



MASTER'S EDUCATION COURSE DESCRIPTIONS

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GE-6015 Introduction to Statistical Data and Research. This course is a comprehensive approach for students needing to conduct qualitative or quantitative research. The course will focus on the practical problems encountered in research beginning with the formulation of the research question and continuing through the preparation of the final research document. This course is designed to examine the theories, techniques, and methodologies of research currently employed for the analysis of educational and social sciences initiatives and investigations. Emphasis will be placed on applying knowledge of research techniques and methodologies to the critical analysis of published research. Students will be exposed to research methodologies as they investigate various statistical designs and test measurements.

(Programs: MS.TCLN, MS.EDLD.SA, MS.EDLD.IC)

GE-6030 Theory and Application of Educational Administration. This course offers a comprehensive and historical overview of the field of educational administration. Students will examine the processes, foci, models of behavior, and techniques for problem solving in the field of educational administration. Primary foci of the course are theories of educational leadership including: leadership styles and decision-making models, staff supervision and evaluation, staff support, mentoring, and development, team building and cultivation of school culture that promotes learning.

(Programs: MS.EDLD.SA, MS.EDLD.IC)

GE-6035 Teaching and Supervising Diverse Student Populations. This course is designed to enhance instructional skills essential to working with special needs populations, talented and gifted learners, English language learners, varying cultures and unique student populations based on the emerging aspects of a diverse society. This course is structured to present the learner with the essential knowledge base and accompanying skills needed to successfully teach school students who have connections with topics related to special education, talented and gifted education, the English language learners, bilingual education, economically disadvantaged, gender issues, and racial diversity by understanding their relationship to student achievement and school climate. Graduate students will study the history, programs and legislation of each program as they relate to school and its daily operation. State requirements will be examined as will program requirements falling under the ESSA legislation. Program design will be presented as will its impact upon the school and the process of meeting the educational needs of students. Case studies and practical application of program specifications will be utilized in the study of this course.

(Programs: MS.TCLN, MS.EDLD.SA, MS.EDLD.IC, MS.EDLD.SP, MS.SPED.TS, MS.SPED.AT, CR.EDLD.AI, CR.EDLD.SI, CR.EDLD.SSE)

GE 6041 Leading a Comprehensive Literacy Curriculum: Design and Implementation. This course is the first of 7 courses that comprise the University's Reading Specialist Program. Designing a comprehensive literacy curriculum is critical to establishing the fundamental skills in reading and writing. The course will begin with the research of the science of reading, the "Big Six" components of reading, and the underlying processes for reading, and progress into teaching and developing a comprehensive literacy model at all levels. At the conclusion of the program, students will be able to lead the design and implementation of a research-based comprehensive literacy curriculum in their school. This course is essential for any teacher who is responsible for reading and writing instruction including elementary teachers, special education teachers, literacy coaches, principals, curriculum directors, and other administrators.

(Programs: CR.EDLD.RSC)

GE 6042 Literacy Curriculum, Instruction, and Assessment: K-3 This course is the second of seven courses that comprise the University's Reading Specialist Program. This course focuses on the identification, analysis, and correction of reading problems using current standards, research-based strategies and materials used in the language arts PreK-3 educational setting. This course examines various language arts curricular programs, concepts, instructional techniques and assessments that positively impact student learning and success.

(Programs: CR.EDLD.RSC)

GE 6043 Literacy Curriculum, Instruction, and Assessment: 4-12 This course is the third of seven courses that comprise the University's Reading Specialist Program. The course will begin with an overview of assessments that impact literacy success through multiple measures of data. The course will continue through researching ways to use data to improve literacy outcomes, followed by effective alignment to the PA Core Standards and instructional practices to support success. At the conclusion of the course, teachers will have created lesson plans that are PA Core aligned, rigorous and meeting the needs of all students. This course is essential for any teacher who is responsible for reading and writing instruction including elementary teachers, special education teachers, literacy coaches, principals, curriculum directors, and other administrators.

