

# SPECIAL EDUCATION

## Pennsylvania Special Education Certification Option

Dr. Suzanne Murray Galella, 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 program, 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. An applicant who is certified in another state may contact the Pennsylvania department of education (PDE) at [www.pde.psu.edu](http://www.pde.psu.edu) to apply for PA certification, prior to admission to Wilkes University.

### Credits Required for Program Completion: PK-12 Special Education Certification Only: 30 Credits

All students will apply to the 'degree seeking' program, but will notify the program coordinator if ONLY seeking certification. Courses designated with \* are the required courses for state certification

### Master's Degree with PK 12 Special Education 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\**

**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.

### 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 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. 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 : *Principles of Law & Special Education Law* (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: Teaching Students with High Incidence (3 credits; 20 hrs.)

\*EDSP 502: Teaching Students with Low Incidence Disabilities 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: Secondary Transition in Special Education(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.

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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 Pennsylvania Department of Education requires candidates to pass tests specific to their intended certification area. Current students should consult their advisor for certification tests required.

### EDSP. SPECIAL EDUCATION

#### EDSP-501. TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES 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. TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES 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. BEHAVIOR INTERVENTION AND SUPPORT 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. SECONDARY TRANSITION 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.

## 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. PRINCIPLES OF LAW & SPECIAL EDUCATION LAW

**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.

### 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.

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### **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 Leader Required 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-535. ACCOM & ADAPTATION IN LITERACY**

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 students 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.

### **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.

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**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.

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**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.

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**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.

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**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.

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### **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.

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### **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.

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### **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.

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### **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.

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**ED-558. TOPICS COURSES****Credits: 3**

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

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**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.

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**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.

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**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](http://www.plsweb.com).

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### **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 Leader Required for K-12 principal certification.

### **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.

## Special Education

### **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. Required 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.

**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.

**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.

## Special Education

### **ED-650. 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-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 credits This 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.

**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-674. SAFETY & SOCIAL EMOTIONAL LEARNING FOR EDUCATIONAL LEADERS****Credits:** 3

This course explores an overview of safe schools through knowledge of human development, with an emphasis in social-emotional development, trauma-informed practices, and mental health. Theory, practice, and policy will be explored to help prepare and support educational leaders through mental health, neuroscience, and restorative justice lenses through transformative growth.

## Special 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 3<sup>rd</sup> 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](http://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](http://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.

## Special Education

### **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)

### **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.

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**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.

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**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.

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## Special Education

### **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.

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### **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.

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**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).

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**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.

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**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

## Special Education

### **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]]

**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

## Special Education

### **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 through 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 &amp; 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 &amp; 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 &amp; 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 &amp; Science of Teaching

**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 &amp; Science of Teaching; [[EDAM-5041]] Establishing Learning Goals to Support Learning &amp; Instructional Design; [[EDAM-5042]] Monitoring &amp; 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](#)

## Special Education

### **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.

## 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

### 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.

## Special Education

### **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.