EDUCATION

Dr. Rhonda Rabbitt, Dean, School of Education
Dr. Karim Medico Letwinsky, Chair of Doctoral Level Programs / Associate Professor of Education
Dr. Jin "Joy" Mao, Associate Professor of Education
Dr. Lori Cooper, Assistant Professor of Education
Dr. Ty Frederickson, Assistant Professor of Education
Dr. Victoria Jones, Assistant Professor of Education
Dr. Blake Mackesy, Assistant Professor of Education
Dr. Paul Reinert, Assistant Professor of Education
Dr. Charles Smargiassi, Chair of Master Level Programs / Assistant Professor of Education
Dr. Grace Surdovel, Faculty of Practice
Dr. Stephanie Wasmanski, Assistant Professor of Education
Dr. Jane Blanken-Webb, Assistant Professor of Education

Academic Integrity Policy

(Portions of this policy adapted from Seton Hall University's Plagiarism/Academic Integrity Policy:
https://www.shu.edu/professional-psychology-family-therapy/plagiarism-academic-integrity-policy.cfm)

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.
The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is to be addressed as outlined in the procedure below. A quality education requires that students are as aware of their ethical responsibilities as they are their program content.
Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.
Instructors and staff will utilize anti-plagiarism tools as a means to enforce compliance with this policy.
Students are required to acknowledge receipt of this policy as a part of their admissions process. Reference to the policy is made in the syllabus of each class and it is available for review on the University website.
This policy is intended to provide clear expectations for the conduct of students and to provide a clear process for the handling of any infractions. The examples are provided to create a context for the determination of the level of infraction and certainly are not all inclusive.

Academic Integrity Violations

Cheating – The use of information or materials that are written, verbal, electronic or viewed from another student's work without the prior knowledge or authorization of the instructor. Cheating can also be alleged if there are conversations (verbal or electronic) during the administration of a test or if an effort is made to solicit exam information from another student.
Fabrication – Misrepresentation of research data or creation of research data that does not exist.   Fabrication can also take the form of falsifying information such as the submission time or date of assignments, reasons for tardiness of assignments or reporting false information regarding another student.
Unauthorized access to or obstruction of intellectual property – Theft of course materials from an instructor or theft of another student's work would constitute unauthorized access. Intentionally denying access to resource materials or referenced materials to interfere with the academic progress of others would constitute obstruction of intellectual property.
Facilitation of academic dishonesty – Allowing another student to use one's work without the authorization of the instructor. Providing information regarding exams or assisting a student in obtaining unauthorized materials is also considered fabrication.
Plagiarism – The submission of work without the proper use of citation or quotation marks. The use of the words or ideas from others presented as one's own for a portion or all of one's work. This includes, but is not limited to, material from books, journals, the internet or other students or individuals. Paraphrasing that is too close to the original work and incomplete citations are also considered plagiarism.
This list is meant to be a framework to disseminate the expectation for academic integrity. The list and the examples are not exhaustive. Violations of this policy are classified by the severity of the infraction. Below are the recommended sanctions assigned to each level. The sanctions listed are used as a guide for enforcement of the policy. Those charged with levying the sanctions are not restricted to the sanctions listed.
Low Level - These offenses happen because of inexperience or lack of knowledge of academic standards by the persons committing the offense. These infractions involve a small part of the total course work, or occur on a minor assignment. The following are some examples:

• Working with another student on an assignment without instructor authorization.
• Failure to footnote or give proper acknowledgment in an extremely limited section of an assignment.

Recommended sanctions for low level offenses are listed below; one or more of these may be chosen in each case:

• Required attendance in a non-credit workshop or seminar on ethics or related subjects.
• An assigned paper or research project on a relevant topic.

- A make-up assignment at the same level of difficulty.
- A make-up assignment at a more difficult level than the original assignment.
- No credit given for the original assignment.

Records of students who commit low level offenses will be maintained in the Department Chairperson's/Director's Office until graduation. One year after the student graduates, all documentation, paper/electronic, of low level offenses will be destroyed.

Medium Level – These violations are those characterized by dishonesty of a more serious nature or which affect a more significant aspect or portion of the course work. The following are some examples:

- Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to preparation of data and/or to writing the report must be acknowledged.
- Receiving assistance from others, such as research, statistical, computer programming, or field data collection help that constitutes an essential element in the undertaking, without acknowledging such assistance in a paper, examination, or project.

The recommended sanction for medium level offenses is one year of academic probation. The student will receive zero points on the work and will fail the course. The student will be allowed to reregister for the course after a designated period of time.

Notation of academic probation will be placed on the student's transcript and will remain for the period in which the sanction is in force. A letter from the Dean of the School of Education will be sent to the student and a copy will remain in the student's educational record. Records of students who commit medium level offenses will be maintained in the Department Chairperson's/Director's Office until graduation. One year after the student graduates, all documentation, paper/electronic, of medium level offenses will be destroyed.

High Level Offense – High level offenses include dishonesty that affects a major or essential portion of work done to meet course requirements and/or involves premeditation, or is preceded by one or more violations at low and medium levels. Examples include:

- Copying on examinations.
- Acting to facilitate copying during an exam.
- Using prohibited materials, e.g., books, notes, or calculators during an examination without permission from the instructor.
- Collaborating before an exam to develop methods of exchanging information and implementation thereof.
- Altering examinations for the purposes of regrading.
- Acquiring or distributing an examination from unauthorized sources prior to the examination.
- Plagiarizing major portions of a written assignment.
- Presenting the work of another as one's own.
- Using a purchased term paper or other materials.
- Removing posted or reserved material, or preventing other students from having access to it.
- Fabricating data or inventing or deliberately altering material (for example, citing sources that do not exist).
- Using unethical or improper means of acquiring data.

The normal sanction to be sought for all high level offenses or for repeated violations of low or medium offenses is a minimum of one year Academic Ineligibility from the University and a failing grade for the course. The notation of Academic Ineligibility will be placed on the student's transcript and will remain for the designated period, at minimum. The student may request reinstatement and may retake the course after the designated time period. The designation of Academic Ineligibility will remain on the student's transcript until there is action by the student to have it successfully removed. In certain instances, students may be placed on Permanent Academic Suspension.

Severe Level Offenses – These offenses represent the most serious breaches of intellectual honesty. Examples of serious level offenses include:

- All academic integrity infractions committed after a previous medium or high level academic integrity violation.
- Infractions of academic integrity resembling criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office; buying an examination; or falsifying a transcript). (Actions that may be construed as criminal activity will be handled by the appropriate legal authority as directed by the University's protocol.)
- Having a substitute take an examination or taking an examination for someone else.
- Fabrication of evidence, falsification of data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own within a master's thesis or doctoral dissertation, in scholarly articles submitted to refereed journals, or in other work represented as one's own as a graduate student.
- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
- Willful violation of the code of conduct for Professional Educators issued by PDE (22 Pa. Code §§235.1 - 235.11)
- http://www.portal.state.pa.us/portal/http://www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS_0_123531_870687_0_0_18/code%20of%20conduct.pdf

The normal sanction for all severe level offenses and a repeat infraction at high level offenses is immediate and Permanent Academic Suspension from the University. A notation of the permanent suspension will be placed on a student's transcript and will remain permanently.

Please note: For Academic Integrity policy violations in those programs requiring certification, a substantiated violation at the medium level or higher will result in "no" response on the PDE submission question requiring affirmation of "Good Moral Character" and a notation referencing the violation of this policy.

Procedure for Enforcement

The student will be made aware of the Academic Integrity policy at the time of initial application and throughout their educational experience. As a part of the application process, applicants will receive a copy of the policy and will be required to complete and submit a form that acknowledges that they have received and read the policy. Applications will not be processed without this documentation. The policy will be referenced in the syllabus of each course and is posted on the University website for easy reference.

The Program Coordinators and Full-Time Faculty are in the best position to ascertain the full impact of the actions of the student and are the catalysts to begin the process of inquiry regarding the allegations of a violation, regardless of the source of the allegation.
For the Doctoral Level programs, the Full Time Faculty member will replace the Program Coordinator in the procedures outlined below.
When an instructor is made aware of a violation of the Academic Integrity Policy at the Low Level, the instructor, under the direction of the Program Coordinator, will complete an Academic Integrity Violation Charge Form, communicate with the student and include their feedback on the form. The form and supporting documentation will be submitted to the Program Coordinator for review. The Program Coordinator and Instructor will determine the sanction. The sanction will be communicated to the student by the instructor. Documentation of the infraction will be kept on file with the Department Chairperson/Director through graduation. One year after the student graduates, all documentation, paper/electronic, of low level offenses will be destroyed.
When an instructor is made aware of a violation of the Academic Integrity Policy at the Medium Level, following consultation with the Program Coordinator, the student will be notified and the case and all supporting documentation will be forwarded to the Program Coordinator and the Department Chairperson/Director. The instructor will complete an Academic Integrity Violation Charge Form, communicate with the student and include their feedback on the form. The form and supporting documentation will be submitted to the Program Coordinator and the Department Chairperson/Director for review. The Department Chairperson/Director, the Program Coordinator and the Instructor will determine the sanction. The sanction will be communicated to the student by the instructor. Documentation of the infraction will be kept on file with the Department Chairperson/Director through graduation. If part of the sanction is Academic Probation, this designation will be placed on the student's transcript for the designated period. One year after the student graduates, all documentation, paper/electronic, of medium level offenses will be destroyed.
When an instructor becomes aware of a violation of the Academic Integrity Policy at the High or Severe Level, the instructor will immediately inform the Program Coordinator, the Department Chairperson/Director and the Dean of the School of Education. The instructor will complete an Academic Integrity Violation Charge Form. This will initiate a Formal Review Process. Supporting documentation will be reviewed and a letter to the student will be compiled and sent, via certified mail, to the student with information regarding the allegation, supporting documentation and notice that a Faculty Panel will be convened to review the evidence. The student will be allowed to submit feedback within a designated timeframe. The student may request to be present for the panel review and may choose a member of the campus community to be present as an internal advisor. The Dean will convene a Faculty Panel and set a meeting date for review of the evidence. The recommendation of the panel will be submitted to the Dean of the School of Education. The Dean will review all of the documentation and the recommendation from the Faculty Panel. The determination of the Dean is final.
For all level offenses, the student has the right to appeal the decision. If a student feels that the charge or sanction related to the academic integrity policy violation is unacceptable and/or unreasonable, the student may submit the complaint, in writing, to the Department Chairperson/Director within two weeks of receiving notification of the determination. If a student does not receive a response from the Department Chairperson/Director within two weeks from the date of originally filing the complaint or is not satisfied with the result of that determination, the student may then submit the complaint to the Dean of the School of Education for review. If a student does not receive a response from the Dean of the School of Education within two weeks from the date of submitting the complaint to the Dean or is not satisfied with the result of that determination, the student may then submit the complaint to the appropriate Vice President or Provost. The determination of the Vice President or Provost is final.
Students may continue to participate in the course until the case has been resolved. If a student chooses to withdraw from the course, the process will continue through to resolution with the recommended documentation included in the student record. A grade of I (incomplete) should be assigned pending resolution. All information and identities of involved parties are confidential.
Administering this policy is the responsibility of everyone in the Wilkes School of Education community. Students, instructors, program coordinators, department chairpersons and the Dean all have an investment in providing an environment that promotes scholarship, honesty and integrity. This responsibility is taken seriously and this policy will be enforced uniformly.

Mission

The mission of the Graduate Education Programs at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Program seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

Purpose

Graduate study in Education is offered primarily to enable teachers to enhance their preparation to become educational leaders. Each program is designed to broaden knowledge in the foundations of education as well as focus on a specific area of advanced training.

The master's degree program in Education is offered with majors in 21st Century Teaching and Learning, Art and Science of Teaching, Early Childhood Literacy, Educational Development and Strategies, Educational Leadership, Effective Teaching, Instructional Media, Instructional Technology, International School Leadership, International Teaching and Learning, Middle Level Education Programs, Middle Level Education with Initial Pennsylvania Grade 4-8 Certification, Online Teaching, Reading Specialist, School Business Leadership, Special Education, and Teaching English to Speakers of Other Languages. All programs lead to a Master of Science in Education degree.

Wilkes University offers six graduate programs that lead to an additional certification through the Pennsylvania Department of Education (PDE). The Master of Science Degree in Education with a major in Educational Leadership qualifies an individual for K-12 Principal Certification. The Master of Science Degree in Education with a major in Instructional Technology combined with the IT internship qualifies an individual for Pennsylvania K-12 Instructional Technology Specialist Certification. The Master of Science Degree in Education with a major in Middle Level Education with internship qualifies teachers to apply for

Pennsylvania's grades 4 to 8 certificate in a particular content area. The Master of Science Degree in Education with a major in Middle Level Education with Initial Pennsylvania Certification qualifies an individual to apply for Pennsylvania teaching certification in grades 4 to 8 in a particular content area. The Master of Science Degree in Education with a major in Reading with Pennsylvania Reading Specialist Certification qualifies an individual with a PA instructional certificate for Pennsylvania Reading Specialist Certification. The Master of Science Degree in Education with a major in Special Education Certification qualifies an individual with a PA instructional certificate for additional certification in Special Education. Teachers may obtain the Pennsylvania ESL Program Specialist Certification by completing the designated four courses in the Teaching English as a Second Language Program. All program requirements for the University as well as for PDE must be met in order for the graduate to be eligible for certification.

An additional program, although not a master's degree, is the Letter of Endorsement. These are available in five areas: Pennsylvania Autism, Discovery Education EDGE, Pennsylvania Gifted, Pennsylvania Online Instruction, and Pennsylvania STEM. These 12-credit programs lead to a Letter of Endorsement that teachers can use to validate that they have advanced knowledge and skill in the area as indicated by the title of the endorsement.

Admission

For admission to graduate study in education, the applicant must have a baccalaureate degree with an appropriate major from an institution that is accredited by one of the six regional accrediting bodies recognized by the U.S. Department of Education, or the equivalent in the case of international students. In addition, several programs require a Pennsylvania teaching certificate. Although no minimum undergraduate grade point average is required for admission, unless otherwise stated, it is expected that candidates shall have maintained good or above-average performance during their undergraduate years and shall exhibit evidence of intellectual and temperamental fitness for graduate study.

All Master of Science in Education degree-seeking applicants must complete the following process to be considered for admission to the graduate program in education:

1. Submit a Wilkes University Graduate Application for Admission,
2. Pay the required one-time, non-refundable application fee,
3. Submit two letters of recommendation,
4. Submit a copy of your teaching certificate, if applicable. See the note on exceptions below for more details.
5. Submit official transcripts from all of the undergraduate universities attended while obtaining the bachelor's degree, including teacher certification and, any master's degrees earned.

Upon receipt of all required documents, the Program Coordinator will review files for acceptance. Accepted students are assigned an advisor to work with as they progress through the program. Students deficient in any academic aspect of the admissions requirements may be granted conditional admission. Such students may be permitted to take up to six credits of graduate courses on a conditional basis and at completion of those credits their application will be reconsidered for regular admission status.

Exceptions to the above process

All programs except Instructional Technology, Effective Teaching, Instructional Media, Middle Level Initial Certification, Online Teaching (master's only option), School Business Leadership, Teaching English to Speakers of Other Languages (non-cert option), and Discovery Education EDGE require a state-approved instructional certificate unless approved by the program coordinator. Applicants to the Educational Leadership principal certification program must follow the admissions process outlined in that section of this bulletin. Note: Applicants to the 21st Century Teaching and Learning, Early Childhood Literacy, and Art and Science of Teaching programs must be currently teaching or have access to a classroom in order to enter the program.

Non-Degree to Degree Seeking Students

Non-degree students who want to change to degree-seeking status must complete a new application for admission indicating their desired program, but do not need to re-pay the application fee. Students should then follow the remaining steps outlined above for submission of all appropriate documents to complete the change of status. A change in status is required at least one year prior to the intended date of graduation. Students must complete all courses required for the degree as outlined in the current Graduate Bulletin at the time of the status change.

Program of Study

Students are encouraged to consult with their advisor to plan their program of study. At the time of acceptance students are sent a Program Plan with which to document their progress through the program. It is highly recommended that students keep track of the courses they take on the Program Plan and contact their advisor with any questions they may have. It is the responsibility of the student to be sure they are taking the correct courses for their major. Students should follow the requirements outlined on the Program Plan or in the Graduate Bulletin to be sure they will meet the requirements for graduation. Students wishing to transfer credits into their program should follow the procedure outlined in the "Transfer Credits" section, listed below.

Students are expected to maintain a GPA acceptable for graduate level work and progress. A graduate student who accumulates two grades below 3.0 in his or her graduate courses will be placed on probation. A student earning a third grade below 3.0 will be dismissed from the graduate program. Grades below a 3.0 are not acceptable for meeting degree requirements, so any student earning a grade less than 3.0 will need to repeat that course in order to achieve an acceptable grade for graduation.

NOTE: It is the graduate student's responsibility to register for Graduation (GRD-OOO- B) the same semester they enroll in the final course required for their degree. Students must be fully admitted to their degree program in order to register for GRD-OOO-B. Students not fully accepted into the degree must contact the Student Service Center to obtain information on missing admissions documents. The student is strongly encouraged to contact their advisor at the time of

registration for a preliminary audit to be sure all requirements will be met. The deadline for registering for graduation is 90 days prior to the next processing date for degree completion. Graduation is processed at the end of each term, however ceremonies are only held in May and September.

Transfer Credits

Students accepted into a master's degree program may transfer a maximum of six graduate credits from an approved and regionally accredited U.S. college or university as long as they meet all of the requirements identified in the University-wide Transfer Credits section of this document and the specific criteria below. This transfer credit limit is per student not per program. This means that students may only transfer a total of six credits into Wilkes at the master's level regardless of the number of master's degrees they choose to complete. The Department Chair will make the final determination regarding transfer credits and whether they will count as elective credits or qualify to replace required courses. Students must complete the Request for Transfer Credit form to initiate the transfer process for courses taken prior to entering Wilkes University. In addition, students must be admitted to the degree program in order for transfer credits to be posted to their Wilkes transcript.

In order for courses to count as electives, they must meet the academic intent of the student's master's program or be aligned to their respective professional assignment. External courses requested to transfer as required courses in the student's program must align with the content of the Wilkes course. Each transfer request is handled on a case-by-case basis and the student will be asked to produce a course syllabus and/or a letter justifying his/her request.

Students desiring to take courses from another college or university while enrolled in the Wilkes program must submit the Request to Transfer Credit form prior to registering for such courses. Failure to submit the proper paperwork may result in the inability to transfer those credits.

The required form is available on the Graduate Education web site: www.wilkes.edu/GradEd under 'Transfer Credit Info.' An official transcript must be received before any approved transfer credits can be posted to your Wilkes transcript. For more information, see Transfer Credits in the General Information section at the beginning of this Graduate Bulletin.

Second Master's Degree

A person who has an earned master's degree from Wilkes University, or is in the final semester of a master's from Wilkes, may apply to be enrolled in a second master's degree if the major, program or option is different. Up to 12 credits only of previous course work used to satisfy the requirements for the first degree (typically basic requirements from Areas I and II) may be applied to the second. This only applies to programs that have common courses. If no common courses exist between the two programs, students must take all of the courses in the second degree. All other admission and program requirements must be fulfilled. Students are encouraged to speak to the program coordinator of the new second program for advisement of courses that must be taken. A student who opts for a second master's degree must submit a written request to the department along with a new Wilkes graduate application form. There is no need to repay any application fees.

Learning Outcomes

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Degree Requirements

All candidates for the Master of Science in Education degree must complete a program of at least thirty (30) credits. The length of the courses in each degree program may vary. See the table for information on duration of courses by program. Individual program descriptions are also provided with the specific course credit requirements for each graduate education program.

