intensive reading, writing or mathematics intervention and research the intervention in detail by completing a research paper on this topic. In addition, the student will present the results of her/his research to the class and provide a demonstration lesson to the class as to how this intervention might be implemented.

SPED 550 Student Practicum in Special Education (3)

This field-based practicum/seminar is designed to give the prospective special education teacher experiences under the guidance of a practicing special education teacher. This practicum will combine microteaching strategies and inclusive teaching experiences in order to expose the graduate student to a diverse population of students with disabilities. Emphasis will be placed on understanding how the specific needs of individual students will drive the instructional practices in the classroom. Emphasis will be placed on learning effective classroom management strategies, differentiated instructional practices and managing the plethora of compliance documentation related to special education programs and services. A daily log and a culminating project will be completed during the practicum.

SPED 555 Selected Case Studies in Special Education (3)

This course provides students with a comprehensive overview of special education law. Through case studies, supplemental readings and discussion board, students will be provided with an in-depth analysis of how special education law pertains to their everyday practice as a classroom teacher. Practical applications of the law in the classroom will be emphasized throughout this course, specifically, in the reflection paper and a cumulative case study investigation. Student's final course evaluations will be based on demonstrated understanding of Special Education Law and NCLB via discussions, case study write-ups, the Application paper and a Case Study.

SPED 624 Student Teacher Seminar: Special Education Certification PreK-12 (3)

Seminar course for all students enrolled in Master of Education in Special Education Leading to PA Certification in PreK-12 who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. A reflective journal will be maintained noting how best to translate skill, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship

SPED 634 Leadership for Differentiated Instructional Practices (3)

This course will provide information on how principals and other school leaders will be able to assist teachers to differentiate instruction to best meet the needs of students with disabilities as well as any other students experiencing learning difficulties. Included in this course will be a review of the components of differentiated instruction and how these components can be implemented in the regular education setting. The focus will be in how principals will be able to assist teachers in working with students so that they may achieve their learning goals.

SPED 640 Mentorship for ABCTE Certification – Special Education PreK – 12 (0)

Once having enrolled with the American Board for Certification of Teacher Excellence, having passed the Professional Teaching Knowledge, Multisubject, and Special Education exams, completed the required 2 graduate courses, submitted required paperwork, and received a Temporary Teaching Permit through PDE TIMS, candidates will be supervised in a full time 60-day mentoring teaching placement in their certification area under the supervision of a university mentor.

SPED 734 Differentiated Instructional Practices in the Inclusive Classroom (3)

This course will provide information on how regular educators can differentiate instruction to meet the needs of all of their students, particularly those with disabilities, who are instructed in the regular classroom setting. Included in this course will be a review of the components of differentiated instruction and how these components can be implemented into regular education. Students will learn how to assess the learning styles and needs of their students as they acquire the skills to manage a classroom where a variety of instructional strategies are used. While observing video-taped lessons in the content areas of reading, math, social studies, and science, students will analyze instructional practices observed and determine which ones will be most effective for students with disabilities. In addition to an observation in an actual inclusive setting, direct field experiences will include an interview with the regular educator and the opportunity to assess a school-age student's learning profile. Students will be required to present in class what they learned and experienced about differentiated instruction in their area of certification. Students will be required to prepare for, and attend a full-day seminar as well as complete an assessment during this course as it relates to the Leadership Concentration. (Prerequisite: Master's degree from an accredited institution).