

Full Fall Session (25/FA) August 25, 2025 – December 12, 2025
Accelerated Fall Session I (25/A1)
 August 23, 2025 - October 11, 2025

Accelerated Fall Session 2 (25/A2)
 October 18, 2025- December 13, 2025

Winter Intercession 2025 (25/WIN) December 15, 2024 - January 15, 2025

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Reading	EDUC 510 WB Online 25/FA	Developmental Nature of Reading Instructor: Dr. Jull Yurko	August 25, 2025 - December 12, 2025 Online *Additional Moodle Assignments Required
Reading	EDUC 520 WB Online 25/FA	The Writing Process K-12 Instructor: Dr. Jill Yurko	August 25, 2025 - December 12, 2025 Online *Additional Moodle Assignments Required
Reading	EDUC 605 WB Online 25/A2	ESL Instruction Theory and Practice Instructor: Mr. Brian Stiles	<u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Friday, October 24, 2025 - 5:00pm - 7:00pm Saturday, October 25, 2025 - 9:00am - 3:00pm Sunday, October 26, 2025 - 9:00am - 1:00pm Saturday, November 8, 2025 - 9:00am - 3:00pm Sunday, November 9, 2025 - 9:00am - 1:00 pm *Additional Moodle Assignments Required
Reading	EDUC 590 WB Online 25/FA	Practical Research for Educators Instructor: Dr. Jeanne Conahan	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays beginning on August 27, 2025 6:00pm - 8:45pm *Additional Moodle Assignments Required
Reading	EDUC 575 WB Online 25/FA	Reading Capstone Project Instructor: Jill Yurko	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Special Education	EDUC 586 WB Online 25/A2	Inclusionary Classroom Practices Instructor: Mrs. Regina Myers	October 18, 2025 - December 13, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursdays 5:00pm - 7:00pm *Additional Moodle Assignments Required
Special Education	EDUC 740 WB Online 25/A1	Universal Design for Learning and Response to Intervention Instructor: Dr. Andrew Wojcik	August 23, 2025 - October 11, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Mondays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Special Education	EDUC 590 WB Online 25/FA	Practical Research for Educators Instructor: Dr. Jeanne Conahan	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays beginning on August 27, 2025 6:00pm - 8:45pm *Additional Moodle Assignments Required
Special Education	EDUC 770 WB Online 25/FA	Special Education Capstone Project Instructor: Dr. Jill Yurko	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Special Education/ASD	EDUC 700 WB Online 25/A1	ASD: Etiology Instructor: Mrs. Dawn Shedlarski	<u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Friday, September 19, 2025 - 5:00pm - 7:00pm Saturday, September 20, 2025 - 9:00am - 3:00pm Sunday, September 21, 2025 - 9:00am - 1:00pm Saturday, October 4, 2025 - 9:00am - 3:00pm Sunday, October 5, 2025 - 9:00am - 1:00 pm *Additional Moodle Assignments Required.
Special Education/ASD	EDUC 715 WB Online 25/A2	ASD: Collaboration with Families, Agencies, & Community Instructor: TBA	October 18, 2025 - December 13, 2025 TBA *Additional Moodle Assignments Required
Instructional Coaching	EDUC 501 WB Online 25/FA	Foundations of Instructional Coaching Instructor: Dr. Jessica Jacobs	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursdays 6:00pm - 8:45pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Curriculum & Instruction	EDUC 580 WB Online 25/A1	Curriculum Theory and Design Instructor: Dr. Sunny Weiland	<p>August 23, 2025 - October 11, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Tuesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required</p>
Curriculum & Instruction	EDUC 586 WB Online 25/A2	Inclusionary Classroom Practices Instructor: Mrs. Regina Myers	<p>October 18, 2025 - December 13, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursdays 5:00pm - 7:00pm *Additional Moodle Assignments Required</p>
Curriculum & Instruction/STEM	EDUC 672 WB Online 25/A1	STEM Design Instructor: Ms. Alexandra Konsur-Grushinski	<p><u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Saturday, September 6, 2025 - 9:00am - 12:00pm Sunday, September 7, 2025 - 9:00am - 12:00pm Saturday, September 20, 2025 - 9:00am - 12:00pm Sunday, September 21, 2025 - 9:00am - 12:00pm Saturday, October 4, 2025 - 9:00am - 12:00pm *Additional Moodle Assignments Required</p>
Curriculum & Instruction/STEM	EDUC 674 WB Online 25/A2	STEM Methods Instructor: Dr. Sunny Weiland	<p>October 18, 2025 - December 13, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Tuesdays 5:00pm - 7:30pm *Additional Moodle Assignments Required</p>
Curriculum & Instruction/ESL	EDUC 600 WB Online 25/A1	Second Language Acquisition Instructor: Mr. Brian Stiles	<p><u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Friday, September 5, 2025 - 5:00pm - 7:00pm Saturday, September 6, 2025 - 9:00am - 3:00pm Sunday, September 7, 2025 - 9:00am - 1:00pm Saturday, September 27, 2025 - 9:00am - 3:00pm Sunday, September 28, 2025 - 9:00am - 1:00 pm *Additional Moodle Assignments Required.</p>
Curriculum & Instruction/ESL	EDUC 605 WB Online 25/A2	ESL Instruction Theory and Practice Instructor: Mr. Brian Stiles	<p><u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Friday, October 24, 2025 - 5:00pm - 7:00pm Saturday, October 25, 2025 - 9:00am - 3:00pm Sunday, October 26, 2025 - 9:00am - 1:00pm Saturday, November 8, 2025 - 9:00am - 3:00pm Sunday, November 9, 2025 - 9:00am - 1:00 pm *Additional Moodle Assignments Required.</p>