Program	Number of Weeks in Part of Term
Autism Endorsement Program (PA Endorsement)	12 weeks

Education

Educational Development and Strategies	12 weeks for Wilkes courses; PLS courses offered in multiple formats
Educational Leadership, Ed.D.	12 weeks; 6 week format available in summer
Educational Leadership w/ PA K-12 Principal Certification	12 weeks
Educational M.S. with PA Special Education Certification	12 weeks
Effective Teaching	12 weeks for Wilkes courses; 7 weeks for PLS courses
Gifted Letter of Endorsement (PA Endorsement)	12 weeks
Instructional Media	7 weeks
Online Teaching M.S. with PA Online Instruction Endorsement	7 weeks
Instructional Technology with PA Instructional Technology Specialist Certification	7 weeks
International School Leadership	12 weeks for Wilkes courses; 7 weeks for PLS courses
International Teaching and Learning	12 weeks
Literacy Specialist	12 weeks
Middle Level Education Program (30 credits, 36 credits, & Initial PA Certification)	12 weeks
Literacy Specialist with Reading Specialist Certification	12 weeks
School Business Leadership	12 weeks
STEM Letter of Endorsement (PA Endorsement)	7 weeks
Superintendent's Letter of Eligibility	12 weeks; 6 week format available in summer
Teaching English to Speakers of Other Languages M.S. with PA ESL Program Specialist Certification	12 weeks

AUTISM ENDORSEMENT PROGRAM

Autism Endorsement Program

Pennsylvania Autism Letter of Endorsement Program

Dr. Vicki Jones, Program Coordinator

The Autism Letter of Endorsement is a 12-credit fully online graduate program designed to provide professionals with advanced training in the areas of Autism Spectrum Disorders and Pervasive Developmental Disorders.

The program has received approval from the Pennsylvania Department of Education. Therefore, satisfactory completion of the 12-credit letter of endorsement program, including all course and field experience requirements, will enable candidates to apply to the PDE to add the letter of endorsement on their existing Pennsylvania certificates. The four courses may also be taken as electives by other educational and clinical professionals who wish to gain additional knowledge in the areas addressed in each course.

The requirements for this 12-credit endorsement are:

- [[AUT-501]] Autism Diagnosis and Treatment (3 credits; 20 hours field experience)
- [[AUT-502]] Applied Behavioral Analysis and Autism (3 credits; 20 hours field experience)
- [[AUT-503]] Autism Scope and Sequence (3 credits; 20 hours field experience)
- [[AUT-504]] Advanced Autism Instruction and Intervention (3 credits; 20 hours field experience)

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

EDUCATION LEADERSHIP

Doctor of Education (Ed.D.)

Dr. Karim Medico Letwinsky, Chair, Associate Professor of Education, School of Education
Mrs. Pamela Koslosky, Administrative Assistant
Mrs. Marcia Harowicz, Office Assistant

Mission

The mission of the Doctor of Education, Education Leadership Program is to empower leaders with the knowledge, skills, and abilities to effect change in educational systems through the synthesis of theory, scholarship, and practice.

Vision

The vision of the Doctor of Education, Education Leadership Program is to develop authentic, ethical, courageous, and innovative leaders who transform educational culture and practice.

Programs

Wilkes University's Doctor of Education (Ed.D.) in Educational Leadership is a 60-credit post-master's low residency program offered in a blended online format with annual residencies. The completion of required doctoral-level coursework culminates in the development of a dissertation proposal. The final dissertation and its defense are the capstone requirements for the Ed.D. in Educational Leadership. The objectives of the doctoral program in Educational Leadership are to produce knowledgeable, competent, and dedicated educational leaders with the skills and dispositions needed to serve in leadership capacities in their respective fields for the betterment of education for all students and society at large.

The outcomes of this program: (1) The knowledge-base to serve as educational leaders in their respective fields. (2) The skills to apply research to identify and study current issues and problems in the field of education and to analyze the resulting data toward the betterment of education. (3) Comprehensive training in the areas of administration or technology, to include skills specific to each field, as well as effective interpersonal and communication skills, analytic decision-making abilities, and effectual leadership strategies. (4) Dispositions that place value on all students and people and that promote understanding, respect, and an appreciation of diverse perspectives and cultures. (5) Opportunities to develop self and others through informed, ethical, and reflective decision-making.

Degree Requirements

All candidates for the Doctoral Degree in Educational Leadership must complete a program of at least **sixty (60) credits**.

Doctoral Core Courses Required of All Ed.D. Students

Leadership: 9 credits
ED 610 Ethics for Educational Leaders
ED 612 Leadership, Diversity, & Societal Change
ED 614 Organizational and Leadership Theory

Research: 12 credits
ED 681 Introduction to Educational Research
ED 682 Quantitative Methods for Educational Research I
ED 683 Qualitative Methods in Educational Research I
ED 685 Quantitative Methods for Educational Research II **OR** ED 686 Qualitative Methods in Educational Research II

Dissertation: 9 credits
ED 697 Dissertation Proposal Seminar (3 credits)
ED 698 Dissertation Proposal (3 credits)
ED 699 Dissertation (3 credits)

Ed.D. Students select one 30-credit hour area of study:

K-12 Administration 30 credits (leading to Pennsylvania superintendent certification)
Required courses:30 credits

ED 615 Professional Seminar in Educational Leadership (Low residency course/Field hours)
ED 625 Professional Development and Supervision (Field hours/Research)
ED 627 Advanced Issues in Educational Law (Field hours/Research)
ED 629 Strategic Planning and Thinking (Low residency course/Field hours) (Prerequisite: ED 615)
ED 654 School Finance & Facilities Administration (Field hours/Research)
ED 672 Curriculum Design & Instructional Models (Field hours)
ED 659 Superintendent Internship (90 hour internship/Taken at end of major)
Three 3-credit electives from available doctoral level courses

Educational Leadership 30 credits

Required courses: 15 credits
ED 615 Professional Seminar in Educational Leadership (Low residency course/Field hours)
ED 626 Politics and Policy for Educational Leaders (Domestic)
ED 616 Contemporary Issues & Trends in Global Education (International)
ED 629 Strategic Thinking and Planning (Low residency course/Field hours)
ED 632 Cognition and Learning
ED 643 Trends and Innovations in Instructional Technology

Concentrations: 15 credits—Students select one of three available concentrations:

Curriculum and Instruction
Recommended for students who wish to become a faculty member in higher education or work in the area of curriculum design and development.

- ED 670 Curriculum Theory
- ED 672 Curriculum Design and Instructional Models
- ED 673 Controversies in Curriculum, Instruction, and Assessment
- Two 3-credit electives from available doctoral level courses, which can include: ED 679 Internship in Curriculum and Instruction (90 hours)

Educational Technology
Recommended for students who wish to become a faculty member in higher education or work in the field of educational technology in public or private institutions.

- ED 635 Integrating Technology for Diverse Learners
- ED 645 Technology Supported Assessment
- ED 646 Assistive Technology
- Two 3-credit electives from available doctoral level courses, which can include: ED 639 Internship in Instructional Technology (90 hours)

Educational Leadership Studies
Recommended for students who currently work in or would like to work in higher education or in the field of educational leadership as a faculty member or as a member of the professional or administrative staff.

- ED 620 Educational Institutions and Systems
- Four 3-credit electives from available doctoral courses, which can include a 90 hour internship tailored to meet student's career goals

Superintendent's Letter of Eligibility

Students enroll in the Superintendent Certification-Only Program through the Doctor of Education Program in K-12 Administration. This PDE-approved program consists of 21 credits, which includes: seven 3-credit courses offered in a blended format (with field work totaling 270 hours) and 3-credits of a 90-hour internship at the superintendent's level.

K-12 Administration courses for Superintendent Certification (21 credits)

Pennsylvania Department of Education required field and internship hours are noted after course titles. NOTE: ED 659 must be taken last in the program.

- ED 615 Professional Seminar in Educational Leadership (Low residency course - 45 field hours)
- ED 625 Professional Development and Supervision (45 field hours)
- ED 627 Advanced Issues in Educational Law (45 field hours)
- ED 629 Strategic Planning and Thinking (Pre-Req ED 615) (Low residency course - 45 field hours)
- ED 654 School Finance and Facilities Administration (45 field hours)
- ED 672 Curriculum Design & Instructional Models (45 field hours)
- ED 659 Superintendent Internship (90-hour internship)

Students may elect to apply for admission to Wilkes University's Doctor of Education (Ed.D.) during or at the conclusion of the program. The successful completion of this 21-credit certificate program plus an additional three 3-credit electives satisfies the K-12 Administrative specialization requirements for the Ed.D. Thirty additional credits, which include research and dissertation coursework, are required to earn the Ed.D. in Educational Leadership.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

Doctoral Program Grading Scale

4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting course requirements but below the average required for graduation
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required to meet course and graduation requirements
2.0	C	70-74%	Academic achievement below the average to meet course and graduation requirements
0.0	F	Below 70%	Failure. No credit earned

More specific information about the doctoral programs, their requirements and admission procedures can be found on-line at https://www.wilkes.edu/doctorofeducation.

EDUCATIONAL DEVELOPMENT AND STRATEGIES

Educational Development and Strategies

Ms. Renee Sipple, Program Coordinator

The Master of Science degree in Education with a major in Educational Development and Strategies is designed to meet the needs of practicing teachers by combining effective teaching practices with theory and research. Students will grow their knowledge base as well as gain practical skills and techniques that are directly applicable to their classroom.

Program Learning Outcomes:

1. Students will be able to implement strategies to guide instruction for learning to achieve established learning goals.
2. Students will be able to apply differentiated instruction techniques and strategies to create learner centered classrooms and lessons for diverse populations.
3. Students will be able to discuss current, validated research underlying the theory, principles, and practices of the course content and apply them to his/her own instructional setting and content area.
4. Students will be able to model and directly teach communication skills that build rapport with the community of learners.

Program Requirements:

The requirements for this 30-credit degree are:

Area I: Foundations of Education (6 credits required)

- ED 519 Issues, Law, and Trends in Education (3 credits) - required

And one of the following:

- ED 510 Psychological Foundations (3 credits)
- ED 511 Philosophical Foundations (3 credits)
- ED 512 Social Foundations (3 credits)
- ED 513 Comparative Foundations (3 credits)
- ED 515 Cognition (3 credits)
- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)

Area II: Professional Skills (9 credits required)

- ED 520 Using Assessment to Guide Instruction (3 credits)
- ED 522 Curriculum and Instruction (3 credits)
- ED 585 Integrating Technology into the Curriculum (3 credits)

Area V: Major Courses PLS 3rd Learning (12 credits required)

- Select from courses numbered ED 541-561, ED 5020, ED 5024 and ED 5401-5407

Elective Courses (3 credits required)

PLS 3rd Learning (Area V) courses cannot be used for elective credits in this degree program, including those listed as 558 Topics courses.

Education...31

EDUCATIONAL DEVELOPMENT AND STRATEGIES INTERNATIONAL

Educational Development and Strategies International

The Master of Science in Education with a major in Educational Development and Strategies International program is designed to meet the needs of practicing teachers, abroad, by combining effective teaching practices with theory and research. In this program, teachers will learn new skills that can be immediately implemented in their classroom. The Educational Development and Strategies International master's degree is offered in hybrid format, blending online and face-to face learning.

Program Learning Outcomes:

1. Students will be able to implement strategies to guide instruction for learning to achieve established learning goals
2. Students will be able to apply differentiated instruction techniques and strategies to create learner centered classrooms and lessons for diverse populations.
3. Students will be able to discuss current, validated research underlying the theory, principles, and practices of the course content and apply them to his/her own instructional setting and content area.
4. Students will be able to model and directly teach communication skills that build rapport with the community of learners.

The requirements for this 30-credit degree are:

Wilkes Core Courses (Five required: one in hybrid format during initial onsite component; remaining four in online format):

ED 508 Intercultural Communication (3 credits)
ED 510 Psychological Foundations of Education (3 credits)
ED 513 Comparative Foundations of Education (3 credits)
ED 525 Introduction to Educational Research (3 credits)
ED 530 Utilizing Emerging Technologies to Improve Learning (3 credits)

PLS 3rd Learning courses (Five total: one in hybrid format during initial onsite component; four electives in online format):

ED 548 Purposeful Learning Through Multiple Intelligences (3 credits)
ED 552 Teaching Through Learning Channels (3 credits)
ED 554 Successful Teaching for Acceptance of Responsibility (3 credits)
ED 555 Classroom Management: Orchestrating a Community of Learners (3 credits)
ED 557 Differentiated Instruction for Today's Classroom (3 credits)
ED 561 Reading Across the Curriculum (3 credits)
ED 5002 Instructional Design for Online Educators (3 credits)
ED 5003 Facilitating Online Learning Communities (3 credits)
ED 5004 Action Research in the E-Learning Environment (3 credits)
ED 5020 Using Online Resources to Bring Primary Sources to the Classroom (3 credits)
ED 5021 Blended and Synchronous Learning Design (3 credits)
ED 5022 Simulations and Gaming Technologies for the Classroom (3 credits)
ED 5023 Building Online Collaborative Environments (3 credits)
ED 5024 Educating the Net-Generation (3 credits)
ED 5402 Cultural Competence: A Transformative Journey (3 credits)
ED 5405 Teaching the English Language Learner (3 credits)

The program consists of 30-credits (10 graduate courses). Each student will take 5 core classes through Wilkes and choose 5 PLS 3rd Learning courses that best meet their individual needs.

EDUCATIONAL LEADERSHIP (EDLS)

Educational Leadership with PA K-12 Principal Certification

Dr. Charles Smargiassi Chair/Assistant Professor of Education Program Director

The Master of Science in Education with a major in Educational Leadership with K-12 principal certification (EDLS) is an advanced program of study consisting of 36 credits. A 27-credit certification only option exists for students in possession of an earned master's degree. All students applying for admission to the Educational Leadership program, degree or certification only, must follow the special admissions process as described on the program webpage.

The MS in Educational Leadership (EDLS) is primarily available in an online format. The EDLS program orients students to field work and research requirements, the responsibilities of the principalship, and the first course that form the base of the EDLS experience—ED 517 The Principal as Educational Leader. Students may not take courses listed as EDLS certification courses prior to completing ED 517.

Program Learning Outcomes:

1. The student will demonstrate an understanding of the knowledge and skills to think and plan strategically. Creating an organizational vision around personalized student success.
2. The student will demonstrate an understanding of the creation of a culture of teaching and learning with an emphasis on learning.
3. The student will demonstrate the ability to operate in a fair and equitable manner with personal and professional dignity.

Program of Study

A candidate for the EDLS degree, which includes PA Department of Education K-12 Principal Certification, must complete the following courses for certification:

ED 517 The Principal as Educational Leader (3 credits; prerequisite course for all certification courses—30 field hours)
ED 523 Administrative Leadership in Curriculum and Instruction (3 credits; 30 field hours)
ED 571 Special Education Programming and Administration (3 credits; 30 field hours)
ED 573 Evaluation of Educational Programs (3 credits; 30 field hours)
ED 575 School Law for Principals (3 credits)
ED 576 School Management and Communications (3 credits; 30 field hours)
ED 578 Staff Development and Supervision (3 credits; 30 field hours)
ED 592 A and ED 592 B: Administrative Internship and Applied Research Project (3 credits each; taken last—90 intern hours per course; Part A and B must be taken consecutively.)

To fulfill degree requirements, students admitted as of 2014 must also complete:

ED 508 Intercultural Communication (3 credits)
ED 525 Introduction to Educational Research (3 credits)
ED 587 Technology Leadership (3 credits)

These courses can be completed at any point in the program prior to graduation.

A 'Certification Only' option is available for the Educational Leadership program and requires the same admissions process as the degree-seeking option. A previous Master's degree, either from Wilkes or another university, is required for admission as a 'Certification Only' student. Certification only students complete only the 27 credits required for certification through the PDE for K-12 Principal.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

EFFECTIVE TEACHING

Effective Teaching

The program teaches advanced skills needed to engage students and improve classroom practice for new or veteran teachers. Coursework is aligned with the Danielson and Marzano teacher frameworks in order to provide curriculum that is in line with these widely adopted models for effective teaching.

Program Learning Outcomes:

1. Develop the knowledge and skills to promote the engagement of diverse learners.
2. Demonstrate professional growth as effective and responsive teachers.
3. Gain skills in instructional design and the fundamentals of instruction in online learning environments.
4. Students will use research to synthesize theory and practice by applying cumulative program knowledge in an authentic way and consistent with 21st century best practice.

The program requires 30 credits. Courses are aligned with InTASC teaching standards adapted for national and international educators.

Foundations of Education
Required courses:

- ED 525 Introduction to Educational Research (3 credits)
- ED 539 Advanced Studies in Teaching & Learning (capstone – 3 credits)

Choose one:
21st Century Teaching Practice
Required courses:

- ED 5026 Engaging 21st Century Learners to Promote Student Interaction (PLS) (6 credits)
- ED 5027 Effective and Responsive Teaching and Assessment (PLS) (6 credits)
- ED 5028 Building a Professional Network (PLS) (3 credits)

Choose 6 credits:

- ED 5029 Essential Classroom Strategies (PLS) (6 credits)
  -or-
- ED 5030 Instructional Design for Online Educators™ (PLS) (3 credits)
- ED 5031 Facilitating Online Learning Communities™ (PLS) (3 credits)

INSTRUCTIONAL MEDIA
Instructional Media with Pennsylvania
STEM Letter of Endorsement Option

The Master of Science in Education with a major in Instructional Media is a fully online program that is offered in collaboration with Discovery Education.

This 30-credit program prepares teachers to engage today¹s students in learning through the use of cutting-edge instructional media resources from video to Web 2.0 to virtual fieldtrips. It will train educators to become specialists who can effectively blend academic rigor and research with the latest technology in digital media, capitalizing on their "Net Gen" students' strengths. Participants in the program will have access to the #1 non-fiction media brand in the world, Discovery Education, which transforms K-12 and Higher-Ed classrooms with the highest-quality content that empowers educators to measure and improve student achievement. Applicants to this program should follow the admission guidelines outlined earlier in this section.

While a state approved teaching certificate is not required for admission to this program, it is strongly encouraged that students have experience in an educational environment. Experience using technology is also recommended.

Program Learning Outcomes:

1. Students will apply leadership skills in the area of technology integration through participation in professional networks and membership in the global educational community.
2. Students will examine research-based, pedagogically proven instructional strategies that promote student-centered learning.
3. Students will design lesson plans and instructional activities that require the communication of knowledge and understanding through technology integration.
4. Students will develop safe learning spaces that promote digital and global citizenship.

The requirements for this 30 credit degree are:

Foundations and pedagogy courses (21 credits)

EDIM 500 Foundations for Future-Ready Students (3 credits)
EDIM 503 Differentiation Supported by Technology (3 credits)
EDIM 508 Instructional Strategies for Using Digital Content (3 credits)
ED 521 Using Technology for Assessment (3 credits
EDIM 510 Targeting Higher Order Thinking Skills with Online Tools (3 credits)
EDIM 509 Practical Research Through Teacher Inquiry (3 credits)

Elective courses (choose 12 credits)
*EDIM 502 Project-based Learning (3 credits)
*EDIM 513 Inquiry-based Learning (3 credits)
EDIM 515 Mobile Devices for Teaching and Learning (3 credits)
EDIM 516 Responsive Digital Leadership(3 credits)
*EDIM 517 Practices & Implementation of STEM Education (10 hrs. field experience for PDE STEM Endorsement)(3 credits)
*EDIM 518 Creating a STEM Culture Through Application(10 hrs. field experience for PDE STEM Endorsement; Prerequisites- EDIM 502, EDIM 513, EDIM 517)(3 credits)

*Courses marked with an asterisk are required for the Pennsylvania Department of Education STEM Letter of Endorsement. Students seeking the STEM Endorsement must possess a PA Level I or Level II teaching certificate.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

EDIM...50

INSTRUCTIONAL TECHNOLOGY

Instructional Technology with Pennsylvania Instructional Technology Specialist Certification Option

The Master of Science in Education with a major in Instructional Technology is designed primarily for teaching professionals. Core education courses are combined with courses in educational technology to prepare educators to assume positions of leadership in their school or district in the area of technology. In addition to the master's degree, the program offers Pennsylvania Department of Education certification as an Instructional Technology Specialist.