(Programs: CR.EDLD.RSC)

GE 6044 Pedagogy and Methodology based on Orton-Gillingham This course is the fourth of seven courses that comprise the University's Reading Specialist Program. The focus of this course is on the research-based Orton-Gillingham methodology. It will address the essential research-based components of reading instruction and strategies that support effective reading and writing instruction. This course will address the multisensory approach to decoding, spelling, English Orthography, and grammar. Students will be required to connect the components of a multi-sensory structured lesson plan and design instruction that reflects an understanding of relevant content. This course is essential for any educator who is responsible for the teaching of reading and writing and provides specific interventions for at-risk learners.

(Programs: CR.EDLD.RSC)

GE 6045 Reading Difficulties: Special Education and Interventions This course is the fifth of seven courses that comprise the University's Reading Specialist Program. This course will examine Special Education laws and disabilities, focusing primarily on reading disabilities. The variety of assessments that are used to identify reading disabilities and the research that supports those assessments and strategies will also be examined. Creating Individual Education Program (IEP) goals and interventions to support those goals will be developed through the use of case studies and practical situations.

(Programs: CR.EDLD.RSC)

GE 6046 Reading across the Curriculum/English Learner (EL) This course is the sixth of seven courses that comprise the University's Reading Specialist Program. The course will begin with the development of a definition of disciplinary literacy and its criticalness. The course will continue through exploring strategies that are effective within specific disciplines, followed by effective alignment to the PA Core Standards. Educators will learn how to embed culturally responsive practices into instruction and how to involve families in the learning. At the conclusion of the course, teachers will have created lesson plans that are PA Core aligned, rigorous and meeting the needs of all students. This course is essential for any teacher who is responsible for reading and writing instruction including elementary teachers, special education teachers, literacy coaches, principals, curriculum directors, and other administrators.

(Programs: CR.EDLD.RSC)

GE 6047 Reading Practicum based on Orton-Gillingham (6 credits) This course is a supervised, field-based practicum in which students focus on addressing the needs of children who struggle with literacy. Implementation of literacy lessons will be prescriptive in nature based on the needs of the class, small group, or individual student. Students will be required to develop lessons that follow the format of and include the components of the Orton-Gillingham research-based methodology. This course builds on the knowledge, skills, and experiences gained in the previous six prerequisite courses. This course provides an opportunity to apply what was learned while working directly with children in a real-world setting.
(Programs: CR.EDLD.RSC)

GE-6060 Organizational Development, Change-Theory and Staff Development. An examination and study of individual and group behaviors as they relate to structuring and managing educational organizations are made. The student will focus on issues and challenges of organizational dynamics, leadership, system theories, governance and decision-making, communication, change, problem-solving, conflict management and information systems. The concept of staff development will be presented as essential to the forward progress of the organization, in the school setting and as part of the school improvement processes.
(Programs: MS.EDLD.SA, MS.EDLD.IC)

GE-6065 Leadership and Management of Special Education Programs. This course examines research and practice related to the development and administration of Special Education programs. It will provide a common language and knowledge of the leadership competencies needed as well as the theory development as it relates to individuals and organizations. The student will analyze existing approaches in schools/organizations with a special emphasis on leadership, decision-making, motivation and creating change. The student will also become familiar with the types and levels of support to address the varying needs of children with disabilities.
(Programs: MS.EDLD.SP, MS.SPED.TS, MS.SPED.AT, CR.EDLD.SSE)

GE-6070 Instructional Leadership and Supervision. Roles of contemporary administrative leadership and supervision, with respect to educational program design and management, quality assessment, interpersonal relations, staff effectiveness and the leadership role and process are examined and studied. Through the process of case studies, this course will focus on the skills of leadership decision-making that will help meet the challenges that schools encounter at all levels of leadership.
(Programs: MS.EDLD.SA, MS.EDLD.IC, MS.EDLD.SP, CR.EDLD.SSE)

GE-6080 Foundations of Instructional Technology for Teaching and Learning. This course will provide a hands-on approach to the selected methods of instructional technology within the classroom. Students will engage in computer work and instructional software to facilitate the learning process. Students will examine and study various methods of instructional technology for classroom teaching and learning. This course will focus on popular technology related issues in current educational settings. Students will explore web and computer based instructional design software. Students will examine the integration of educational technology in classroom settings through job experiences, web-based resources, video case studies, and in-class discussions. The goal of the course is to help students achieve a greater understanding of issues and techniques related to the integration of educational technology in K-12 educational settings.
(Programs: MS.TCLN, MS.EDLD.IC)