Program	Course Number/ Format / Semester	Title/Instructor	Dates
ESL	EDUC 601 WB Online 25/FA	ESL Clinical Field Practicum Instructor: Dr. Michelle Dudley	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Thursdays 6:00pm - 8:45pm *Additional Moodle Assignments Required
Curriculum & Instruction	EDUC 590 WB Online 25/FA	Practical Research for Educators Instructor: Dr. Jeanne Conahan	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays beginning on August 27, 2024 6:00pm - 8:45pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 620 WB Online 25/FA	ESL Capstone Project Instructor: Dr. Sunny Weiland	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 535 WB Online 25/FA	Excellence in Teaching Capstone Project Instructor: Dr. Sunny Weiland	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 670 WB Online 25/FA	STEM Master's Capstone Project Instructor: Dr. Sunny Weiland	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required
Curriculum and Instruction	EDUC 990 WB Online 25/FA	School Leadership Capstone Instructor: Dr. Sunny Weiland	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesdays 5:00pm - 7:45pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Gifted Endorsement	EDUC 654 WB Online 25/A1	Service Delivery Options Instructor: Ms. Patricia Macer	August 25, 2025 - December 12, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Mondays 5:00pm - 6:00pm *Additional Moodle Assignments Required
Gifted Endorsement	EDUC 655 WB Online 25/A2	Curriculum Design and Strategies in the Classroom Instructor: Ms. Patricia Macer	August 23, 2025 - October 11, 2025 <u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Mondays 5:00pm - 6:00pm *Additional Moodle Assignments Required
Principal	EDUC 900 WB Online 25/A1	The Principalship Instructor: Mr. Dave Tosh	August 23, 2025 - October 11, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 905 WB Online 25/A2	Principles of Instructional Supervision Instructor: Mrs. Leeta Dennebaum	October 18, 2025 - December 13, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 925 WB Online 25/A1	Elementary School Principal Practicum Instructor: Dr. Barbara Conway	August 23, 2025 - October 11, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 926 WB Online 25/A1	Middle School Principal Practicum Instructor: Dr. Barbara Conway	August 23, 2025 - October 11, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 927 Online 25/A1	High School Principal Practicum Instructor: Dr. Barbara Conway	August 23, 2025 - October 11, 2025 Online *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Principal	EDUC 925 WB Online 25/A2	Elementary School Principal Practicum Instructor: Dr. Barbara Conway	October 18, 2025 - December 13, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 926 WB Online 25/A2	Middle School Principal Practicum Instructor: Dr. Barbara Conway	October 18, 2025 - December 13, 2025 Online *Additional Moodle Assignments Required
Principal	EDUC 927 WB Online 25/A2	High School Principal Practicum Instructor: Dr. Barbara Conway	October 18, 2025 - December 13, 2025 Online *Additional Moodle Assignments Required
Superintendent	EDUC 950 WB Online 25/A1	District Leadership in the 21st Century Instructor: Mrs. Lynn Fuini-Hetten	August 23, 2025 - October 11, 2025 Online *Additional Moodle Assignments Required
Superintendent	EDUC 951 WB Online 25/A2	District Strategic Leadership Instructor: Mr. Michael Roth	October 18, 2025 - December 13, 2025 Online *Additional Moodle Assignments Required
Professional Development Center	EDUC 6029 A Face-to-Face 25/FA	Preventing Child Abuse: Teaching the Emotionally, Physically & Sexually Abused Instructor: Mr. James Marinello	August 25, 2025 - December 12, 2025 <u>On-Campus Times:</u> Wednesdays 5:00pm - 7:45pm O'HARA 117
Professional Development Center	EDUC 6055 WB Online 25/FA	The English Language Students Academy Instructor: Dr. Tara Bruza	<u>Synchronous & Asynchronous Online</u> Synchronous Zoom Times: Wednesday, October 8, 2025 - 5:00pm - 7:45pm Wednesday, October 22, 2025 - 5:00pm - 7:45pm Wednesday, November 5, 2025 - 5:00pm - 7:45pm Wednesday, November 19, 2025 - 5:00pm - 7:45pm Wednesday, December 3, 2025 - 5:00pm - 7:45pm *Additional Moodle Assignments Required