Program Learning Outcomes:

1. The student will demonstrate an understanding of the fundamental concepts of technology infrastructure including the selection, installation, maintenance and responsible, ethical and safe use of current and emerging hardware and software applications for school administration and instruction.
2. The student will demonstrate practical and efficient ways to integrate technology resources into instructional designs that will systematically create educational experiences that will help K-16 students achieve specified sets of learning outcomes.
3. The student will demonstrate the ability to manage technology within a school district including creating an environment that fosters interest and growth in all aspects of technology by establishing and maintaining rapport with all staff and students through the planning, preparation and delivery of technology related in-service programs that foster the use of technology to meet current academic standards.

Program of Study

ED 530 Utilizing Emerging Technologies to Improve Learning (3 credits)
ED 577 Principles of Information Security (3 credits; Prereq: ED 588)
ED 579 Media Design (3 credits)
ED 583 Courseware Design and Construction (3 credits)
ED 587 Technology Leadership (3 credits)
ED 588 Operating Systems and Networking (3 credits)
ED 5080: Technology for Assessment and Adaptation (3 credits)
ED 5081: Technology to Support All Learners (3 credits)
ED 5082: Technology to Support Curriculum & Instruction (3 credits)
ESL 509: Computer Assisted Language Learning (3 credits)

Required for Certification

ED 591 Internship (3 credits)

For Pennsylvania Department of Education certification as a K-12 Instructional Technology Specialist, 33 credits are required.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

INTERNATIONAL SCHOOL LEADERSHIP

International School Leadership

The Master of Science in Education with a major in International School Leadership is for educators in international schools who want to assume leadership positions in those schools. It is designed in partnership with the Association for the Advancement of International Education (AAIE) and PLS 3rd Learning. The program develops the leadership, instructional, and management skills needed to be an international school leader. The degree includes 10 courses (30 credit hours) all offered online.

The requirements for this 30-credit degree are::

PLS 3rd Learning/ AAIE Courses (21 credits)

- EDIL 5001   Vision and Mission to Guide International Schools (3 credits)
- EDIL 5002   Leading for Staff and Student Learning in International Schools (3 credits)
- EDIL 5003   Governance in International Schools (3 credits)
- EDIL 5004   International School Management and Leadership (3 credits)
- EDIL 5005   Building and Sustaining a Healthy International School Culture (3 credits)
- EDIL 5006   Ethical Leadership in International Schools (3 credits)
- EDIL 5007   Situational Awareness and Diplomacy in International Schools (3 credits)

Wilkes Required: 9 credits

- ED 508 Intercultural Communication (3 credits)
- ED 525 Introduction to Educational Research (3 credits)
- ED 587 Technology Leadership (3 credits)

Courses offered through the PLS 3rd Learning course management system are designated by the EDIL acronym, while courses offered through the Wilkes course management system are designated by the ED acronym.

LETTER OF ENDORSEMENT: INSTRUCTIONAL COACHING

Pennsylvania Instructional Coaching Letter of Endorsement

Dr. Vicki Jones, Program Coordinator

This PDE-approved program provides the skills required for instructional coaches to create a culture of mentorship, data-driven pedagogy, reflective practice, and continuous improvement in the in the traditional classroom or online environment. The Instructional Coaching Letter of Endorsement program is offered online with 30 hours of embedded field experiences required. Satisfactory completion of the 12-credit letter of endorsement program, including all course and field experience requirements, will enable candidates to apply to the PDE for an endorsement on their existing Pennsylvania certificates.

Program Learning Outcomes

1. Demonstrate knowledge of adult learning theory and sound professional development practices as identified by the National Staff Development Council.
2. Demonstrate knowledge of key elements of various coaching approaches, their strengths and underlying conceptual frameworks.
3. Analyze instructional practice and provide meaningful and timely feedback to educators.
4. Plan collaboratively with educators for the continuation, modification or addition of specific skills and strategies in response to feedback and data.
5. Model in the classroom as a means of providing specific demonstration of specific instructional techniques, assessment strategies, and technology integration.
6. Reflect on their own work and use that reflection to modify instruction and improve coaching.
7. Work collaboratively with colleagues in setting goals and establishing directions for school improvement and reform.

Courses

- ED 5406 Instructional Coaching™
- ED 5407 Professional Learning for Teacher Effectiveness™
- ED 520 Using Assessment to Guide Instruction
- ED 523 Administrative Leadership in Curriculum and Instruction (with 30 hours of field experience)

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

LETTER OF ENDORSEMENT: GIFTED

Pennsylvania Gifted Letter of Endorsement Program

Dr. Vicki Jones, Program Coordinator

This PDE-approved program provides the skills needed meet the academic, social and emotional needs of students who are gifted and talented. Courses align with guidelines provided by the Council for Exceptional Children, the National Association for Gifted Children and the Pennsylvania Department of Education. The Gifted Letter of Endorsement program is completely online with 30 hours of embedded field experiences required. Satisfactory completion of the 12-credit letter of endorsement program, including all course and field experience requirements, will enable candidates to apply to the PDE for an endorsement on their existing Pennsylvania certificates. The four courses may also be taken as electives by other educational and clinical professionals who wish to gain additional knowledge in the areas addressed in each course.

The requirements for this 12-credit endorsement are:

Courses

- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices
- EDSP 501 Special Education Methodology I (with 10 hours of field experience)
- EDSP 508 Foundations of Gifted Education (with 10 hours of field experience)
- EDSP 509 Gifted Curriculum, Assessment and Instruction (with 10 hours of field experience)

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

LETTER OF ENDORSEMENT: ONLINE INSTRUCTION

Pennsylvania Online Instruction Letter of Endorsement

The Online Instruction Letter of Endorsement is a 12-credit program designed to teach best practices in instructional design, effective online communication, and assessment, promoting social and ethical responsibility in online and blended classrooms.

The Online Instruction Letter of Endorsement is approved by the Pennsylvania Department of Education. The endorsement consists of 12 credits culminating including 20 hours of field experience. Candidates must hold a valid Pennsylvania Instructional I or II teaching certificate.

The requirements for this 12-credit endorsement are:

- ED 521 Using Technology for Assessment (3 credits) (Wilkes)
- ED 5030   Instructional Design for Online Educators™ (3 credits) (PLS 3rd Learning)
- ED 5031   Facilitating Online Learning Communities™ (3 credits) (PLS 3rd Learning)
- ED 5032 Online Teaching for Pennsylvania Educators (3 credits; 20 hours field experience) (Wilkes; prerequisite- [[ED-521]], [[ED-5030]], [[ED-5031]])

LETTER OF ENDORSEMENT: STEM

Pennsylvania STEM Letter of Endorsement

This 12-credit letter of endorsement program provides the tools teachers need to plan, design and incorporate STEM strategies into everyday learning. Upon successful completion, Pennsylvania educators can apply to add the STEM endorsement to their teaching certificate

The STEM Letter of Endorsement is approved by the Pennsylvania Department of Education. The endorsement consists of 12 credits and includes 20 hours of field experience. Candidates must hold a valid Pennsylvania Instructional I or II teaching certificate.

Program Learning Outcomes:

1. The student will use project-based learning and inquiry-based learning to link content standards to career, community and real-world experiences.
2. The student will demonstrate a transdisciplinary approach to teaching and learning that integrates STEM across the curriculum.
3. The student will create authentic assessments that reinforce student-centered learning and provide appropriate differentiation to accommodate all students.
4. The student will utilize collaboration, leadership, and advocacy to promote a shift in culture and dispositions related to STEM education.

The requirements for this 12-credit endorsement are:

- EDIM 502: Project-based Learning
- EDIM 513: Inquiry-based Learning
- EDIM 517: Practices and Implementation of STEM Education (10 hours of field experience)
- EDIM 518: Creating a STEM Culture Through Application (10 hours of field experience)

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

LITERACY SPECIALIST
Literacy Specialist

Dr. Vicki Jones, Program Coordinator

By combining theory and application, candidates will learn how to assess, diagnose and teach students how to be active and effective 21st century listeners, speakers, readers, and writers. In addition, candidates who complete the program will have the most current research-based tools necessary to facilitate literacy initiatives within their own school districts.

The coursework includes two foundational literacy acquisition and development courses, a course focused on literacy and brain research, two courses on best practices in assessment and remediation, two courses on literature supporting 21st century students (including multicultural text and digital literacy), an advanced literacy and learning in the content areas course, a leadership course focused upon literacy leadership, and a literacy education practicum course. Students who successfully complete the course sequence and who hold a valid Pennsylvania Level I or II teaching certificate will be prepared to complete the Praxis exam and apply for the PDE reading specialist certification, pending PDE approval of the program.

The Literacy Program Learning Outcomes are as Follows:

1. Candidates demonstrate the knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, listening, viewing, and the integral role of the reading/literacy specialist in schools.
2. Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy. Design and implement small-group and individual evidence-based literacy instruction for students with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating the instructional practices.
3. Candidates will lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting, and using data results for instructional decision making for classrooms and schools.
4. Candidates demonstrate knowledge of relevant research, relevant theories, pedagogies, essential concepts of diversity and equity, demonstrate and provide opportunities for understanding all forms of diversity as essential to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6. Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities.
7. Candidates complete a supervised, integrated, extended practicum/clinical experiences: one focused on intervention with student and the other on coaching; practicum experiences are on-going with at least one in school-based setting; and supervision includes observation and ongoing feedback by qualified supervisors.

(International Literacy Association, 2017)

M.S. in Education for the Literacy Specialist:

- LIT 501 - Foundations of Literacy Acquisition and Development (Reading and Writing)
- LIT 502 - Advanced Linguistics: Language Foundations for Teachers of Reading, Writing, and Spelling
- LIT 503 - Applying Brain Research to Literacy Development and Instruction
- LIT 504 - Best Practices in the Assessment and Remediation of Struggling Readers and Writers- Part I
- LIT 505 - Best Practices in the Assessment and Remediation of Struggling Readers and Writers-Part II
- LIT 506 - Literacy Development and Literature for Adolescents
- LIT 507 - Introduction to the World of Literature for Children and Adolescents
- LIT 508 - Literacy and Learning in the Content Areas
- LIT 509 - Best Practices in Contemporary Literacy Leadership
- LIT 510 - Literacy Education Practicum

MIDDLE LEVEL EDUCATION

Middle Level Education

Dr. Vicki Jones, Program Coordinator

The Master of Science in Education with a major in Middle Level Education (EDML) is a 30-credit program with a choice of concentration in Middle Level Mathematics, Science, English/Language Arts, or Social Studies. The degree only option meets the needs of teachers who wish to add the Grade 4-8 certification through the Pennsylvania Department of Education's "test only" option, or who do not wish to seek certification.

Prospective students must hold Pennsylvania Level I or Level II instruction certification. The curriculum for the degree and certification program includes adolescent development, cognition and learning, subject matter pedagogy, and assessment in the program of study

Students will select one of four concentrations at the time of application:

- Middle Level Mathematics
- Middle Level Science
- Middle Level Social Studies
- Middle Level English/Language Arts

Program Learning Outcomes:

1. The student will strengthen content and process knowledge in the chosen academic specialization.
2. The student will acquire and apply research-based pedagogical knowledge to practice that has been found to be most effective with diverse middle level learners in the chosen academic specialization.
3. The student will apply knowledge of instructional strategies and sound educational practice focused on meeting the needs of diverse adolescent learners in a middle school environment.

30-Credit EDML Master of Science in Education plus certification Program

Core Education

- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)
- EDML 5001 Teaching Adolescent Learners at the Middle Level (3 credits)
- EDML 5007 Development of the Adolescent Learner at the Middle Level (3 credits)

Electives (6 credits required)
Choose two of the following outside of the concentration area:

- EDML 5002 Mathematics in Middle Level Education (3 credits)
- EDML 5003 Science in Middle Level Education (3 credits)
- EDML 5004 Literacy & Language in Middle Level Education (3 credits)
- EDML 5005 Social Studies in Middle Level Education (3 credits)
- ED 520 Using Assessment to Guide Instruction   (3 credits)
- ED 522 Curriculum & Instruction (3 credits)
- ED 524 Action Research for Educational Change (3 credits)
- ED 525 Introduction to Educational Research (3 credits)

Academic Subject Concentration - Select one concentration (15 credits required)

Middle Level Mathematics Concentration

- EDML 5010 Number Theory in Middle Level Education (3 credits)
- EDML 5011 Measurement Concepts in Middle Level Education (3 credits)
- EDML 5012 Data Analysis, Probability, and Statistics in Middle Level Education (3 credits)
- EDML 5013 Algebraic Concepts in Middle Level Education (3 credits)
- EDML 5014 Geometry Essentials in Middle Level Education (3 credits)

Middle Level Science Concentration

- EDML 5020 Scientific Inquiry and Literacy in Middle Level Science (3 credits)
- EDML 5022 Life Sciences in Middle Level Education (3 credits)
- EDML 5023 Physical Science in Middle Level Education (3 credits)
- EDML 5024 Earth and Space Sciences in Middle Level Education (3 credits)
- EDML 5025 Chemical Science in Middle Level Education (3 credits)

Middle Level English/Language Arts Concentration

- EDML 5030 Adolescent Literature (3 credits)
- EDML 5031 Literary Forms and Media Literacy in Middle Level Education (3 credits)
- EDML 5032 Reading Strategies in Middle Level Education (3 credits)
- EDML 5033 Teaching and Evaluating Writing I in Middle Level Education (3 credits)
- EDML 5034 Teaching and Evaluating Writing II in Middle Level Education (3 credits)

Middle Level Social Studies Concentration

- EDML 5040 US History in Middle Level Education (3 credits)
- EDML 5041 Geography in Middle Level Education (3 credits)
- EDML 5042 Government and Civics in Middle Level Education (3 credits)
- EDML 5043 World History in Middle Level Education (3 credits)
- EDML 5044 Fundamentals of Economics in Middle Level Education (3 credits)

MIDDLE LEVEL EDUCATION WITH CERTIFICATION
Middle Level Education Programs with Pennsylvania Grades 4 to 8 Certification

Ms. Vicki Jones, Program Coordinator

The Master of Science in Education with a major in Middle Level Education (EDML) is a 36-credit program with a choice of concentration in Middle Level Mathematics, Science, English/Language Arts, or Social Studies. The degree prepares teachers to better meet the needs of adolescent learners and prepares teachers to apply for Pennsylvania's grades 4-8 certificate in a particular content area.

Prospective students must hold Pennsylvania Level I or Level II instruction certification. The curriculum for the degree and certification program includes adolescent development, cognition and learning, subject matter pedagogy, and assessment in the program of study

Students will select one of four concentrations at the time of application:

- Middle Level Mathematics
- Middle Level Science
- Middle Level Social Studies
- Middle Level English/Language Arts

Program Learning Outcomes:

1. The student will strengthen content and process knowledge in the chosen academic specialization.
2. The student will acquire and apply research-based pedagogical knowledge to practice that has been found to be most effective with diverse middle level learners in the chosen academic specialization.
3. The student will apply knowledge of instructional strategies and sound educational practice focused on meeting the needs of diverse adolescent learners in a middle school environment.

36-Credit EDML Master of Science in Education plus certification Program

Core Education

- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)

Core Knowledge Courses (9 credits required – Choose three of the following outside your concentration area):

- EDML 5002 Mathematics in Middle Level Education (3 credits)
- EDML 5003 Science in Middle Level Education (3 credits)
- EDML 5004 Literacy & Language in Middle Level Education (3 credits)
- EDML 5005 Social Studies in Middle Level Education (3 credits)

Professional Practice Courses (9 credits required)

- EDML 5001 Teaching Adolescent Learners at the Middle Level (3 credits)
- EDML 5007 Development of the Adolescent Learner at the Middle Level (3 credits)
- EDML 5009 Internship in Middle Level Education (Taken in final semester; special permission required) (3 credits)

Students select from one of four concentrations:

Middle Level Mathematics Concentration

- EDML 5010 Number Theory in Middle Level Education (3 credits)
- EDML 5011 Measurement Concepts in Middle Level Education (3 credits)
- EDML 5012 Data Analysis, Probability, and Statistics in Middle Level Education (3 credits)
- EDML 5013 Algebraic Concepts in Middle Level Education (3 credits)
- EDML 5014 Geometry Essentials in Middle Level Education (3 credits)

Middle Level Science Concentration

- EDML 5020 Scientific Inquiry and Literacy in Middle Level Science (3 credits)
- EDML 5022 Life Sciences in Middle Level Education (3 credits)
- EDML 5023 Physical Science in Middle Level Education (3 credits)
- EDML 5024 Earth and Space Sciences in Middle Level Education (3 credits)
- EDML 5025 Chemical Science in Middle Level Education (3 credits)

Middle Level English/Language Arts Concentration

- EDML 5030 Adolescent Literature (3 credits)
- EDML 5031 Literary Forms and Media Literacy in Middle Level Education (3 credits)
- EDML 5032 Reading Strategies in Middle Level Education (3 credits)
- EDML 5033 Teaching and Evaluating Writing I in Middle Level Education (3 credits)
- EDML 5034 Teaching and Evaluating Writing II in Middle Level Education (3 credits)

Middle Level Social Studies Concentration

- EDML 5040 US History in Middle Level Education (3 credits)
- EDML 5041 Geography in Middle Level Education (3 credits)
- EDML 5042 Government and Civics in Middle Level Education (3 credits)
- EDML 5043 World History in Middle Level Education (3 credits)
- EDML 5044 Fundamentals of Economics in Middle Level Education (3 credits)

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

MIDDLE LEVEL EDUCATION WITH INITIAL PA GRADES 4 TO 8 TEACHING CERTIFICATION

Middle Level Education with Initial PA Grades 4 to 8 Teaching Certification

Ms. Vicki Jones, Program Coordinator

The Master of Science degree in Education with a major in Middle Level Education is a 39-credit* program designed for adults who wish to teach in Pennsylvania at the middle level -- grades 4 to 8. Upon successful completion of the program, students will be eligible to apply for Pennsylvania teaching certification. Candidates will also earn an advanced degree to excel in teaching adolescent learners. The program includes observation and student teaching hours. All courses are three credits unless otherwise noted. Additional coursework may be required, per transcript review.

Admissions Requirements

The program is ideal for students with bachelor's degrees in mathematics, the sciences, English or communications, or the social sciences. Wilkes will also consider students who hold a bachelor's degree in other disciplines, but have at least 18 credits in one of these core areas.

In addition, applicants must submit:

- Online application at www.wilkes.edu/applyonline
- Official undergraduate and graduate transcripts
- Two recommendation forms
- Current and valid clearances, all indicating "no record"

Program Learning Outcomes:

1. The student will strengthen content and process knowledge in the chosen academic specialization.
2. The student will acquire and apply research-based pedagogical knowledge to practice that has been found to be most effective with diverse middle level learners in the chosen academic specialization.
3. The student will apply knowledge of instructional strategies and sound educational practice focused on meeting the needs of diverse adolescent learners in a middle school environment.

Required Courses (39 credits)*

General Education Requirements (15 credits)
ED 520 Using Assessment to Guide Instruction (3 credits)
ESL 506 Teaching the Four Skills: Reading, Writing, Listening & Speaking** (3 credits; 15 field hours)
EDSP 501 Special Education Methodology I** (3 credits; 20 field hours)
EDSP 503 Behavior Management** (3 credits; 20 field hours)
LIT 508 Literacy and Learning in the Content Areas(3 credits)

Middle Level Professional Practice Requirements (15 credits)
EDML 5000 Foundations of the Education Professional** (3 credits; 30 field hours)
EDML 5001 Teaching Adolescent Learners at the Middle Level** (3 credits; 15 field hours)

EDML 5007 Development of the Adolescent Learner at the Middle Level** (3 credits; 15 field hours)
EDML 5008 Student Teaching internship in Middle Level Education** (6 credits; final semester; permission required)

Middle Level Core Knowledge Requirements (9 credits)
Select three courses not in your concentration area
EDML 5002 Mathematics in Middle Level Education (3 credits)
EDML 5003 Science in Middle Level Education (3 credits)
EDML 5004 Literacy & Language Arts in Middle Level Education (3 credits)
EDML 5005 Social Studies in Middle Level Education (3 credits)

* Additional coursework may be required based on transcript review prior to admission.

**Observation and Student Teaching Requirements
Field experiences and student teaching are mandatory, hands-on learning components to teacher certification. These experiences take place in a school near your home. The program culminates in a full-time, semester long student teaching assignment.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

ONLINE TEACHING

Online Teaching with Pennsylvania Online Instruction Letter of Endorsement Option

The Master of Science in Education with a major in Online Teaching will develop skills in instructional design, course facilitation, effective assessment practices, and creation of collaborative learning communities in the online environment. In addition to the master's degree, the program offers an embedded option for the Pennsylvania Department of Education Online Instruction Endorsement.

Program Learning Outcomes:

1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communications skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

The requirements for this 30-credit degree are:

- ED 521* Using Technology for Assessment *
- ED 530 Utilizing Emerging Technologies to Improve Learning
- ED 5030* Instructional Design for Online Educators™*
- ED 5031* Facilitating Online Learning Communities™*
- ED 5032* Online Teaching for Pennsylvania Educators (20 hours field experience)*
  -or-
- ED 5033 Social & Ethical Issues in Online Learning
- ED 5034 Action Research in the E-Learning Environment™
- ED 5035 Blended and Synchronous Learning Environments™
- ED 5036 Building Online Collaborative Environments™
- ED 5037 Developing Online Programs
- ED 5038 Teaching and Learning in the Online Environment (to be taken last by all students in degree program)

Courses marked with an asterisk are required for the Pennsylvania Department of Education Online Instruction Endorsement.

Students seeking the Online Instruction Endorsement must possess a PA Level I or Level II teaching certificate.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

SCHOOL BUSINESS LEADERSHIP

School Business Leadership

Dr. Charles Smargiassi, Chair/Assistant Professor of Education Program Coordinator

The Master of Science degree in Education with a major in School Business Leadership is a 30-credit fully online program offered in collaboration with the Pennsylvania Association of School Business Officials (PASBO) to design advanced courses for the practicing school business professional or anyone interested in entering the field. Applicants must have a minimum of a bachelor's degree from and accredited college or university in an appropriate field. A teaching certificate is not required.

Program Learning Outcomes:

1. The student will demonstrate conceptual and practical knowledge of public school financial, facilities, food service, information technology, human resources, and transportation operations.
2. The student will demonstrate the ability to apply principles of stewardship, efficiency, and fiscal
3. responsibility to revenue and expenditure processes.
4. The student will demonstrate the ability to analyze information and circumstances, formulate data-driven decisions, and communicate them effectively

The requirements for this 30-credit degree are:

- SBL 501 Public Relations and School Communications (3 credits)
- SBL 502 School Facility Management (3 credits)
- SBL 503 Financial Operations of School Districts (3 credits)
- SBL 504 Financial Planning & Management for School Business (3 credits)
- SBL 505 Human Resources in Education (3 credits)
- SBL 506 Materials Management in Schools (3 credits)
- SBL 507 Information Technology in Education (3 credits)
- SBL 508 Student Transportation (3 credits)
- SBL 509 Food Service in Education (3 credits)
- SBL 510 Leadership for School Business (3 credits; Capstone)

SECONDARY EDUCATION
Requirements

Wilkes offers Master's degree programs in Secondary Education in various content areas including Biology, Chemistry, English, History, and Mathematics. Applicants must possess teacher certification in the content area for which they are applying. The secondary education programs are not designed to prepare students for certification. A candidate for the Master of Science in Education degree whose program is in one of the secondary school teaching subjects must complete 18 credits in the appropriate content area and 12 Education graduate course credits consisting of six credits in Area I Foundations of Education and six credits in Area II Professional Skills to include ED 520 Using Assessment to Guide Instruction and ED 522 Curriculum and Instruction). Information about specific courses in the Secondary Education master's degree programs can be found in the Biology, Chemistry, English, History or Mathematics sections of this bulletin. Students are encouraged to contact the department chair of the specific content area to inquire about course availability.

SPECIAL EDUCATION
Pennsylvania Special Education Certification Option

Ms. Vicki Jones, Program Coordinator

The Master of Science in Education with a Special Education Certification option provides students with an in-depth understanding of teaching students with exceptionalities across multiple settings and service models. The program requires students to complete field hours within school settings serving students with exceptionalities across all IDEA disability categories. Students have the choice of completing the full degree with certification or simply the certification program track. The Master of Science program with Special Education Certification is designed to prepare individuals for PA Certification in Special Education.

To be eligible for admission into the Master of Science program with Special Education certification option, applicants must possess a previously earned Pennsylvania instructional certificate in one of the areas below and present a copy of the certificate during the admissions process. Candidates who enter the program will declare either the PK-8 or 7-12 grade band option. The previous N-12 certification is no longer granted by the state as of August 31, 2013. The criteria for certification and admission to each grade band option are regulated by the Pennsylvania Department of Education (PDE) as follows:

Special Education PreK-8 Option: Candidates with previous PA certificates in early childhood N-3, elementary K-6 or PreK-4, middle school 4-8, K-12 and certified K-12 reading specialists are eligible for this option.

Special Education 7-12 Option: Candidates with previous PA certificates in secondary education 7-12 (content areas), K-12 and certified K-12 reading specialists are eligible for this option.

Credits Required for Program Completion:
All students will apply to the 'degree seeking' program, but will notify the program coordinator if ONLY seeking certification.

Certification Only: 30 Credits
*Courses designated with * are the required courses for state certification*

Master's Degree with Certification: 39 Credits
If seeking the Master's Degree with Certification EDAM 5066, ESL 504, and ED 569 have to be taken through Wilkes and/or transferred into your program as approved graduate course(s) from another accredited college/university

Program Delivery:
Special Education Core Course offerings are set on a rotational schedule, contact the program coordinator for a specific offering schedule of the courses. The Special Education Core Courses (EDSP 501 – 505) are only available at the Wilkes campus in Wilkes-Barre, PA. These courses are all face-to-face courses held on 6 different Saturdays or Sundays during the traditional semester. The only exception is EDSP 501 which is only offered in a fully online format.

All other courses within the program are available in an online format or at selected site locations during each semester, if students are interested in face-to-face offerings for some degree courses. Students will need to check the schedule each semester for courses offered in their area.

Completion of this graduate program:

- Offers graduates specialization to work with students in the field of Special Education
- Distinguishes graduates from colleagues in the field of education
- Adds a Special Education PreK-8 OR 7-12 Certification to a student's existing PA State Certification

Program Learning Outcomes:

1. Students will develop the knowledge, skills, and scholarship relevant to highly qualified special education teachers.
2. Students will be able to identify fundamental characteristics of learners with cognitive, behavioral, emotional, social, physical, and health disabilities.
3. Students will be able to create and analyze learning expectations based on available data and multifaceted evaluations of student(s) with special needs
4. Students will be able to evaluate and apply research and evidence based instructional methods and strategies with students during field based experiences.

Program Requirements:

*Courses designated with * are required for state certification*
PREREQUISITE COURSES: 9 Credits: Prerequisite courses or their equivalents may be completed at the undergraduate (for those only seeking certification) or graduate level, online or face-to-face. Candidates may receive credit for the certification competencies completed through previous program coursework. Prerequisite courses can be completed at any time prior to applying to the state for special education certification.

*ED 535: Accommodations and Adaptations in Literacy for Diverse Learners (3 credits)
*ESL 504: Intercultural Communication for Language Teachers (3 credits)

*ED 569: Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)

CORE COURSES: 12 Credits

*ED 510: Psychological Foundations (3 credits)
ED 519 Issues, Laws & Trends in Ed (3 credits)
ED 522: Curriculum and Instruction (3 credits)
ED 585: Integrating Technology into the Curriculum (3 credits)

SPECIAL EDUCATION COURSES: 15 credits
(Act 34, 151, and 114 clearances are required for field experiences)

*EDSP 501: Sp Ed Meth I w/Field Exp. (3 credits; 20 hrs.)
*EDSP 502: Sp Ed Meth II w/Field Exp. (3 credits; 20 hrs.)
*EDSP 503: Behavior Mgt w/Field Exp. (3 credits; 20 hrs.)
*EDSP 504: Assessment in Sp Ed (3 credits)
*EDSP 505: Effective Practices in Sp Ed (3 credits)

SPECIAL ED INTERNSHIP: 3 Credits

*EDSP 506 Internship in Sp Ed (3 credits; 100 hrs.)

Must be taken as the final EDSP course or in conjunction with the final EDSP course. Advisor must give permission to register for the internship.

Additional Information:

There is no set order for how students have to take these courses, but it is important to note that EDSP 506: Internship cannot be scheduled until the student successfully completes EDSP 501 through EDSP 505 and contacts their advisor to be registered for this course.

The Special Education Core Courses (EDSP 501 – 505) are only available at the Wilkes campus in Wilkes-Barre, PA. These courses are all face-to-face courses held on 6 different Saturdays or Sundays during the traditional

semester. The only exception is EDSP 501 which is only offered in a fully online format.

NOTE: Student enrollments will dictate whether courses are offered each semester. If the minimum enrollment is not met in a course, the course will be withdrawn from the schedule.

The state will require candidates to take the new Special Education Certification tests called the PECT (Pennsylvania Educator Certification Tests) available at: http://www.pa.nesinc.com. There are two PECT modules for each grade band. Candidates will select the appropriate grade band modules; either PK-8 or 7-12.

**New Wilkes University Requirement(s) Regarding Completion of both Special Education Certification Grade Bands **

Wilkes graduate students completing the Special Education PK-8 program may choose to pursue Special Education 7-12 certification by completing the following:

1. Obtain certification in a Grade 7-12 Content Area by passing the certifying exam and applying for certification through PDE TIMS.
2. Once the 7-12 content area certification is approved by PDE, the student will request registration into the Special Education 7-12 internship course through the Program Coordinator. *The hours for this internship course will be determined by the PDE requirements at the time of registration.
3. Once the internship is successfully completed, the student will apply through PDE TIMS for certification and will need to pass the designated certifying exam for Special Education 7-12.

Wilkes graduate students completing the Special Education 7-12 program first, may choose to pursue Special Education PK-8 certification through the same process by substituting the appropriate grade band content area certification.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Teaching English to Speakers of Other Languages with Pennsylvania ESL Specialist Letter of Endorsement Option

Dr. Kimberly Niezgoda, Program Coordinator

The Master of Science in Education with a major in Teaching English to speakers of Other Languages will qualify individuals to instruct populations whose first language is not English.

M.S. Program Student Learning Outcomes:

- SLO1: Students, will demonstrate understanding of the principles of first and second language acquisition, the differences between first and second language acquisition, and the methodologies of second language teaching by writing a comprehensive personal educational philosophy and by creating and designing instructional materials for English Learners (ELs) .
- SLO2: Students will describe and apply the principles of phonology (the sound system of English), grammar (the morphology and syntax of English) and semantics, pragmatics and discourse (language meaning and language use in context) to the creation of English as a Second Language lesson plans.
- SLO3: Students will be able to ascertain what L2 learners know and are prepared to do, and demonstrate appropriate (a) interpretation and (b) use of data to support L2 students
- SLO4: Students will demonstrate an understanding of the influence of current second language trends on learning processes through assessments of (1) reading, (2) writing, (3) listening, and (4) speaking.
- SLO5: Students will demonstrate the skills necessary to aid in ESL program assessment and development.
- SLO6: Students will develop the skills necessary to address the educational needs of ELs in their learning process.
- SLO7: Students will demonstrate leadership skills necessary to educate colleagues and administrators in best practices for effectively teaching and working with EL students.

Program Requirements:

The requirements for this 30-credit degree are:

- ESL 501* Approaches to Teaching Second Languages (3 credits; prerequisite course)
- ESL 503* Second Language Assessment (prerequisite course) (3 credits; 15 hours field experience)
  - ESL 501 and 503 are prerequisite courses. They may be taken together or separately in either order, but must be completed prior to enrolling in other ESL courses.
- ESL 502* Language Concepts for Second Language Learning and Teaching (3 credits)
- ESL 506* Teaching the Four Skills: Reading, Writing, Listening and Speaking (3 credits; 15 hours field experience)
- ESL 508* Second Language Program Development (3 credits; 30 hours Field Experience)
- ESL 504 Intercultural Communication for Language Teachers (3 credits)
- ESL 505 Second Language Acquisition (3 credits)
- ESL 507 Sociolinguistics and Second Language Acquisition (3 credits)
- ESL 509 Computer-Assisted Language Learning (3 credits)
- ESL 512 ESL Teaching and Evaluation Theory (3 credits)

(* Required for ESL Specialist Letter of Endorsement)

Certificate Only option (Non degree seeking)
Pennsylvania teachers with an instructional certificate may obtain the ESL Program Specialist designation by completing the first five courses of the master's program, and 60 hours of field experience. Field experiences are structured by the course instructor and allow full time working teachers to easily meet the necessary requirements. All field experiences take place live. ESL Program Specialist certification is not a stand-alone instructional certificate in Pennsylvania, therefore you must have a Bachelor's degree in Education and be a fully certified teacher in the State of PA to obtain this certification. Upon successful completion of the first five courses, whether or not you continue to pursue the master's degree, you may request the specialist designation from the PDE by applying through the TIMS system. PA ESL Program Specialist Courses - after completing these courses, students possessing Instructional Level 1 or 2 certification may apply for ESL Program specialist certification through the TIMS website.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

AUT. AUTISM

AUT-501. AUTISM DIAGNOSIS AND TREATMENT
Credits: 3

The course will include an historical overview of the diagnosis and treatment of Autism and Autistic Spectrum Disorders. Special education policies, procedures, IEP development, and ethical considerations will be addressed. A review of contemporary diagnostic tools and biological research will be presented. A special emphasis will be given to evidence-based treatment protocols. A 20-hour field experience is required.

AUT-502. APPLIED BEHAVIORAL ANALYSIS AND AUTISM
Credits: 3

This course will introduce the basic principles of Applied Behavior Analysis (ABA) with special consideration given to its applications to ASD and Pervasive Developmental Disorders (PDD). Emphasis will be placed on positive behavioral supports, behavioral intervention plans (BIP), Functional Behavior Analysis (FBA), and error analysis. A review of outcome research in Early Intensive Behavior Intervention will be presented. A 20 hour field experience is required.

AUT-503. AUTISM SCOPE AND SEQUENCE
Credits: 3

This course will present a review of past and present curricular approaches for students with ASD and Pervasive Developmental Disorders (PDD) including Asperger's Syndrome. Particular emphasis will be placed on ABA designs and visually mediated strategies, including ME, ABLLS, and VB-MAPP that address core language deficits and social competence. The role of specific augmentative and alternative communication systems (AAC) will be discussed. A 20 hour field experience is required.

AUT-504. ADVANCED AUTISM INSTRUCTION AND INTERVENTION
Credits: 3

This course will offer an in-depth examination of state-of-the-art instructional techniques and protocols for ASD and Pervasive Developmental Disorders (PDD). Topics will include Functional Behavior Assessment, Positive Behavior Support Plans, Precision Teaching, Instructional Control, Classwide Behavior Plans, FloorTime, Sensory Integrative Approaches, and Direct Instruction. Materials from the statewide Verbal Behavior Project, TEACCH, and Competent Learner Models will be reviewed. A 20 hour field experience is required.

ED. EDUCATION

ED-508. INTERCULTURAL COMMUNICATION
Credits: 3

This course examines the ways cultural differences, ethical perspectives, and characteristics of the communication process influence interaction in intercultural settings. The course focuses upon critical issues in intercultural communication. Special emphasis is given to intercultural competence in educational settings.

ED-510. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Credits: 3

A study of human development and learning, application of psychological principles in the practice of education.

ED-511. PHILOSOPHICAL FOUNDATIONS OF EDUCATION
Credits: 3

An examination of philosophical issues which bear upon American education. The problem of relating theory to practice is considered.

ED-512. SOCIAL FOUNDATIONS OF EDUCATION
Credits: 3

An introduction to the history, scope, materials and methods of the sociological analysis of education. Instruction includes the concepts of culture, socialization, stratification, social control and change as they relate to formal education.

ED-513. COMPARATIVE FOUNDATIONS OF EDUCATION
Credits: 3

An analytic study of educational patterns in contemporary societies. Educational policies and institutions are studied in their cultural context. Educational patterns of developed and developing nations are described, analyzed and compared; examples from each pattern are examined.

ED-515. COGNITION
Credits: 3

This course provides in depth study of the processes required for students to process information, including perception, attention, memory, encoding, retrieval, problem solving, and the information processing requirements of reading and writing. Consideration of problem solving in specific subject areas is also covered.

ED-517. PRINCIPAL AS AN EDUCATIONAL LEADER
Credits: 3

This course will focus on the leadership roles and responsibilities of the principal. Leadership theories, ethics, organizational models, data-driven decision making, managing change and conflict, effective communication, diversity, and community relations are critical areas that will be analyzed, assessed and practiced. This course requires a minimum of 30 hours of field experience. Students are conditionally admitted to the EDLS program until successful completion of this course. Required for K-12 principal certification.

EDUCATION-518. SCHOOL LAW
Credits: 3

An examination of school law at the federal, state and local levels; review, discussion and analysis of court decisions which affect schools.

ED-519. ISSUES, LAWS AND TRENDS IN EDUCATION
Credits: 3

(Students who have previously taken either [[ED-514]] or [[ED-518]] may not register for [[ED-519]].)This course will focus on an examination of school law at the federal, state and local levels through review, discussion and analysis of court decisions that affect educational institutions. The study of school law and American education will be centered on contemporary issues with consideration given to historical perspectives, accountability issues and future trends. Topics will include legal and ethical issues in instructional delivery systems and the functions of education. Required for the Classroom Technology, Educational Development & Strategies, and Special Education Programs for students beginning courses in Fall 2007.

Course Descriptions

ED-520. USING ASSESSMENT TO GUIDE INSTRUCTION
Credits: 3

An examination of various assessment strategies and current methods of assessment, through the study of theory and effective practices in assessment translated into design. The analysis of disaggregated student data to implement effective change in teaching and assessment practices will be explored. Research based strategies for the assessment and instruction of diverse learners will be examined. (Cross listed with [[EDAM-5032]]).

ED-521. USING TECHNOLOGY FOR ASSESSMENT
Credits: 3

This course will explore the use of various technological tools in assessment that helps improve teaching and learning in both face-to-face and online environments. Students will examine practices and strategies for developing effective assessments and utilizing assessment data.

ED-522. CURRICULUM AND INSTRUCTION
Credits: 3

The course will engage students in the study of school curricula in elementary and secondary education. Models and trends in curriculum development will be explored by examining past and present influences on curriculum. The needs of diverse learners will be addressed through a survey of the latest research addressing differentiated instruction and societal factors influencing achievement gaps. Participants will relate this knowledge to their delivery of curriculum to students.