Program	Course Number/ Format / Semester	Title/Instructor	Dates
Professional Development Center	EDUC 6054 Online 25/A1	Restorative Teaching Instructor: Dr. Tara Bruza	<p align="center"><u>Synchronous & Asynchronous Online</u></p> <p align="center">Synchronous Zoom Times:</p> <p align="center">Saturday, September 13, 2025 - 9:00am - 3:00pm Sunday, September 14, 2025 - 9:00am - 1:00pm Saturday, September 27, 2025 - 9:00am - 3:00pm Sunday, September 28, 2025 - 9:00am - 1:00pm</p> <p align="center">*Additional Moodle Assignments Required</p>
Professional Development Center	EDUC 6019 Online 25/A2	Behind the Curtain Instructor: Dr. Brian Pipech	<p align="center">October 18, 2025 - December 13, 2025</p> <p align="center"><u>Synchronous & Asynchronous Online</u></p> <p align="center">Synchronous Zoom Times:</p> <p align="center">Mondays 6:00pm - 8:00pm</p> <p align="center">*Additional Moodle Assignments Required</p>



Fall 2025 Course Descriptions

EDUC 501 – Foundations of Instructional Coaching: This course is designed for all educators at all levels and roles to focus on the foundational knowledge of instructional coaching. Throughout this course, participants will gain experience with the research and theory of coaching, key components of coaching, coaching approaches, coaching cycles, coaching instructional practices, and strategies to improve communication skills. The end goal is for participants to become empowered with the knowledge to create an environment to facilitate change, improve teacher practice, and transform school culture to increase student achievement. (3 credits)

EDUC 510 - Developmental Nature of Reading: The nature of literacy learning is explored from the perspective of children constructing meaning and being actively involved in their learning. The reading-writing relationship and authentic assessment procedures are stressed. (3 credits)

EDUC 520 - The Writing Process K-12: The course examines writing as a means of facilitating language development and learning. Practical means of implementing writing and the writing process into all aspects of the curriculum are examined, along with the reading-writing connection and writer's workshop. The goal of the course is to develop an understanding of the purpose for writing in K-12 classrooms. (3 credits)