ED-523. ADMINISTRATIVE LEADERSHIP IN CURRICULUM AND INSTRUCTION
Credits: 3

This course familiarizes future principals with the nature of curriculum and the impact of national and state standards on the instructional program. The importance of the role of the principal in developing an organizational structure for curricular change to provide the most appropriate instructional environment for all students will be embedded throughout the course. This course requires a 30 hour field experience focusing on school curriculum leadership. Pre-requisite: [[ED-517]] Principal as Educational LeaderRequired for K-12 principal certification.

ED-524. ACTION RESEARCH FOR EDUCATIONAL CHANGE
Credits: 3

Action research is applied research educators can do within the school to improve practice, from instruction to learning. Knowledge and skill will be in designing action research, using both quantitative and qualitative data collection methods, to inform and improve practice. (Cross-listed with [[EDAM-5031]])

ED-525. INTRODUCTION TO EDUCATIONAL RESEARCH / MASTER'S LEVEL
Credits: 3

This course is designed to facilitate learning methods and techniques of educational research, critiquing published research and conducting a thorough and professional search for research literature on a selected topic.

ED-530. UTILIZING EMERGING TECHNOLOGIES TO IMPROVE LEARNING
Credits: 3

This course is designed to help students understand different key learning theories and their effective use in the design of accessible learning activities. Students will apply learning theory principles to develop model lessons using emerging technologies. Students will also identify appropriate strategies and technologies to support equitable access and diverse learning styles. Using technology to accomplish data-driven decision-making will be explored.

ED-531. CHILDREN'S LITERATURE
Credits: 3

A study of methods and materials appropriate for elementary school instruction in literature.

ED-539. ADVANCED STUDIES IN TEACHING AND LEARNING
Credits: 3
Terms Offered: Fall

This capstone course offers a culminating experience to measure the attainment and integration of overall program outcomes. This course provides an in-depth opportunity for the student to demonstrate mastery of learning by analyzing and applying new knowledge through the display creative products and a summative portfolio. Integrated projects will be assessed not only in relation to content, but also within the universal rationale of the educational experience and mission of the graduate school of education.

Pre-Requisites

Completion of required International Teaching and Learning program coursework. Department permission required.

ED-541. DESIGNING MOTIVATION FOR ALL LEARNERS
Credits: 3

Students will design learning experiences and develop effective leadership strategies that promote motivation for all learners. Additionally, they will learn verbal encouragement techniques that motivate by reinforcing student effort and reducing risk and discover how purposeful work and goal achievement can support all types of learners.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-542. MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CLASSROOMS (MAGIC)
Credits: 3

A hands-on course which offers students the opportunity to learn a variety of engaging activities to go beyond textbook and workbook instruction. Participation in over 60 activities provides practice in creating, evaluating, and adapting ideas to each participant's specific curriculum.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-543. ACHIEVING STUDENT OUTCOMES THROUGH COOPERATIVE LEARNING
Credits: 3

Designed to encourage teachers to use cooperative strategies appropriately in classrooms. Activities include simulations, use of cooperative learning models, and creation of lesson plans.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-548. PURPOSEFUL LEARNING THROUGH MULTIPLE INTELLIGENCES
Credits: 3

Based on the research of Howard Gardner, this course focuses on understanding each of the intelligences and identifying them. Discovery centers are used to experience each intelligence and teaching strategies and classroom activities that enhance the intelligences are designed by participants.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-552. TEACHING THROUGH LEARNING CHANNELS
Credits: 3

This course utilizes recent brain research, examines individual differences in learning styles, and develops adaptive teaching procedures to accommodate varying cognitive processes.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-553. BRAIN-BASED WAYS WE THINK AND LEARN
Credits: 3

This course will explore the four basic thinking skills of induction, deduction, analysis, and synthesis. Students will experience, model, and internalize specific techniques of brain-based teaching and learning and will integrate thinking processes into real-life applications.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-554. SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY
Credits: 3

This course is designed to help experienced and beginning K-12 educators create a classroom environment in which responsible behavior is modeled, taught, and supported. Participants will explore the underlying causes of irresponsible behavior and learn specific strategies associated with four instructional approaches that empower students to be self-directed, responsible learners. As participants learn to mentor, model, coach, and facilitate responsible actions in their students, they likewise develop increasing responsibility and personal power in their own professional practice.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

Course Descriptions

ED-555. CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS
Credits: 3

This course equips experienced and beginning K-12 educators with current, research-validated concepts and strategies for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized. Participants will learn strategies associated with seven key areas of expertise that collectively contribute to a teacher's classroom management effectiveness.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-557. DIFFERENTIATED INSTRUCTION FOR TODAY'S CLASSROOM
Credits: 3

This course equips experienced and beginner educators with the essential knowledge and skills to implement differentiated instruction (DI) successfully in their own classrooms. In a highly interactive learning environment that models the DI principles and processes, class members will gain expertise in understanding and implementing a broad range of strategies associated with the essential, distinguishing components of DI.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-558. TOPICS COURSES
Credits: 3

Advanced study of topics of special interest not extensively treated in regular courses.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-559. BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM
Credits: 3

This course provides educators with research-based interventions in the behavioral, academic, and social areas of student performance. Through a multitiered response to intervention model, educators implement a solution-seeking cycle for gathering information, identifying issues, and planning and assessing early and effective interventions.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-560. BUILDING COMMUNICATION AND TEAMWORK IN THE CLASSROOM
Credits: 3

This course equips experienced and beginner educators with the essential knowledge and skills necessary to foster an emotionally engaging classroom. The selected strategies participants will learn and practice are designed to improve teacher expertise in five specific areas: leadership, communication and listening, positive thinking, student support, and team building.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-561. READING ACROSS THE CURRICULUM
Credits: 3

This course provides research-based active reading comprehension strategies that participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Emphasis is on learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivation, and grade-level vocabulary.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-569. TEACHING DIVERSE LEARNERS USING INCLUSIVE CLASSROOM PRACTICES
Credits: 3

Research-based strategies for the instruction of diverse learners in inclusive settings will be examined in this course. Participants will examine effective teaching practices including the research and theories to support such practices. Students will apply the practices to an educational setting. Instructional strategies such as Differentiated Instruction, Universal Design for Learning, co-teaching, differentiated instruction, Understanding by Design/ (UbD), formative assessments, and other effective inclusive classroom practices will be explored.

ED-571. SPECIAL EDUCATION PROGRAMMING AND ADMINISTRATION
Credits: 3

This course will familiarize future principals with methods and strategies to design and implement programs for students with disabilities that are compliant with legal requirements and current research in improving student achievement. The importance of the role of the principal in developing an organizational structure that facilitates the most appropriate teaching and learning environment for students with disabilities will be embedded throughout the course. This course requires a 30 hour field experience focusing on special education administration from the principal's perspective. Pre-requisite: [[ED-517]] Principal as Educational Leader Required for K-12 principal certification.

ED-573. EVALUATION OF EDUCATIONAL PROGRAMS
Credits: 3

Students will undertake advanced study in educational assessment strategies and program evaluation with a focus on student learning within the operation of these programs. It will encompass various types of assessment strategies and methods, as well as the analysis of assessment data to guide instruction and curriculum design. Instruction will focus on the principal's role in guiding teachers in the design of effective assessments and alternative assessment strategies, and the use of assessment in program evaluation. Working in collaboration with faculty, colleagues, and a practicing administrator, students will design a leadership plan of study for a topic in this area. The plan of study must directly relate to the role and responsibilities of the principal in this capacity. Sample topics can be drawn from such areas as: student assessment methods, evaluation of special and regular education programs, academic standards and the PA Assessment System or other related topics. Pre-requisite: [[ED-517]] Principal as Educational Leader. Required for K-12 principal certification.

ED-575. SCHOOL LAW FOR PRINCIPALS
Credits: 3

This course focuses on current school law at the state and federal levels and its influence on the role and responsibilities of the principal in a K – 12 school system. Law, legislation, and court decisions that affect the principals' dealings with students and employees will be studied and analyzed in light of the historical context and current issues. Emphasis will be given to laws governing the management of special education services and programs and the mandates related to student achievement of state standards. Pre-requisite: [[ED-517]] Principal as Educational Leader. Required for K-12 principal certification.

ED-576. SCHOOL MANAGEMENT AND COMMUNICATIONS
Credits: 3

This course focuses on the study of administrative functions in educational institutions. Topics include: school budget planning, facilities management, resource allocation, establishing and maintaining positive school and community relations, and effective communication strategies for principals. Pre-requisite: [[ED-517]] Principal as Educational Leader Required for K-12 principal certification.

ED-577. PRINCIPLES OF INFORMATION SECURITY
Credits: 3

With focus on the educational environment, this course will discuss the principles of information security, building a clear understanding of the foundations of information security, the principles on which managerial strategy can be formulated and the technical solutions available to technology coordinators.

Pre-Requisites

[[ED-588]].

ED-578. STAFF DEVELOPMENT AND SUPERVISION
Credits: 3

This course focuses on staff development and teacher supervision. Models of supervision, such as clinical supervision and differentiated supervision, are examined. Case studies will be utilized to gain understanding of the teacher evaluation process. Mentoring and new teacher induction programs will be investigated. An overview of the laws and policies, which influence and govern these programs will be included. Pre-requisite: [[ED-517]] Principal as Educational LeaderRequired for K-12 principal certification.

Course Descriptions

ED-579. MEDIA DESIGN
Credits: 3

This course is designed to give specific and realistic examples of how different types of media and instructional technology can complement each other in the computer age classroom. Emphasis will be given to the design and production of instructional materials using text, video, audio, and computer based and photographic formats for use in both distance learning and traditional classrooms.

ED-583. COURSEWARE DESIGN AND CONSTRUCTION
Credits: 3

Using state-of-the-art technology to design and construct appropriate courseware support and curricula. Topics include the use of authoring software, optical technologies, ISD (Instructional Systems Design) models and strategies geared towards proper courseware design.

ED-585. INTEGRATING TECHNOLOGY INTO THE CURRICULUM
Credits: 3

The course will present models of instructional design to provide a theoretical framework in the application and integration of microcomputer technology into the K-12 curriculum. Participants will develop a portfolio of computer-generated materials for their classroom. Required for the Classroom Technology, Special Education, and Educational Development and Strategies Programs.

ED-587. TECHNOLOGY LEADERSHIP
Credits: 3

This course is designed to develop educational technology leaders who are knowledgeable and skilled in technology leadership practices that improve student learning and school operations in K-12 schools. It addresses skills and competencies necessary for the support and assessment of technology standards and will include issues and trends relevant to the field of educational technology. **Required for Instructional Technology degree and & the master's degree in Educational Leadership.**

ED-588. OPERATING SYSTEMS & NETWORKING
Credits: 3

An exploration into the design of present-day microcomputer systems. Topics include microcomputer architecture and hardware, telecommunications, networking and general operating systems.

ED-589. INSTRUCTIONAL TECHNOLOGY: MODELS AND METHODS
Credits: 3

A 'wide area' look into technology integration. An investigation into what the responsibilities of a technology coordinator will be - relating technology and thinking processes, the cognitive effects of technology integration, materials acquisition and placement and general administrative strategies.

ED-591. INTERNSHIP (INSTRUCTIONAL TECH)
Credits: 3

Participation in field experience to observe the use of technology to support instruction, the management of technology resources in educational settings, and the evaluation of effectiveness of technology resources for teaching and learning; application of technology resources to support instruction in classroom settings. **Required for PA Instructional Technology Specialist Certification.**

Pre-Requisites
[[ED-587]], [[ED-588]], [[ED-589]] (or equivalent) and permission of Director.

ED-592. K-12 PRINCIPAL INTERNSHIP
Credits: Parts A & B - two semesters at 3 credits each

Students will complete work as an administrative intern with practicing K-12 principals. Within this experience, students will design a leadership plan of study to implement a research-based project, which will attest to their ability to perform as an educational leader. The project is to address the needs of the candidate, as well as the needs of the school where the internship is being completed. Required for K-12 principal certification.

Pre-Requisites

Completion of the 21 credits required for principal certification. Required for K-12 principal certification.

ED-598. TOPICS
Credits: 3

Advanced study of topics of special interest not extensively treated in regular courses.

ED-610. ETHICS FOR EDUCATIONAL LEADERS
Credits: 3

This course focuses on the principles, practices and issues related to ethics in educational leadership within a variety of institutional settings. The ethical dimensions of leadership will be examined through both traditional and nontraditional paradigms. Students will reflect on personal ethical stances, examine the influence of ethics and values on decision-making, and analyze and critique ethical issues in a variety of contexts to frame their professional ethical perspectives.

ED-612. LEADERSHIP, DIVERSITY AND SOCIETAL CHANGE
Credits: 3

This course examines the impact of diversity, culture, ethnic origin and societal change on educational institutions and the emerging leadership styles resulting from these factors. This course is designed to better prepare leaders to meet the challenges of cultural diversity and rapid societal change in organizations. Attention is given as to how language, gender, race, tradition, education, economic structure, societal transitions and global events interact with organizational philosophy to create behavioral norms at all levels. The influence of these factors on leaders' behaviors, as well as their interactions with diverse groups both inside and outside the organization, will be studied.

ED-614. ORGANIZATIONAL AND LEADERSHIP THEORY
Credits: 3

This course focuses on organizational and leadership theories as they relate to K-12 and higher education institutions. The central aim of this course is to enable students to understand the structure and function of organizations and leadership from multiple theoretical perspectives. Through the linking of theory to practice, future educational leaders will be empowered to make conscious, deliberate decisions utilizing multiple, and at times divergent, theoretical frames.

ED-615. PROSEMINAR IN EDUCATIONAL LEADERSHIP
Credits: 3

This course will explore selected topics and relevant theory spanning a range of educational issues using a non-routine, active learning approach. It will require intensive interaction between students and several faculty members, allowing for personal introductions, a collaborative approach to teaching and learning, and exposure to the variety of department specializations. Through a series of writing intensive assignments, students will explore independently selected topics related to future program study. *Required first residency course.

ED-616. CONTEMPORARY ISSUES AND TRENDS ON GLOBAL EDUCATION
Credits: 3

This course will focus on understanding contemporary global issues and trends with emphasis on public relations in educational institutions, technology changes in the global society, worldwide political influences, and educational access. Required for International Instructional Leadership.

ED-620. EDUCATIONAL INSTITUTIONS AND SYSTEMS
Credits: 3

This course will focus on historic foundations, institutional structures, long-standing debates, and challenges related to American Education, including pre-K-12, 2-yr institutions, public and private 4-yr. institutions, and for-profit schools. Governance, funding, and mission, and current issues will be examined. Required for Leadership Studies concentration.

ED-623. EDUCATIONAL TECHNOLOGY LEADERSHIP
Credits: 3

This course will focus on how to organize and provide leadership in instructional technology programs, facilities and resource management, including technological in-service training programs. This course will also include the laws and regulations that govern the selection and utilization of media, sources for funding, and collaboration on development of a grant proposal. Required for K-12 Administration and Educational Technology specialization.

ED-625. PROFESSIONAL DEVELOPMENT & SUPERVISION
Credits: 3

This course concentrates on the development and supervision of faculty and staff. A range of models of supervision that can be applied in all educational institutions, such as clinical and differentiated supervision, will be examined for their effectiveness in improving instructional performance. Case studies will be utilized to gain understanding of supervision and evaluation processes. The management and design of induction and professional development programs will be analyzed. The laws and policies that govern these programs, as well as employee rights and termination procedures, will be studied. Required for Ed.D. program/K-12 Administration specialization.

ED-626. POLITICS AND POLICY FOR EDUCATIONAL LEADERS
Credits: 3

This course will explore the roles of public policy and politics in education at the federal, state, and local levels. through the course students will examine policy models, frameworks, and processes as they relate to policy issues in the k-12 and higher education arenas. A second major area of focus will be the political forces that influence and shape decision-making processes, reform efforts, and community relations.

ED-627. ADVANCED ISSUES IN EDUCATIONAL LAW
Credits: 3

This course focuses on the most current laws at both the state and federal levels and their impact on the operation of educational institutions for leaders. Both state and federal statutes will be examined with a focus on accurate analysis and interpretation of the law through case reviews. Law, legislation and court decisions that may impact the rights and responsibilities of faculty, students and parents will be studied and analyzed. The course is structured to assist educational leaders in acquiring the knowledge and skills necessary to ensure that the management of their educational institution through adherence to the law produces a safe, efficient and effective learning environment for all students. Required for Ed.D. program/K-12 Administration.

ED-628. HUMAN RESOURCE DEVELOPMENT AND LABOR NEGOTIATIONS
Credits: 3

This course examines the influences of major theories of personnel leadership on public and private education. Students will learn about the use of resource management, including labor laws, labor negotiation protocols, recruitment, personnel assistance and development, and evaluation procedures. Also, students will learn to develop and implement professional development programs that reflect teacher/faculty development research and strategies that include technology utilization, simulations of various HRD functions such as labor negotiations focusing on differing perspectives that impinge on the process of creating agreement, living with the agreement, and seeking a successor agreement. Require for Ed.D. program/K-12 Administration and Higher Education specializations.

ED-629. STRATEGIC PLANNING FOR PUBLIC AND NON-PROFIT ORGANIZATIONS
Credits: 3

Students will learn about a variety of planning models, including the Pennsylvania Department of Education's Strategic Planning Model and the Strategy Change Cycle - a proven planning process used by a large number of organizations throughout the United States. Students will be provided detailed guidance on implementing the planning process and will acquire specific knowledge and skills to make the planning process work successfully in any organization. In addition, new information will be provided to students on creating public value, stakeholder analysis, strategy mapping, balanced scorecards, and collaboration. Finally, case study analysis and field assignments will serve as important component in this course. Required for Ed.D. program/K-12 Administration and Higher Education Administration specializations. *Required second residency course.

ED-632. COGNITION AND LEARNING
Credits: 3

This course covers the fundamentals of perception, memory, thinking, and emotion that collectively comprise human learning. This foundation of learning is what instruction, administration, and technology must support to promote student achievement. The last twenty-five years of brain research into learning styles, motivation, and learning science will be used to deduce sound learning and teaching practices.

ED-633. PEDAGOGICAL INNOVATION, TECHNOLOGY, & DIGITAL MEDIA
Credits: 3

The use of this multimedia offers educational leaders the potential to both transform and personalize instruction and learning. In this course, students will explore the potential for innovative pedagogical methods using technology and digital media such as virtual and augmented reality, social media, audio, video, and other social pedagogical agents.

ED-635. INTEGRATING TECHNOLOGY FOR DIVERSE LEARNERS
Credits: 3

The course will examine best practices for integrating technology into curricular planning and present models of instructional design for all learners. Required for Educational Technology specialization.

ED-637. SYSTEMS INFRASTRUCTURE & MANAGEMENT
Credits: 3

Students will explore the design of present-day technology infrastructures. Topics include computer hardware, telecommunications, networking and general operating systems.

Course Descriptions

ED-638. CYBERSECURITY FOR EDUCATIONAL LEADERS
Credits: 3

This course will engage, inform, and empower educational leaders to effectively prepare for evolving cybersecurity threats facing schools and society at large. Multiple facets of cybersecurity will be examined and evaluated relative to the role and responsibilities of contemporary educational leaders. No prior experience or expertise in cybersecurity is required or expected.

Pre-Requisites

[[ED-637]] Systems Infrastructure & Management.

ED-639. INTERNSHIP IN EDUCATION TECHNOLOGY LEADERSHIP
Credits: 3

This course is tailored to meet the needs of students who will work as leaders in technology within educational institutions. The internship is designed to provide experience in the completion of identified tasks related to technology under the guidance of a mentoring administrator. A Leadership Competency Portfolio and internship will provide evidence of the leadership competencies attained.

Pre-Requisites

Completion of the Ed.D. Leadership core and Educational technology courses with the exception of 639. Department permission required.

ED-640. INSTRUCTIONAL DESIGN AND INNOVATIVE LEADERSHIP
Credits: 3

In this course students will analyze various theories of instructional design through research and application.

ED-643. TRENDS AND INNOVATION IN INSTRUCTIONAL TECHNOLOGY
Credits: 3

This course will explore the present trends and future vision of technology as influenced by its foundations. Factors that are likely to influence the future of the instructional technology will be explored, such as distance education and virtual environments.

ED-644. GRAPHIC DESIGN FOR INSTRUCTION
Credits: 3

This course will focus on the design and production of instructional computer graphics and graphic presentations. Professional, design software will be used for creative and efficient layout, editing, processing and file handling. Fundamental layout organization through the use of grid with emphasis on color, fonts and simple drawing techniques will be incorporated into the course. The value of communication and information design with graphics in the learning process will be presented.

ED-645. TECHNOLOGY SUPPORTED ASSESSMENT
Credits: 3

Students will research and explore traditional methods of educational assessment and consider ways technology can be used to augment assessment to enhance best practices for teaching and learning. Required for Educational Technology specialization.

ED-646. ADAPTIVE AND ASSISTIVE TECHNOLOGY IN EDUCATION
Credits: 3

This course will provide an awareness of contemporary adaptive and assistive technologies for students with disabilities in an inclusive setting. Students will explore technology to support the needs of English Language Learners and the acquisition of a second language for all learners. Required for Educational Technology specialization.

ED-647. WEB DESIGN AND DEVELOPMENT FOR LEARNING
Credits: 3

Students will apply the tools and skills of competent designers as they construct web-based learning activities. Topics such as creative applications and project-based learning will be explored.

ED-650. CURRICULUM, INSTRUCTION AND ASSESSMENT
Credits: 3

This course will examine cognitive theories of learning for all learners, with a particular focus on research-based practices in instruction for diverse learners in contemporary school settings. Educational leaders will gain a strong background in differentiated modes of instruction, along with the coaching skills needed to work with instructors as they strive to improve and expand their pedagogy to enhance student learning. Current methods of curriculum and program design, development and evaluation will be studied. Implications for supporting and sustaining high-quality instruction and learning will be addressed through the relationships and importance of coherence among curriculum, instruction, and assessment. Required for Ed.D. program/K-12 Administration specialization.

ED-652. SPECIAL EDUCATION ADMINISTRATION
Credits: 3

The content of this course is composed of professional problems; standards and procedures; the history of special education, special education philosophy, legal provisions, rules and regulations; major developments and trends at federal, state and local levels; services of other organizations and agencies. Required for Ed.D. program/K-12 Administration specialization.

ED-654. SCHOOL FINANCE AND FACILITIES ADMINISTRATION
Credits: 3

The content of this course centers on administrative functions related to the management of school finance and facilities in educational institutions. Topics covered are budget planning related to facilities management, as well as resource allocation and scheduling to maximize the use of school facilities; school finance related to sources of revenue for capital projects and the impact of these projects on the allocation of resources, scheduling of programs, and use of personnel will be studied. Additional topics include management techniques, strategic planning approaches, building assessment, energy issues, technology in schools, community development and contract management. Required for Ed.D. program/K-12 Administration specialization.

ED-658. ADVANCED STUDIES IN SCHOOL DISTRICT LEADERSHIP
Credits: 3

This course will prepare future school district leaders for complex situations and specialized functions that are performed as part of district oversight in the central office. Students will review their prior coursework in K-12 Administration by compiling and informally assessing their Leadership Competency Portfolio, and determine the focus areas to begin the superintendent internship.

Pre-Requisites

Completion of Ed.D. Leadership core and K-12 School Administration courses with the exception of [[ED-659]]. Department permission required.

ED-659. SUPERINTENDENT INTERNSHIP (90 HOURS)
Credits: 3

This course will prepare future school district leaders for complex situations and specialized functions that are performed as part of district-wide oversight in the central office. Students will continue the superintendent internship, review prior learning in K-12 administration using the Leadership Competency Portfolio, and implement and complete the internship project.

Pre-Requisites

Completion of Ed.D. Leadership core and all K-12 School Administration courses. Department permission required.

ED-660. HIGHER EDUCATION INSTITUTIONS AND ADULT LEARNERS
Credits: 3

This course engages doctoral students in an investigation of the history and development of higher education institutions, with emphasis on the adult learners who attend them. Included in this course is a comparative study of the philosophies, objectives and functions of various types of higher education institutions and the adult learning population in contemporary colleges and universities. The various settings in which adults learn and the variety of objectives adults have for learning are also studied. Required for Ed.D. program/Higher Education Administration specialization.

ED-662. FACULTY AND ACADEMIC GOVERNANCE IN HIGHER EDUCATION
Credits: 3

The purpose of this course is to provide an intensive introduction to the organization and governance of American colleges and universities. It is designed to familiarize students with the faculty, academic and administrative contexts and organizational cultures within which they may work. The focus of study will include both individuals and groups (organizational behavior) and organizations themselves (organizational theory). Required for Ed.D. program/Higher Education Administration specialization.

ED-663. FACULTY DEVELOPMENT & CURRICULUM MANAGEMENT
Credits: 3

Three creditsThis course will focus on faculty development related to scholarship, teaching, and service. The relationship between faculty development and curriculum, instruction, and assessment will be examined. Topics related to curriculum management will include syllabus development and program design, instructional delivery models, and assessment at the program and institutional levels, as well as the relationship of assessment to accreditation. Required for Ed.D. program/Higher Education Administration specialization.

ED-664. FINANCIAL MANAGEMENT IN HIGHER EDUCATION
Credits: 3

The purpose of this course is to expose students to both theoretical and applied concepts of higher education financial management concepts and practices. Emphasis will be placed on developing familiarity with the financial terminology and competencies that are necessary for successful administrative performance within a higher education institution. Upon completion of the course, students should possess a greater understanding of the subject matter and inherent issues of higher education financial management. Required for Ed.D. program/Higher Education Administration specialization.

ED-665. INSTITUTIONAL ADVANCEMENT IN HIGHER EDUCATION
Credits: 3

This course enables doctoral students to refine the knowledge, skills and dispositions needed to plan and execute sound and innovative approaches to advance the institution's mission by increasing private and public financial support, promoting awareness of the institution to key publics, and involving constituents in the life of the institution. Students will be involved in problem solving and decision-making related to institutional advancement. Traditional and evolving sources of financial support will be examined with an emphasis on grant writing. Required for Ed.D. program/Higher Education Administration major.

ED-668. STUDENT SERVICES AND ENROLLMENT MANAGEMENT IN HIGHER EDUCATION
Credits: 3

This course examines the comprehensive nature of student affairs as a vital component in the evolving learner-centered environments of higher education. Theory and effective practice are used to guide the discussion, investigate the issues, and generate solutions. Students investigate and seek potential solutions to authentic problems facing leaders in student affairs, such as those concerning student enrollment management, student diversity, student induction, advising and counseling, placement testing, career development, residential life, food services, health services, student activities, Greek organizations, athletics, security and discipline. Required for Ed.D. program/Higher Education Administration specialization.

ED-669. INTERNSHIP IN HIGHER EDUCATION ADMINISTRATION (90 HOURS)
Credits: 3

This internship is tailored to address the leadership needs and goals of students in higher education administration. It is designed to provide experience in the completion of identified administrative tasks within an institution of higher education under the guidance of a mentoring administrator. A Leadership Competency Portfolio and internship project will provide evidence of the leadership competencies attained. .

Pre-Requisites

completion of the Ed.D. Leadership core and Higher Education Administration courses. Department permission required.

ED-670. CURRICULUM THEORY
Credits: 3

This course will focus on the theory of curriculum and its philosophical and historical foundations and the ideologies that influence and shape curriculum. governance, control, and macro and micro perspectives of curriculum will be examined.

Course Descriptions

ED-671. MEASUREMENT AND ASSESSMENT
Credits: 3

This course provides an introduction to issues in educational measurement and assessment with an emphasis on applications in both k-12 and higher education settings. Topics related to test development and delivery of various types of assessments will be explored in addition to the overall relationship between assessment and the instructional process.

ED-672. CURRICULUM DESIGN AND INSTRUCTIONAL MODELS
Credits: 3

This course will engage students in the practical aspects of curriculum design and implementation, its evaluation, and the alignment of curriculum, instruction, and assessment, instructional models appropriate to addressing the needs of diverse learners in varied learning environments and delivery formats will be examined.

Pre-Requisites

[[ED-670]]

ED-673. CONTROVERSIES IN CURRICULUM, INSTRUCTION, AND ASSESSMENT
Credits: 3

This course explores the varying attitudes and beliefs of teaching, learning, and assessment as they relate to present-day curricular controversies. Students will analyze the cultural and social contexts of early childhood education, k-12 schooling, and post-secondary schooling. Specific emphasis will be given to the relevant salience of class, race, age, and gender as they relate to the study of everyday inequities in pre-k-20 education.

ED-679. INTERNSHIP IN CURRICULUM AND INSTRUCTION
Credits: 3

This course is tailored to meet the needs of students who will work as leaders in curriculum and instruction within educational institutions. The internship is designed to provide experience in the completion of identified tasks related to curriculum and instruction under the guidance of a mentoring administrator. a leadership competency portfolio and internship project will provide evidence of the leadership competencies attained.

Pre-Requisites

Completion of the Ed.D leadership core and curriculum instruction courses/ department permission required.

ED-681. INTRODUCTION TO EDUCATIONAL RESEARCH
Credits: 3

This course is designed to provide foundational knowledge of quantitative and qualitative research methodologies and to develop skills in reading and evaluating the quality of research. Focus is placed on research design factors such as sampling, validity, reliability, statistical methods, and ethical safeguards. Required to be taken in the first year of the Ed.D. program.

ED-682. QUANTITATIVE METHODS FOR EDUCATIONAL RESEARCH I
Credits: 3

This introductory quantitative methods course will provide students with a fundamental understanding of the types of quantitative designs and statistical techniques used in education research. The course will use hands-on activities and emphasize the interpretation of data. Statistical software is used throughout the course.

Pre-Requisites

[[ED-681]] Introduction to Educational Research.

ED-683. QUALITATIVE METHODS IN EDUCATIONAL RESEARCH I
Credits: 3

This course will provide students with a foundational knowledge of qualitative research focusing on designs and methodologies, theoretical and interpretive frameworks, ethical considerations, standards of validation, and introductory data collection, analysis, and reporting.

Pre-Requisites

[[ED-681]] Introduction to Educational Research.

ED-684. SPECIAL TOPICS IN EDUCATIONAL RESEARCH
Credits: 1-3

This is a one to three credit hour course open to students in the doctoral program in Educational Leadership, but specifically for those who have a background in educational research. Topics are designed to further student's understanding of educational research and can include topics like survey design and analysis, mixed method approaches, qualitative data analysis, or an in-depth look at a particular method of research. Prerequisites: [[ED-681]], [[ED-682]] or equivalent, [[ED-683]] or equivalent. Department permission required.

Pre-Requisites

[[ED-681]], [[ED-682]] or equivalent, [[ED-683]] or equivalent. Department permission required.

ED-685. QUANTITATIVE METHODS FOR EDUCATIONAL RESEARCH II
Credits: 3

This second-level quantitative methods course will provide students with the knowledge and skills necessary for using a variety of statistical methods in the analysis of educational research. This course covers advanced topics in quantitative research designs and statistical techniques. Statistical software is used throughout the course.

Pre-Requisites

[[ED-681]] and [[ED-682]]. Department permission required.

ED-686. QUALITATIVE METHODS IN EDUCATIONAL RESEARCH II
Credits: 3

This course is intended for students interested in pursuing qualitative research. It is designed to provide students with an in-depth understanding of qualitative designs and methodologies as well as practice applying these designs and methodologies in original research. Through this course, students will build on the knowledge and skills learned in [[ED-683]], with an increased focus on data collection, analysis, and reporting.

Pre-Requisites

[[ED-681]] and [[ED-683]].Department permission required.

ED-697. DISSERTATION PROPOSAL SEMINAR
Credits: 3

This seminar is for doctoral students to gain information on the dissertation process and proposal format and to develop and refine ideas for potential research. This course is to be taken as 3rd residency in the doctoral program.

*Required third residency course.

Pre-Requisites

Acceptance into the Ed.D. Program and successful completion of doctoral core, DQE, and level 1 research. **Department Permission Required.**

ED-698. DISSERTATION PROPOSAL
Credits: 3

Doctoral students are required to register for 3 credits of dissertation proposal each semester until the proposal is successfully defended and meets all departmental requirements, at which time 3 credits will be awarded.

Pre-Requisites

[[ED-697]] Dissertation Proposal Seminar. Department permission required.

ED-699. DISSERTATION
Credits: 3

Doctoral students are required to register for 3 credits of dissertation each semester until the dissertation is successfully defended and meets all departmental requirements, at which time 3 credits will be awarded.

Pre-Requisites

Successful completion of the proposal defense in 698. Department permission required.

ED-5020. USING ONLINE RESOURCES TO BRING PRIMARY SOURCES TO THE CLASSROOM
Credits: 3

Students will learn how to access and analyze primary sources, explore classroom applications, and develop authentic, engaging learning experiences for students. The course will enable students to discover how digital primary source archives can enhance and improve student learning.

[[ED-541]] through ED 561, ED 5020, ED 5024, and ED 5401-5407 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-5024. EDUCATING THE NET-GENERATION
Credits: 3

Students will explore the learning styles, expectations, and technical acumen of the Net-Generation and identify this generation's key educational and cultural influences then create pedagogy which meets their needs. Students will apply innovative techniques that today's generation values, including advances in technology, a team approach, and social networking.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5407 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-5030. INSTRUCTIONAL DESIGN FOR ONLINE EDUCATORS ™ (PLS)
Credits: 3

Students will explore instructional design theories and approaches in the e-learning environment in order to understand the basics of instructional design and philosophies of e-learning, as well as gain experience with online delivery and interaction techniques and tools. (Previously titled ED 5002 Instructional Design for Online Educators)

ED-5031. FACILITATING ONLINE LEARNING COMMUNITIES ™ (PLS)
Credits: 3

Students will experience the strategies and best practices of successful online facilitation in order to engage diverse learners, support various learning styles, and handle conflict constructively. This course will focus on the practice of skills necessary to nurture a successful online learning community, manage myriad facilitator roles, and communicate positively and effectively. (Previously titled ED 5003 Facilitating Online Learning Communities)

ED-5032. ONLINE TEACHING FOR PENNSYLVANIA EDUCATORS (WILKES)
Credits: 3

Students will complete required field experience for the PDE Online Instruction Endorsement as they explore topics focused on the professional responsibilities, effectiveness, and competencies for Pennsylvania's online teachers. Special consideration will be given to the social and ethical issues in online teaching and learning. Required for PA Online Instruction Endorsement. 20 hours field experience.

ED-5033. SOCIAL AND ETHICAL ISSUES IN ONLINE LEARNING (WILKES)
Credits: 3

This course will lead students through the historical development of online education and the associated ethical and social issues that have accompanied it. Students will examine issues from multiple perspectives and formulate position statements that can be translated into policy and practice in educational settings. (Previously titled ED 5001 Social & Ethical Issues in Distance Learning)

Course Descriptions

ED-5034. ACTION RESEARCH IN THE E-LEARNING ENVIRONMENT ™ (PLS)
Credits: 3

Students will employ online data collection techniques, interpret the data to affect change in the online classroom, and develop a research plan that integrates and makes effective use of e-learning technology. (Previously titled ED 5004 Action Research in the E-Learning Environment)

ED-5035. BLENDED AND SYNCHRONOUS LEARNING DESIGN™ (PLS)
Credits: 3

This course focuses on two different formats for online learning environments: blended and synchronous. Students will define these environments, understand the development process each one requires, and conclude with considerations for implementing each. (Previously titled ED 5021 Blended and Synchronous Learning Environments)

ED-5036. BUILDING ONLINE COLLABORATIVE ENVIRONMENTS™ (PLS)
Credits: 3

Students will experience the Web as a means of constructing new knowledge through conversation, networking, and collaboration. This course focuses on currently-available tools, such as blogs, podcasts, and wikis, and their utilization for learner engagement in research, writing, and learning. (Previously titled ED 5023 Building Online Collaborative Environments)

ED-5037. DEVELOPING ONLINE PROGRAMS (WILKES)
Credits: 3

This course will examine the critical resources, leadership, support, and planning needed to develop and sustain quality online programs.

ED-5038. TEACHING AND LEARNING IN THE ONLINE LEARNING ENVIRONMENT (WILKES)
Credits: 3

This culminating course is designed to examine the competencies that drive online teaching and learning. Students will explore ways that pedagogy and technology innovation intersect to drive change in education and create learning opportunities for all students.

ED-5080. TECHNOLOGY FOR ASSESSMENT & ADAPTATION
Credits: 3

Technology for Assessment & Adaptation is designed to provide Instructional Technology Specialists with an understanding of how technology supports various types of educational assessments and the purpose of assessment in the decision-making process. In addition, this course will provide students with an understanding of the multi-disciplinary evaluation process and ability to articulate and analyze the findings presented in an evaluation report.

ED-5081. TECHNOLOGY TO SUPPORT ALL LEARNERS
Credits: 3

Technology to Support All Learners is designed to provide Instructional Technology Specialists with an understanding of the varied characteristics of learners with disabilities and identify appropriate instructional strategies and resources to support diverse learners to achieve success within the school culture.

ED-5082. TECHNOLOGY TO SUPPORT CURRICULUM & INSTRUCTION
Credits: 3

Technology to Support Curriculum and Instruction is designed to provide Instructional Technology Specialists with the ability to identify instructional technology resources to support diverse learners. The course focuses on specific exceptionalities and requires students to use quantitative reasoning strategies to analyze data and draw conclusions using various forms of school-wide and district-wide data.

ED-5083. COMMON CORE STANDARDS IN PRACTICE
Credits: 3

The Common Core State Standards (CCSS), released in 2010 and adopted by the majority of states, clearly delineate the learning expectations for k-12 students. With the goal of college and career readiness, the CCSS have strong implications for curriculum, assessment, and instruction. This course provides an in-depth examination of their rationale, design, and impact on teaching and learning of all students. Research and practical application will be provided to guide effective implementation of the CCSS in English/Language Arts and Math.