EDUC 535 – Master's Project in Excellence in Teaching: Scholarship related to excellence in teaching will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required. (3 credits)

EDUC 575 – Reading Research Capstone Project: Scholarship related to literacy will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required. (3 credits)

EDUC 580 – Curriculum Theory and Design: This course is designed to explore the developmental nature of curriculum in the elementary, middle, and secondary school settings. Distinct theories will be explored as they relate to public, charter, private, and magnet schools. The interrelated nature of the curriculum is stressed. In addition, the concepts of goals and objectives as they relate to the curriculum will be investigated. Current curricular trends will be studied, analyzed, and evaluated using the principles of curriculum development discussed in the course. (3 credits)

EDUC 586 – Inclusionary Classroom Practices: This course will address the development, implementation, and monitoring of individualized management, instructional, curricular, and environmental strategies, and adaptations for all students within a heterogeneous classroom, based upon the curriculum of the school. Pedagogical recommendations and research-based effective instruction methodology is emphasized on a needs-based model incorporating the cognitive, language, attentional, affective, physical, and sensory needs of children. (3 credits)

EDUC 590 – Practical Research for Educators: Developing a Master’s Capstone Project Proposal for the demonstration of scholarship through research and the application of research with a meta-analysis, action research, or a professional contribution is the primary purpose of this course. Students will be able to locate, comprehend, and critique educational research to design and to support their inquiry focus. (3 credits)

EDUC 600 - Second Language Acquisition: This course focuses on the grammar and structure of the English language including the components: phonology, morphology, syntax, semantics, language function and discourse, and dialects. Theoretical perspectives of first and second language acquisition are examined with a pragmatic and sociolinguistic views relating relationships among language, culture, accent, identify, and public perceptions. Through an understanding of applied linguistics, linguistic challenges for language minority students are identified and research-based instructional strategies are reviewed and applied. Professional resources will be developed to foster collaboration with colleagues and the school/community. (3 credits)

EDUC 601 – ESL Clinical Field Practicum: This course is a clinical field practicum for 15 weeks to meet the 60 hours of field experience required for the Pennsylvania ESL Program Specialist Certificate. These 60 hours of field experience includes experience with a certified ESL Program specialist in a public school setting as well as community activities to meet the ESL Program Specialist competencies. Activities will be documented in a portfolio format and monitored by a King’s College supervisor who holds an ESL Program Specialist certificate. The semester-long field experience will underscore the coursework by providing opportunities for practical application of theory and feedback from the practicing ESL Program Specialist as well as the King’s College supervisor. (3 credits)

EDUC 605 - ESL Instruction: Theory and Practice: This course is designed to explore the methods, strategies, research, and resources that enable the student to develop and implement ESL programs to support English Language Learners’ acquisition of the English language and academic cognitive understandings and skills. The students design resources and teaching materials, implement them with their field experiences and provide reports to the class. The students learn, observe, and practice standards-based language proficiency leveled expectations of content lessons and assessments. Emphasis is placed on working with colleagues in their schools to develop resources and trainings facilitating collaboration from school to community to enable ESL students to develop social and academic cognitive English. (3 credits)

EDUC 620 – ESL Master’s Capstone Project: Scholarship related to English as a Second Language will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required. (3 credits)

EDUC 654 – Service Delivery Options: In this course, participants will learn how to select and use data from a variety of assessments to inform instructional decision making to meet the needs of individual students. Participants will design differentiated learning plans and curricula for gifted learners in a school setting. Participants will learn how to select appropriate curricular resources, strategies, products and service options they respond to cultural, cognitive, and affective differences among gifted and advanced learners. Finally, participants will be able to design learning opportunities that foster the development of self-awareness, positive peer relationships, intercultural experiences, self-efficacy, lifelong learning, self-advocacy, and leadership. (3 credits)