ED-5401. COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE
Credits: 3

This course provides educators with research-based strategies for designing and implementing collaborative inquiry for students. Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants will experience and evaluate the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, performance-based learning, and live-event learning. Participants will identify desired results and acceptable evidence by developing standards-based essential questions, topic questions, and assessments. Participants explore the role of the facilitative leader as they learn strategies for teaching collaboration and designing collaborative inquiry experiences.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5407 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-5402. CULTURAL COMPETENCE: A TRANSFORMATIVE JOURNEY
Credits: 3

This course equips experienced and beginning educators with the knowledge, awareness, and skills they need to work in today's diverse classroom settings for the goal of student success. Participants will have opportunities to critically examine how privilege and power impact educational outcomes and to understand the role of educators as agents of change for social justice. Learners will use the framework "know yourself, your students, and your practice" to better understand their roles in student achievement. By exploring diversity through multiple perspectives, participants will gain insight into how their own cultural lenses impact their relationships with students and families.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5407 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-5403. STUDENT ENGAGEMENT AND STANDARDS-BASED LEARNING
Credits: 3

This course explores high-impact learning activities designed to help teachers optimize student learning. Participants will use standards as a basis for designing learning activities, assessments, and scoring guides and will prioritize learning based on curriculum. Using alignment criteria and the POINT design components, participants will evaluate, modify, expand, and design standards-based learning activities in order to maximize student learning, engagement, and achievement. A variety of learning activities aligned to standards and the QFL Process Skills are featured in this course as participants learn to address the needs of 21st century learners and foster progress toward deeper retention and transfer of learning.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5407 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-5404. STRATEGIES FOR THE INCLUSIVE CLASSROOM
Credits: 3

This course provides practical, research-based strategies that enhance student achievement, learning and proficiency for the general population while meeting the unique and specific challenges of the exceptional learner.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5407 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-5405. TEACHING THE ENGLISH LANGUAGE
Credits: 3

This course provides educators with the knowledge, skills, attitudes, insights, and resources to service English language learners. Guided by the Teachers of English to Speakers of Other Languages (TESOL) standards, students will explore theories and best practices promoting the construction of learning environments that support literacy development and content area achievement among English language learners.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5407 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

This course provides practical, research-based strategies that enhance student achievement, learning and proficiency for the general population while meeting the unique and specific challenges of the exceptional learner.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-5406. INSTRUCTIONAL COACHING
Credits: 3

An instructional coach is chiefly responsible for bringing evidence-based practices into classrooms by working with teachers and other school leaders. This course focuses on the coach's role in classroom management, content enhancement, instruction, asking effective questions, and assessment for learning. Participants will also explore the fundamentals for sustaining a successful coaching program including how to represent the coach's role to staff, building trusting relationships, participating in ongoing training, garnering support from administrators, and providing confidential, nonevaluative job-embedded professional development for teachers. Types of coaching and how to implement effective verbal and nonverbal communication designed to improve expertise in leadership, listening, positive thinking, and support are major course themes, with additional focus on the conferencing and facilitation skills (including confidentiality agreements among coaches, teachers, and principals).

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5407 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

This course provides practical, research-based strategies that enhance student achievement, learning and proficiency for the general population while meeting the unique and specific challenges of the exceptional learner.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5405 were developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

ED-5407. PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS
Credits: 3

This course provides educators with research-based theories and specific classroom strategies that support each of the 22 components in Danielson's Framework for Teaching Evaluation Instrument. Participants explore best practices in the domains of Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Participants develop an action plan for improving teacher practice in each domain and, as a result, enhance their expertise and performance as they ready themselves for teacher evaluations.

ED 541 through ED 561, ED 5020, ED 5024, and ED 5401-5407 were

developed by educators at PLS 3rd Learning. The coursework is tightly structured, utilizing programmed learning with integrated audio-visual materials. Students conduct research in their own classrooms and report regularly on their success in employing strategies taught. Instructors for these courses receive special training prior to assignment. To register and pay tuition for these PLS 3rd Learning courses only, contact the PLS 3rd Learning office directly @ 1-866-757-2527 or visit www.plsweb.com.

All courses listed with a "W" (for Wilkes credit) on the PLS 3rd Learning course schedule may be used toward the required 12 credits of PLS 3rd Learning courses for the Wilkes EDS degree.

EDAM. EDAM

EDAM-5001. EARLY LITERACY: GUIDING PRINCIPLES AND LANGUAGE DEVELOPMENT
Credits: 3

This course is the prerequisite for all other courses in the Early Childhood Literacy program. It outlines the philosophical base for the program as well as key understandings central to young children's early literacy development. Course topics will include guiding principles for developing children's early literacy skills, language development stages, theories of language acquisition, linguistic diversity, language assessment, communicative disorders, and school-home connection.

EDAM-5002. WORD STUDY
Credits: 3

This course examines the instructional building blocks of successful reading skills. Educators will explore developmentally appropriate instructional and assessment methods for teaching children how to recognize word patterns so they can become accurate readers.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development

EDAM-5003. FLUENCY AND VOCABULARY DEVELOPMENT
Credits: 3

This course presents effective, developmentally appropriate methods for building students' oral reading fluency and vocabulary skills to improve overall comprehension.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development

EDAM-5004. DEVELOPING COMPREHENSION, PART I
Credits: 3

This course presents an introduction to comprehension instruction as a key component of effective reading instruction. The course focuses on helping students apply their understanding of structure and elements of text and genres to create meaning as they are reading. Educators will integrate developmentally appropriate practices to adapt instruction that meets the diverse needs of learners.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development

EDAM-5005. DEVELOPING COMPREHENSION, PART II
Credits: 3

This course explores the development and assessment of students' coordinated use of comprehension strategies to make sense of text. Educators will learn how to effectively model developmentally appropriate comprehension text strategies for students.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development, [[EDAM-5004]] Developing Comprehension Part I

EDAM-5006. DEVELOPING COMPREHENSION, PART II (2-3)
Credits: 3

The course begins with a review of the core beliefs about teaching and learning, the Guiding Principles, and the Gradual Release of Responsibility Model. The learner will review what comprehension is and why it should be studied. This will be followed by modeling of comprehension strategies used individually. The learner will also examine tools to support comprehension instruction strategies. Next, the learner will examine techniques known as interactive read alouds/think alouds and shared reading and see modeling of comprehension strategies used with these techniques. Finally, the course will show how comprehension can be assessed.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development, [[EDAM-5004]] Developing Comprehension Part I

EDAM-5007. DIFFERENTIATED SMALL GROUP INSTRUCTION
Credits: 3

This course focuses on implementing developmentally appropriate differentiated small group instruction to meet the needs of all learners. Course topics include components of differentiated instruction and using assessment data to group students.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development

EDAM-5008. DIFFERENTIATED SMALL GROUP INSTRUCTION (2-3)
Credits: 3

The course begins with a review of the core beliefs about teaching and learning, the Guiding Principles and the Gradual Release of Responsibility Model. The course covers what differentiated small group instruction is, why it is used, and how the Guiding Principles apply to it. This will be followed by considering the developmental stages of learning to read and the teaching emphasis at each stage. The course will then cover how to use assessment data to group and regroup students for differentiated instruction. Then, the learner will consider differentiated systematic and explicit instruction and learn what the lesson components are, how to plan the lesson, and how to manage the classroom.Finally, the course will cover how to create a partnership with parents and how to communicate with them.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development

EDAM-5009. DEVELOPING INDEPENDENT READERS
Credits: 3

This course examines methods for fostering and managing independent reading in a developmentally appropriate way, and explores research-based school/home/community partnerships.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development

EDAM-5010. CONNECTING READING AND WRITING
Credits: 3

This course explores the reciprocal processes of reading and writing as well as the strategies for helping students become strategic writers who are able to write to learn and write to demonstrate learning. Course topics include the writing process, strategies and assessments, genres of writing, writing across the curriculum, and developmentally appropriate instructional procedures.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development

EDAM-5011. CONNECTING READING AND WRITING (2-3)
Credits: 3

In this course, learners will understand how the reciprocal processes of connecting reading and writing accelerate student learning in both areas. This course will provide the research, the continuum of development, and resources for instructional techniques, assessment and record keeping. The learner will apply learned concepts and focus on student achievement.

Pre-Requisites

[[EDAM-5001]] Early Literacy Guiding Principles and Language Development

EDAM-5012. DEVELOPING A RESULTS-DRIVEN EARLY LITERACY CLASSROOM
Credits: 6

Pre-Requisites

[[EDAM-5001]], [[EDAM-5002]], [[EDAM-5003]], [[EDAM-5004]], [[EDAM-5005]], [[EDAM 5007]], [[EDAM-5009]], [[EDAM-5010]], [[EDAM-5013]]

Course Descriptions

EDAM-5013. TEACHER LEADERSHIP
Credits: 3

Teacher leaders are agents of change. This course guides educators in facilitating change at their schools by exploring school culture and experiencing the power of reflective practice.

Pre-Requisites

None

EDAM-5030. TEACHING IN THE 21ST CENTURY
Credits: 3

This course lays the foundation by answering the question, 'Why do I need to change my instruction?' Through this course, many learners will understand that student disinterest and poor achievement can be linked to the use of 20th century teaching strategies being used on 21st century minds. This course will allow learners to reflect on their current instruction in light of what 21st century students need. It will provide a systems view of what needs to change in the classroom and in the school system. The online learner will assess these needs and be introduced to the pedagogical strategies used, including inquiry, project-based learning, and differentiated instruction.Prerequisite course to all other courses in the MS in 21st Century Teaching & Learning.

EDAM-5031. ACTION RESEARCH FOR EDUCATIONAL CHANGE
Credits: 3

Action research is applied research educators can do within the school to improve practice, from instruction to learning. Knowledge and skill will be in designing action research, using both quantitative and qualitative data collection methods, to inform and improve practice.

Pre-Requisites

[[EDAM-5030]] Teaching in the 21st Century

EDAM-5032. USING ASSESSMENT TO GUIDE INSTRUCTION
Credits: 3

Using data-driven instruction to guide teaching and learning is critical in the attainment of student learning outcomes. Educators will learn to use assessments to plan, modify, and differentiate instruction, as well as to assess mastery of content and academic standards through the selection of appropriate content and the design of varied assessments to lead to the interpretation and application of data from multiple assessment sources. (cross-listed with [[ED-520]]).

Pre-Requisites

[[EDAM-5030]] Teaching in the 21st Century

EDAM-5033. DEVELOPING READING & WRITING ACROSS THE CURRICULUM
Credits: 3

The attainment of higher levels of literacy in adolescent learners requires the development of literacy skills across all curricular areas. This course will enable educators to develop and refine secondary students' skills in reading and writing, as well as speaking and listening through the design of integrative experiences in content area instruction that are both student-centered and performance-based.

Pre-Requisites

[[EDAM-5030]] Teaching in the 21st Century

EDAM-5034. APPLYING ADVANCED TECHNOLOGY TO SUPPORT STANDARDS-BASED INSTRUCTION
Credits: 3

This course introduces students to advanced instructional technologies, currently available to educators, and the ways they can be used to support standards-based instruction. Ubiquitous use of technology will be emphasized to create enriched, motivating and authentic learning experiences for students.

Pre-Requisites

[[EDAM-5030]] Teaching in the 21st Century

EDAM-5035. TEACHING AUTHENTIC CONTENT IN THE 21ST CENTURY
Credits: 3

This course shows teachers of specific subject areas how to provide an authentic experience or their students by using the previously learned methods to transform their teaching into having students engage in learning and activities as people actually would in the real world.

Pre-Requisites

[[EDAM-5030]] Teaching in the 21st Century

EDAM-5036. DIFFERENTIATED INSTRUCTION TO MEET THE NEEDS OF ALL LEARNERS
Credits: 3

This course will explain how learners can determine the needs and learning styles of their students in order to differentiate instruction so that the needs and learning styles of students are met.

Pre-Requisites

[[EDAM-5030]] Teaching in the 21st Century

EDAM-5037. INQUIRY-BASED LEARNING IN THE 21ST CENTURY
Credits: 3

This course explains that inquiry-based learning helps students 'learn how to learn' through observation, reason, critical thinking, and the ability to justify or question knowledge. This course also allow learners to understand that inquiry-based learning helps students learn more by asking questions and doing investigations in order to learn, with the teacher acting more as a consultant.

Pre-Requisites

[[EDAM-5030]] Teaching in the 21st Century

EDAM-5038. PROJECT-BASED LEARNING IN THE 21ST CENTURY
Credits: 3

This course will explain how project-based learning addresses learning though completing projects that foster skills in communication, collaboration, networking research using technology, and critical thinking.

Pre-Requisites

[[EDAM-5030]] Teaching in the 21st Century

EDAM-5039. APPLYING 21ST CENTURY TEACHING TO EDUCATIONAL PRACTICE
Credits: 3

This capstone course requires secondary educators to transfer the knowledge and skills attained in this program to practice through authentic teaching and learning experiences. Projects that demonstrate the mastery of program goals and objectives will be planned, implemented, and reflected upon in a cumulative experience that enables educators to demonstrate their mastery of 21st century pedagogy.

Pre-Requisites

[[EDAM-5030]], [[EDAM-5031]], [[EDAM-5032]], [[EDAM-5033]], [[EDAM-5034]], [[EDAM-5035]], [[EDAM-5036]], [[EDAM-5037]], [[EDAM-5038]]

EDAM-5040. FOUNDATIONS OF THE ART AND SCIENCE OF TEACHING
Credits: 3

This course introduces learners to the work of Dr. Robert Marzano and his meta-analysis of the research regarding effective teaching practices conducted over the last 35 years in the field of education. Throughout this course learners will review research on effective teaching, develop a framework for designing units, and be introduced to a research based observation and feedback protocol. This course will also lay the foundation for the core courses in this degree program by presenting learners with Dr. Marzano's 10 instructional design questions.

Pre-Requisites

None

EDAM-5041. ESTABLISHING LEARNING GOALS TO SUPPORT LEARNING & INSTRUCTIONAL DESIGN
Credits: 3

This course provides an in-depth exploration to the importance of learning goals that address various levels of cognitive processing. Learners in this course will develop learning goals to address high levels of learning for the students in their classroom. Additionally learners will facilitate the development of learning goals with their students.

Pre-Requisites

[[EDAM-5040]] Foundations of the Art & Science of Teaching

EDAM-5042. MONITORING & MEASURING STUDENT PROGRESS
Credits: 3

This course defines standards-based systems and standards-referenced systems. Learners in this course will differentiate between the two systems and develop a system for tracking student progress towards learning. Learners in this course will also use summative and formative assessments that will allow them to report student progress and measure student achievement.

Pre-Requisites

[[EDAM-5040]] Foundations of the Art & Science of Teaching and [[EDAM-5041]] Establishing Learning Goals to Support Learning & Instructional Design

EDAM-5043. ACTIVELY PROCESSING NEW CONTENT
Credits: 3

This course focuses on developing a comprehensive approach to introducing new content, which will provide learners with the tools to support student construction of meaning through active interaction with content. Learners in this course will acquire the skills needed to introduce new knowledge through critical input experiences using active processing strategies that will allow students in their classroom to achieve their learning goals.

Pre-Requisites

[[EDAM-5040]] Foundations of the Art & Science of Teaching

EDAM-5044. EXTENDING STUDENT LEARNING
Credits: 3

In this course learners will gain the knowledge and skills needed to provide their students with opportunities to generate and test hypotheses by applying new information with relevant content. Learners in this course will engage in activities that apply evidence-based methods in the classroom for long-term retention of knowledge and use of content to move beyond levels of knowing.

Pre-Requisites

[[EDAM-5040]] Foundations of the Art & Science of Teaching

EDAM-5045. DESIGNING INSTRUCTION FOR STUDENT ENGAGEMENT
Credits: 3

This course examines research findings around theory and practice on student engagement. Learners in this course will be provided with methods to motivate and engage students in ways that enhance academic student performance.

Pre-Requisites

[[EDAM-5040]] Foundations of the Art & Science of Teaching

EDAM-5046. CREATING AN EFFECTIVE CLASSROOM ENVIRONMENT
Credits: 3

This course encourages learners to re-examine their current routines and procedures, how they are developed, maintained, and adjusted in order to support a positive classroom climate. Learners will focus on creating the conditions for effective relationships with their students through cooperation, concern, and empathy for students as well as appropriate levels of objectivity, guidance, and control.

Pre-Requisites

[[EDAM-5040]] Foundations of the Art & Science of Teaching

EDAM-5047. DEVELOPING RELATIONSHIPS AND HIGH EXPECTATIONS FOR STUDENT LEARNING
Credits: 3

The teacher-student relationship provides foundational support for effective instruction. This course enables learners to examine the often hidden dynamic of personal beliefs and expectations and their impact on student achievement.

Pre-Requisites

[[EDAM-5040]] Foundations of the Art & Science of Teaching

Course Descriptions

EDAM-5048. APPLYING THE ART AND SCIENCE OF TEACHING
Credits: 6

This six credit course engages learners in a formal action research project to determine the impact on student learning or specific instructional, curricular, and management strategies used in the classroom. Learners will reflect upon the knowledge acquired throughout the previous courses in the degree program to develop their practicum where they will apply theory and practice directly into their classroom.

Pre-Requisites

[[EDAM-5040]] Foundations of the Art & Science of Teaching; [[EDAM-5041]] Establishing Learning Goals to Support Learning & Instructional Design; [[EDAM-5042]] Monitoring & Measuring Student Progress; [[EDAM-5043]] Actively Processing New Content; [[EDAM-5044]] Extending Student Learning; [[EDAM-5045]] Designing Instruction for Student Engagement; [[EDAM-5046]] Creating an Effective Classroom Environment; [[EDAM-5047]] Developing Relationships and High Expectations for Student Learning

EDAM-5049. CONTENT LITERACY
Credits: 3

The purpose of this course is to introduce research that supports the teaching of literacy across content areas. In addition, the course provides students the opportunity to engage in content literacy strategies, with emphases on comprehension, vocabulary development, and writing.

EDAM-5060. FOUNDATIONS OF LITERACY AND LANGUAGE ACQUISITION
Credits: 3

This course introduces the foundations of language and literacy acquisition focusing on the components of a comprehensive literacy program, early reading skills, and classroom environment. The learner will explore historical perspectives in reading instruction, the importance of developing early reading skills, and best practices for developing a classroom environment that fosters early literacy development. **Prerequisite for Reading Specialist program.**

EDAM-5061. ASSESSING LITERACY
Credits: 3

This course begins with an introduction to the basic elements of assessing literacy. Learners will explore several areas of assessment related to core competencies in literacy including emergent literacy, oral reading and fluency, comprehension and strategic knowledge, and determining affective factors. Throughout the course, learners will engage in hands-on activities enabling them to practice planning, administering, scoring, and interpreting a variety of literacy assessments. For the culminating activity, learners will select a student who has been struggling with reading using course assessment results to support their selection and develop a reading profile for this student.

Pre-Requisites

EDAM 5060

EDAM-5062. VOCABULARY AND COMPREHENSION DEVELOPMENT
Credits: 3

This course focuses on using research-based strategies to develop vocabulary and comprehension. Learners will be introduced to the vocabulary-comprehension connection and how recognizing genre and literary and informational elements of text improves comprehension. During this course, the learner will practice selecting, implementing, and evaluating appropriate strategies for use with text comprehension instruction.

Pre-Requisites

EDAM 5060

EDAM-5063. DEVELOPING READING THROUGH WRITING
Credits: 3

This course focuses on using research-based strategies to develop vocabulary and comprehension. Learners will be introduced to the vocabulary-comprehension connection and how recognizing genre and literary and informational elements of text improves comprehension. During this course, the learner will practice selecting, implementing, and evaluating appropriate strategies for use with text comprehension instruction

Pre-Requisites

EDAM 5060

EDAM-5064. INSTRUCTIONAL STRATEGIES TO SUPPORT INDEPENDENT READERS
Credits: 3

In this course, teachers will develop an understanding of instructional practices for supporting their students as independent readers. Learners will practice applying knowledge in the following areas: Guided Reading, Matching Texts with Readers, Independent Reading, and Literature Study. During the culminating activity, learners will synthesize their learning by developing a comprehensive weekly schedule incorporating the key components of a reading block.

Pre-Requisites

EDAM 5060

EDAM-5065. LITERACY LEADERSHIP AND COACHING
Credits: 3

In this course learners will explore the three areas of expertise required of all 21st century reading specialists: instruction, leadership, and assessment. Learners will study and practice leadership principles related to conducting meetings, providing professional development, and literacy coaching. In addition, learners will investigate the responsibilities of the reading specialist in writing proposals, developing external partnerships, and becoming an agent of change for the school's literacy program

Pre-Requisites

EDAM 5060

EDAM-5066. ACCOMMODATIONS AND ADAPTATIONS IN LITERACY FOR DIVERSE LEARNERS
Credits: 3

In this course students will learn the dimensions of literacy and the analytic process to prepare for differentiation of instruction so that all children can access literacy instruction. The student will learn a problem-solving model guided by inquiry and resulting in learning activities that will address a child's specific literacy needs. Teachers will expand their repertoire for supporting students as literacy learners. They will learn to gather and interpret relevant information to differentiate instruction for diverse learners. These techniques will help teachers to provide instruction to a wide range of talents and abilities in the classrooms of today.