EDUC 655 – Curriculum Design and Strategies in the Classroom: In this course, participants will learn how to select and use data from a variety of assessments to inform instructional decision making to meet the needs of individual students. Participants will design differentiated learning plans and curricula for gifted learners in a school setting. Participants will learn how to select appropriate curricular resources, strategies, products and service options they respond to cultural, cognitive, and affective differences among gifted and advanced learners. Finally, participants will be able to design learning opportunities that foster the development of self-awareness, positive peer relationships, intercultural experiences, self-efficacy, lifelong learning, self-advocacy, and leadership. (3 credits)

EDUC 670 – Master’s Capstone Project in Science Education: Scholarship related to science of STEM education will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required. (3 credits)

EDUC 672 – STEM Design: By examining the conceptual development of STEM programs and courses, the goal of this course will be to design learning organizations and environments that support collaborative practice for multidisciplinary integration, interdisciplinary, and transdisciplinary experiences and real-world problem-solving. Global perspectives will be discussed along with a focus on Next Generation Science Standards, PA Core Mathematics Standards, PA Science and Technology Standards. Emphasis will also be placed on the development of teacher and student leadership in a STEM meta-discipline. (3 credits)

EDUC 674 - STEM Methods: This course will explore the implementation of differentiated methods/pedagogies for implementation in courses integrating STEM. Participants will experience model STEM lessons, participate in Problem Based Learning Scenarios, Research components for STEM integration, investigate community resources to advance STEM Education, and create a portfolio of resources, lessons, and project-based activities. Emphasis will be on the designing and facilitating lessons implementing a learning cycle model for student-centered inquiry learning for collaborative multidisciplinary, interdisciplinary, and transdisciplinary environments. (3 credits)

EDUC 700 – ASD: Etiology: This course is an introduction and overview of characteristics and learning traits of autism spectrum disorders (ASD). The course is an examination of the common manifestations of ASD including the psychological, physiological, behavioral, social, communication, and educational characteristics of individuals who have been identified on the spectrum as having Autism, Pervasive Developmental disorder, Rhett's disorder, Asperger's syndrome, and Childhood Disintegrative Disorder. The classification system, assessment strategies / issues, approaches, and interventions related to individuals with ASD will be explored. Focus will be on causes, diagnosis, and intervention. The theoretical, prevalence, and scientific hypothesis related to the etiology of ASD will be researched and explored. (3 credits)

EDUC 715 – ASD: Community Collaboration: This course is designed to promote the collaboration process between, schools, family, and community. Schools can no longer rely on just the educational system to deliver the services needed to the diverse student populations in our schools. Advocacy reaches out not only to the educational community but also to officials involved with law enforcement, health care (including first responders) and individual groups that connect with the family needs. The course will also emphasize the importance of the transition process in the schools in identifying instructional programs to meet the unique individual needs of each student for school to work partnerships. Legal mandates and requirements will be examined. (3 credits)

EDUC 740 - Universal Design for Learning and Response to Intervention: This course provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but flexible approaches that can be customized and adjusted for individual needs. This course is designed with the objective to assist the graduate student in connecting core standards to acceptable accommodations, adaptations, and viable modifications to adjust the curriculum of the teaching/learning process for individualized learning. (3 credits)

EDUC 770 – Special Education Master's Capstone Project: Scholarship related to special education will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. Permission required. (3 credits)

EDUC 900 - The Principalship: This course is designed to present an overview of the principal's role in relation to leadership, supervision, organizational management, and community interaction. In addition, it will highlight the role of the school principal as the instructional leader, with an emphasis on key components that focus on leadership skills and management abilities necessary to create a school atmosphere conducive to learning. Candidates will view the principal's responsibilities, job functions and priorities that evolve on a daily basis. Evidenced based strategic planning that further expands the responsibility for leading school reform with the objective of raising student achievement will be established. Culture, climate, and resources for improving internal and external home-school-community relations will be identified. Through scenarios and case studies, participants will consider and discuss issues faced by school principals in twenty first century. Course activities, based on theory as well as practical application, will enable candidates to internalize the PA Leadership Core and Corollary Standards and adopt strategies and practices reflective of them. (3 credits)