Pre-Requisites

EDAM 5060

EDAM-5067. READING SPECIALIST INTERNSHIP
Credits: 6

This culminating experience prepares students for the role of reading specialist while working in an instructional setting under the supervision of a licensed reading specialist. Interns will implement reading programs, plan interventions, and apply a range of reading assessments and instructional strategies in the diagnosis and remediation of reading problems. Interns will demonstrate the ability to manage the instructional environment and effectively communicate to promote the development of literacy.

Pre-Requisites

Successful completion of all other coursework in the Reading Specialist program.

EDAM-5068. EMERGENT LITERACY
Credits: 3

This course provides an in-depth examination of reading development from birth to kindergarten as well as child development as it relates to emergent literacy. This course is based on the combination of the scientifically based reading research approach to literacy instruction as well as the emergent literacy perspective, which creates a "value-added" or blended approach to language and literacy teaching and learning. Research literature will be reviewed as it pertains to children's literacy development and best practice instructional methodologies. Students will develop instruction based on the foundation of reading that includes oral language, phonemic and phonological awareness, as well as alphabet knowledge, vocabulary and comprehension.

EDAM-5069. DIAGNOSTIC ASSESSMENT & INTERVENTION IN LITERACY
Credits: 3

This course is designed to advance the knowledge of the participants to refine and expand the diagnostic and assessment process in determining reading difficulties and interventions. Research based strategies for the assessment and instruction of diverse learners will be examined.

EDIL. EDIL

EDIL-5001. VISION AND MISSION TO GUIDE INTERNATIONAL SCHOOLS
Credits: 3

Vision and Mission to Guide International Schools: This course enables participants to examine the importance of a school's vision and mission and identify methods to create a vision and mission that provide guiding principles for school direction. Students will explore processes to implement the vision and mission within a school and recognize how it should be regularly reviewed for its success and/or continuing appropriateness.

EDIL-5002. LEADING FOR STAFF AND STUDENT LEARNING IN INTERNATIONAL SCHOOLS
Credits: 3

This course equips future international school leaders with the knowledge and skills to develop and implement appropriate curriculum across grade levels. Students will learn how to make strong instructional decisions that are based on data as various approaches are taken to meet students' needs and support life-long learning.

EDIL-5003. GOVERNANCE IN INTERNATIONAL SCHOOLS
Credits: 3

This course equips students with the knowledge and skills to effectively govern a school board, as positive relationships are built with members, guidance in decision- making is provided, and each member is assisted to define their individual role and responsibilities. Participants will recognize the importance of a partnership that is exemplified by effective communication with the board in formal meetings, written reports, development plans, and professional dialogue. Participants will demonstrate their ability to successfully direct a board by creating an action plan.

EDIL-5004. INTERNATIONAL SCHOOL MANAGEMENT AND LEADERSHIP
Credits: 3

This course focuses on the many and varied responsibilities that a school leader takes on. These include that the mission and vision are clearly communicated to the school community and that they guide managerial and leadership decisions. Participants will demonstrate the importance of creating and maintaining systems and procedures through the use of technology to ensure the efficient and cost effective implementation of the educational program. Participants will identify a variety of leadership and management styles, explore examples of processes and procedures for school management, and investigate how to efficiently manage resources within a school.

EDIL-5005. BUILDING AND SUSTAINING A HEALTHY INTERNATIONAL SCHOOL CULTURE
Credits: 3

This course examines how school leaders can exercise effective cross-cultural communication to the wider school community and local communities as diversity is embraced and celebrated. Participants will learn how to promote cultural awareness as well as how to rectify conflicts and provide support while being sensitive to multi-national groups of students, families, and staff.

EDIL-5006. ETHICAL LEADERSHIP IN INTERNATIONAL SCHOOLS
Credits: 3

This course enables participants to examine how to exercise leadership practices and high-principled beliefs and values in the daily operations of a school. Participants will apply laws, regulations, and procedures wisely and deeply investigate the role of ethical leadership.

EDIL-5007. SITUATIONAL AWARENESS AND DIPLOMACY IN INTERNATIONAL SCHOOLS
Credits: 3

This course introduces students to the complexity of the legal and cultural situations within which they will be leading and managing. Participants will examine the importance of establishing a positive relationship with the school's local community, as its beliefs and values are recognized.

EDIM. EDIM

EDIM-500. FOUNDATIONS FOR FUTURE-READY STUDENTS
Credits: 3

This course will introduce students to national technology standards for students and guide them through experiences that will allow them to create pedagogical connections between the standards and their own educational experiences. Topics will include digital literacy, creating learners, networked learning, using multimedia to communicate effectively, and fostering innovation in students.

EDIM-502. PROJECT BASED LEARNING
Credits: 3

This course will demonstrate to educators the benefits of project-based learning in the instructional environment. Strategies to transform learning into a more active, student-driven experience using technology tools for collaboration and connection to the world outside the traditional classroom will be explored.

EDIM-503. DIFFERENTIATION SUPPORTED BY TECHNOLOGY
Credits: 3

This course will provide educators with techniques for using technology to help create a stimulating, effective classroom for all students including English language learners, special education students and students with a variety of learning styles. Specific challenges and processes for managing a differentiated instructional setting with accommodations for alternative teaching, learning and assessment will be discussed and researched. Students will explore the use of various technological tools to differentiate assessment of students' understanding and learning by using various assessment strategies such as instructional rubrics, student reflections and portfolios. Using technology to manage ongoing assessment for diverse learners will be explored.

EDIM-508. INSTRUCTIONAL STRATEGIES FOR USING DIGITAL CONTENT
Credits: 3

This course is designed to help educators effectively integrate digital resources within their core academic content. Through weekly activities and discussions, educators will learn practical ways to use digital content along with research-based instructional strategies to support students' learning outcomes. As a culminating project, participants author and reflect upon an original instructional strategy that they present to their colleagues.

EDIM-509. PRACTICAL RESEARCH THROUGH TEACHER INQUIRY
Credits: 3

In this course, students will identify a topic for which they will design, implement, and analyze a teacher inquiry research project. The culminating project will include a literature review, inquiry brief, written analysis and reflection.

EDIM-510. TARGETING HIGHER ORDER THINKING SKILLS WITH ONLINE TOOLS
Credits: 3

This course will provide students with a broader understanding of the pedagogical models that support higher order thinking skills. Topics focus on the study of technologically-based pedagogies, investigation into emerging technologies, and the creation of assessments at each level of Bloom's Revised Taxonomy, with a concentration on the Analyzing, Evaluating, and Creating levels. Students will also create an online portfolio intended to be used by other educators to learn about this topic.

EDIM-513. INQUIRY BASED LEARNING
Credits: 3

Inquiry-based instruction is a powerful way for students to learn through active engagement with their environment. Teachers who engage in this form of instruction orchestrate a learning environment that allows students to develop deep understanding and enriched knowledge about selected topics. Inquiry should be one of the methodologies that teachers employ in meeting the challenges of today's academic expectations. We live in an era of rapidly expanding knowledge, which highlights the need for students to be lifelong learners. Inquiry skills support students' abilities to question and methodically investigate a wide range of subject matter. This course will explore Inquiry as a teaching technique, utilizing technology to support the various stages of the process.

EDIM-515. MOBILE DEVICES FOR TEACHING AND LEARNING
Credits: 3

This course will provide students with a greater understanding of how to foster creativity in the classroom and the use of smartphone and tablet apps for creating student assessments that showcase that creativity. In addition, the components of inventiveness – fluency, flexibility, elaboration, and originality—will be introduced, studied, and discussed.

EDIM-516. RESPONSIVE DIGITAL LEADERSHIP
Credits: 3

This course will provide students with a greater understanding of leadership in a digital age by focusing on new trends and issues in education related to technology. Specifically, it will explore the need to build networks as part of sustaining digital literacy. In addition, students will develop skills and dispositions in engaging in conversations around change and innovation.

EDIM-517. PRACTICES AND IMPLEMENTATION OF STEM EDUCATION
Credits: 3

This course examines the need for STEM education, framing the development of a personal, applicable definition in practice. Specials emphasis on instructional practices, student outcomes (communication, creativity, collaboration and critical thinking) and connections to content standards will be made. Students will create and evaluate STEM activities, lessons and assessments as they develop an understanding of STEM implementation.

EDIM-518. CREATING A STEM CULTURE THROUGH APPLICATION
Credits: 3

This course establishes the importance of developing a STEM culture through the design, application and evaluation of relevant, student-centered units embedded with community and career connections. A transdisciplinary approach to integrating STEM practices will be explored.

EDSP. SPECIAL EDUCATION

EDSP-501. SPECIAL EDUCATION METHODOLOGY I WITH FIELD EXPERIENCE
Credits: 3

This course addresses the development, implementation, and monitoring of individualized management, instructional, curricular, and environmental strategies and adaptations for students with special needs. Pedagogical recommendations and research based effective teaching practices are reinforced from prerequisite courses. Emphasis is placed on a needs based model incorporating the cognitive, language, attentional, affective, physical, and sensory needs of higher incident populations (learning disabilities, mild mental retardation, speech disorders, and behavioral challenges) within included settings, resource room, segregated and learning support environment. A 20 hour field experience component facilitates direct interaction with special needs learners, supplemented by cooperative discussions of experiential applications to course content.

EDSP-502. SPECIAL EDUCATION METHODOLOGY II WITH FIELD EXPERIENCE
Credits: 3

This course addresses the development, implementation, and monitoring of individualized management, instructional, curricular, and environmental strategies and adaptations for students with special needs. Pedagogical recommendations and research based effective teaching practices are reinforced from prerequisite courses. Emphasis is placed on a needs based model incorporating the cognitive, language, attentional, affective, physical, and sensory needs of lower incident populations (multiple disabilities, hearing/vision impairments, orthopedic and health conditions) within included settings, resource room, learning support, and segregated environments. A 20 hour field experience component facilitates direct interaction with special needs learners, supplemented by cooperative discussions of experiential applications to content.

EDSP-503. BEHAVIORAL MANAGEMENT WITH FIELD EXPERIENCE
Credits: 3

This course will assist preservice teachers in developing a working framework of social, behavioral, environmental, individualized, and collective management techniques. Techniques practiced in the course will focus on approaches for classroom organization, constructive discipline, and proactive responses to intervention, including applied behavior analysis and functional behavioral assessments. A 20 hour field experience component facilitates direct interaction with special needs learners, supplemented by cooperative discussions of experiential applications to course content.

EDSP-504. ASSESSMENT IN SPECIAL EDUCATION
Credits: 3

This course will provide direct experience with selecting, administering, and interpreting formal and informal assessment measures for analysis of student learning profiles. Assessments will include ecological inventories, norm-referenced, performance-based and curriculum-based testing standardized achievement and intelligence measures, and vocation/transition-related evaluations. *Categories of assessment will include authentic, formative, summative, diagnostic, and benchmark.* Cooperative discussions will focus on instructional decision-making based upon student learning profiles.

EDSP-505. EFFECTIVE PRACTICES IN SPECIAL EDUCATION
Credits: 3

This course focuses on models of effective, research-based special education teaching practices in literacy and content areas as well as universal design and differentiation for students with diverse needs and disabilities in a variety of academic settings. Emphasis will be placed on language, literacy, technologies, and transition processes.

EDSP-506. INTERNSHIP IN SPECIAL EDUCATION
Credits: 3

This on-line course is the culminating experience for the Special Education Certification program. Throughout the semester, candidates work with a special education certified teacher and their respective professor as they experience opportunities to apply knowledge and skills gained in previous ED and EDSP courses. Examples of activities include: assessment, IEP development, instructional delivery, involvement in parent/professional meetings, and curricular decision-making. This internship experience requires at least 100 hours in an approved field experience setting to meet the certification regulations set by the Pennsylvania Department of Education.

ESL. ESL

ESL-501. APPROACHES TO TEACHING SECOND LANGUAGES
Credits: 3

This course will survey the field of methodology in second language teaching. Students will examine past and present second language learning and teaching experiences in a variety of contexts. The course does not promote any particular approach to second language teaching but rather presents an overview and examples of some approaches in the field of teaching second and foreign languages. Prerequisite course to all other ESL courses

ESL-502. LANGUAGE CONCEPTS FOR SECOND LANGUAGE LEARNING AND TEACHING
Credits: 3

This course introduces some instrumental concepts of linguistics, examining phonology, morphology, syntax, semantics, and discourse structure, with a focus on their importance to the teaching of foreign or second languages. Students will examine a wide range of concepts and discuss the many different approaches to the study of language, including those which stress the communicative and social aspect.

ESL-503. SECOND LANGUAGE ASSESSMENT
Credits: 3

This course introduces the key concepts of second language assessment, including validity, reliability; standards based instruction, standardized testing, and second language test design and evaluation. Students will participate in a 15 hour field experience culminating in a comprehensive case student of second language assessment policies. Prerequisite course to all other ESL courses

Course Descriptions

ESL-504. INTERCULTURAL COMMUNICATION FOR LANGUAGE TEACHERS
Credits: 3

This course examines contemporary theories of language and linguistics as they apply to communication. Students will discuss the theoretical aspects of language and culture; communicative competence, intercultural competence, and intercultural contact; issues of diversity and the impact these have on the language classroom and the language teacher. Emphasis will be placed on language and social interaction and pragmatics.

ESL-505. SECOND LANGUAGE
Credits: 3

This course aims to review current topics and research in the field of second language acquisition and to explore relationships between theory and practice. The course covers strategies, and styles of language development and looks at significant linguistic factors that influence the development of language in second language learners. Participants are exposed to the major theoretical issues, the latest areas of research, and the major methodologies in the field.

ESL-506. TEACHING THE FOUR SKILLS: READING, WRITING, LISTENING, SPEAKING
Credits: 3

This course will introduce the most important concepts of teaching English to second language learners and contain assignments to be completed in the field. Participants will examine the teaching of reading, writing, listening, speaking, grammar, and vocabulary. Additionally, participants will learn how to assess student needs, develop syllabi, design supplemental materials and emerge from the class with an ample number of high quality lesson plans. Students will apply theory by designing practical English as a Second Language lessons.

ESL-507. SOCIOLINGUISTICS AND SECOND LANGUAGE ACQUISITION
Credits: 3

This course examines concepts and issues in the field of sociolinguistics, with the main focus remaining on second language teaching and learning. Topics covered include the sociology of language, the ethnography of communication, pragmatics, and discourse and conversational analysis. Participants will demonstrate their understanding of these issues through discussion, field work exercises, and a final research paper containing a literature review and a design for an action research study that could be conducted in a second language classroom.

ESL-508. SECOND LANGUAGE PROGRAM DEVELOPMENT
Credits: 3

This course will introduce students to the theory and practice required for developing and implementing second language programs. Students will examine language policies and the role of language learning and how it impacts on textbook selection and curricular design. The course provides students the opportunity to explore the intricacies involved in developing and implementing English as a Second Language programs, and raises awareness of the cultural conflicts and biases, both social and linguistic, faced by newcomer, multilingual students. Students will apply their understanding of these issues in field-based assignments and by engaging in a curriculum and assess planning process for a specific context.

ESL-509. COMPUTER ASSISTED LANGUAGE LEARNING
Credits: 3

This course focuses on the theory and practical application of Computer-Assisted Language Learning (CALL) in second language teaching. Areas covered in the course include: an analysis of the history of CALL, current approaches used, exposure to various CALL software, and an introduction to on-line language teaching and learning. Students will demonstrate their knowledge of the material covered by developing a CALL project for second language learners.

ESL-512. ESL TEACHING AND EVALUATION FROM THEORY TO PRACTICE
Credits: 3

This capstone course provides practical field experience in lesson planning, L1/L2 research, administration, evaluation of teaching, curriculum and assessment, and the opportunity to reflect on applying theory to practice in the field of TESL. A culminating portfolio documenting evaluation experiences and demonstration of expertise in the field of TESL will be constructed and submitted as evidence of student mastery of TESOL standards.

SBL. SBL

SBL-501. PUBLIC RELATIONS AND SCHOOL COMMUNICATIONS
Credits: 3

Communications and community relations are the responsibility of all professionals who make up the educational community. Dealing with stakeholders and creating 'buy-in' and support for school-sponsored programs is a critical factor in a formula for educational success. This course is designed to help participants prepare and manage effective communications strategies related to district-wide and other pertinent educational issues.Contents will be geared toward the many constituencies who have a vested interest in the school, including internal, external and media groups. The course will also provide a legal context for release of information. Participants will ultimately design a plan for effective communications related to their respective role in the school.

SBL-502. SCHOOL FACILITY MANAGEMENT
Credits: 3

This course is designed to allow participants to develop competency in facilities management to support an optimal teaching and learning environment. Topics include facilities management concepts and techniques that protect capital investments, insure health and safety of students and staff, enhance day-to-day operations and support educational performance of school programs.

SBL-503. FINANCIAL OPERATIONS OF SCHOOL DISTRICTS
Credits: 3

This course is an examination of financial reporting and audit requirements, internal control; cash management principles; and payroll and benefit management and accounting. Subject areas are approached with an emphasis on practical application in a school district, vocational-technical school, or intermediate unit business office. Course of study involves a core text, independent research, and work-connected projects.

SBL-504. FINANCIAL PLANNING AND MANAGEMENT FOR SCHOOL BUSINESS
Credits: 3

This course focuses on the study of financial planning and management functions in educational institutions. Topics covered include: public education funding, budgetary planning and reporting using various models, and resource allocation and its impact on students. Revenues and expenditures for schools are examined and forecasted. A communication plan is developed to share the impact of the financial projections to the appropriate stakeholders. This course requires the completion of a rigorous online component of authentic simulations and/or field experience in applying the fundamental concepts of school financial planning and management.

SBL-505. HUMAN RESOURCES IN EDUCATION
Credits: 3

This course will cover advanced topics in human resources in education. The course will provide practical human resource information for students to use in their current jobs, or to prepare them for a career in human resources in education. Areas to be covered include recruitment, selection, compensation, fringe benefits, performance evaluation, certification, and labor relations.

SBL-506. MATERIALS MANAGEMENT IN SCHOOLS
Credits: 3

This course will examine various aspects of purchasing, inventory, fixed assets and real estate management in educational settings. Participants will gain practical application experience so that district needs in support of the educational process can be met. Subject areas include, but are not limited to, the preparation and administration of competitive bids, ethical practices in purchasing and contract management, requisitions, management of hazardous materials, and capital assets.

SBL-507. INFORMATION TECHNOLOGY IN EDUCATION
Credits: 3

This course is designed to inform participants in the various areas of technology planning and implementation in a school district on the information technology and management side of the equation. The course covers topics in areas including: IT systems management, planning, data management, project management, fiscal management and purchasing and staffing / training issues.

SBL-508. STUDENT TRANSPORTATION
Credits: 3

The purpose of this course is to provide students with the concepts, procedures and tools necessary to manage a student transportation system effectively. By analyzing utilization of resources, personnel and processes students will be introduced to a broad view of school transportation issues. The course will provide students with opportunities for research and discussion on school transportation themes thereby enhancing the student's ability to develop an efficient and safe student transportation system.

SBL-509. FOOD SERVICE IN EDUCATION
Credits: 3

This course will examine the role of food services in school districts. Participants will study such topics as nutrition and its role in the educational process, food safety, fiscal responsibility, state regulations, managing the bid process and kitchen facilities, marketing and staffing. Subject matter will be approached with an emphasis on practical application either in the student's current position or as preparation to obtain future employment in the field.

SBL-510. LEADERSHIP FOR SCHOOL BUSINESS
Credits: 3

This capstone course is designed to examine theories of leadership and analyze applications within the school environment. The topics addressed deal with a wide range of school related processes targeted at school improvement and overall student performance. (Taken in the last semester of SBL program coursework. Department permission required.)