EDUC 905 - Principles of Instructional Supervision: This course will study the ways in which principals can incorporate instructional leadership into their organizational behavior and work with teachers to create instructional practices that raise the level of teaching and learning in the classroom. Students will learn how to use aspects of effective teaching strategies when working with teachers during the observation/walk-through process. Students will apply new concepts and tools to the supervisory process and practice coaching and feedback strategies. This course addresses the components of effective school and teaching theories that lead to school improvement. Participants will develop professional development plans for individuals and schools. Various supervisory styles studied will include clinical supervision, the Charlotte Danielson model, and differentiated supervision. By the end of this course, participants should be able to distinguish between supervision, evaluation, and professional development. (3 credits)

EDUC 950 – District Leadership in the 21st Century: This course is designed to maximize management concepts into educational context and provide an in-depth focus on decision-making in various leadership functions. Through case studies, this course examines models, tools, practical application techniques, and theory of data-driven decision-making that can improve the quality of leadership decisions through case studies. Learning activities in the course will examine how decisions and strategies are developed and how tacit or explicit knowledge can be identified, captured, structured, valued, and shared for effective use. (3 credits)

EDUC 951 – District Strategic Leadership : This course addresses the knowledge, skills, roles, behaviors, and beliefs necessary for superintendents and assistant superintendents as they provide instructional leadership in their districts. A primary focus is placed on the relationship among curriculum, instruction, and assessment of student learning; the use of data for instructional decision-making and encouraging educator's reflection on their practice; and the development of student achievement through a systemic process of planning, designing, implementing, and evaluating curriculum, instruction, and assessment. (3 credits)

EDUC 925, 926, 927 – Practicum: The Administrative practicum is designed to give students practical experience in school administration. A minimum of 260 hours clock hours must be spent on administrative tasks based on the Pennsylvania Core and Corollary Standards for Educational Leadership. The 260 hours must be divided evenly between administrative work in both K to 6 and 7 to 12 settings. Work must be completed under the supervision of a certificated school administrator in each setting. Administrative mentors must have held administrative positions for a minimum of three years. *Note: 100 hours should have previously been completed in the prerequisite courses.* (1 credit for each Practicum)

EDUC 990 – School Leadership Capstone: Scholarship related to school leadership will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: Educ 590. Permission required.



Fall/Winter 2025 PROFESSIONAL DEVELOPMENT COURSES

EDUC 6019 – Behind the Curtain: This course is designed to give educators a behind the scenes look as to why school districts do things certain ways. In this course we will look at funding streams and limitations/requirements, school law, court cases and analysis, professional development, basic education subsidy, policy and current trends and issues in education that affect the daily operations of the school. The laws and court cases will examine on contemporary issues with consideration given to historical perspectives, accountability issues and future trends in the American Education system. We will also examine how to reach out and engage the community to support school and district initiatives. (3 Credits)

EDUC 6029 – Preventing Child Abuse: This course will present and analyze the different types of child abuse. Special emphasis will be placed on the causative factors and their long-term effects. It will evaluate the criminal mind of the physical and sexual perpetrators and abusers. Finally, it will examine solutions to this ongoing societal dilemma. This course will focus on helping teachers to understand the problem and be a part of the solution in their work on the front line with children. Evidence from field work, at times graphic, will be used throughout to illustrate evidence and examples. James Marinello, King's College adjunct sociology instructor is the instructor for this course. (3 Credits)

EDUC 6054-Restorative Teaching: In this course, teachers will rejuvenate their teaching practices. We will look at current teaching practices and ways to modify and adapt them to meet the needs of the diverse learners in today's classrooms. Let's get together and rejuvenate our teaching practices! (3 credits)

EDUC 6055 -The English Language Students Academy: The face of the classroom is changing; however, the standards and expectations are not. In this course, we will look at how to grow the English Language Learners, through fun engaging activities, that will benefit all the students. This hands-on class will focus on strategies you can take and immediately use in your classroom. (3 credits)