GE-6091 Assessment Theory and Design to Support 21st Century Instruction. This course will provide teachers with the research behind effective assessment practices. From knowing what to assess to when to assess to how to assess, students will learn how to design effective assessments to meet student and teacher needs. Students will learn about design features of various types of assessments, including multiple-choice tests, constructed-response tests, portfolio tasks, and performance assessments. One of the key principles discussed in this course is the essential alignment of assessment with curriculum and instruction.
(Programs: MS.TCLN, MS.EDLD.IC, CR.EDLD.SI)

GE-6092 Problem Based Learning Design for the 21st Century Learners. This course is designed to provide an in-depth review of Project-Based Learning. The course will focus on the essential elements of PBL and the correlation between its instructional design and the research of how the brain learns. Students in the course will develop a PBL unit that incorporates all of the design elements of a driving question, entry event, alignment to curriculum and 21st century standards, and assessment. PBL units will be presented as a final project.

(Programs: MS.TCLN, MS.EDLD.IC)

GE 6093 Teaching Math for Success in the 21st Century Elementary Classroom. In the 21st century, students not only need an in-depth understanding of mathematics but an enthusiasm for using math to innovate and solve real world problems. This course is designed to provide teachers opportunities to deepen their own understanding while exploring the research regarding how students develop the practices necessary to use mathematics flexibly. Students will examine both the rationale and intentions of the Common Core Standards as well as NCTM's Principles and Standards as a foundation for our work. Translating their learning into an instructional planning process that purposefully connects the practice and content standards to ensure mathematical reasoning and communication are a means for developing mathematical understanding as well as sharing solutions is the overarching goal. Formative assessment techniques, models for differentiation, and various practices for promoting thoughtful discourse will be studied throughout to ensure that teachers gain the skills necessary to make mathematical understanding accessible to all learners in their communities.

GE-6115 Principles, Methods, Development, and Assessment of Curriculum. This course examines how curriculum is developed as well as the approach to design and implementation. Strategies for collaboration with peer educators and colleagues toward the development and modification, scope and sequence, pacing, spiraling, integration, graphic organization, and mapping will all be an integral part of this course. This course is geared towards classroom teachers who are interested in understanding major American curriculum movements and their underlying philosophies. Coverage spans all major curriculum processes such as development, classroom use, and evaluation by emphasizing the importance of a clearly defined purpose of education as a first step in curriculum development or revision, and as a necessity for classroom use and evaluation.

(Programs: MS.TCLN, MS.EDLD.SA, MS.EDLD.IC, CR.EDLD.AI, CR.EDLD.SI, CR.EDLD.SSE)

GE-6121 Special education Law. Process and Best Educational Practices. This course is designed to provide students with an understanding of special education processes, including the evaluation processes, exceptionalities and eligibility, the development and delivery of Individual Education Plans, as well as theories and best educational practices in the field and profession of special education. Students will become familiar with the Individuals with Disabilities in Education Act (IDEA), the cornerstone of special education law, Section 504 of the Americans with Disabilities Act, and Pennsylvania statutes and regulations governing special education law. Issues related to an understanding of the evaluation and determination of exceptionalities in a cultural context will be explored. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students' teaching experiences will inform discussion and learning.

(Programs: CR.SPED.K12)

GE-6122 Approaches for Positive Behavior and Social Skills in the School Setting. This course is designed to provide students with a comprehensive understanding of students who present with social, emotional, and behavioral difficulties. The course will focus on the definitions, characteristics, prevalence, causes, and assessment of emotional and behavioral disorders. Effective teaching practices will be integrated in the course, including education service placements, functional behavior assessment and positive behavior supports. Current issues in the field will also be explored. Response to Intervention will be discussed as a method for school wide behavioral approaches, as well as cultural implications of understanding behavior and social skills. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students' teaching experiences will inform discussion and learning. This course is in a hybrid format with four face-to-face sessions alternating every other week with three on-line sessions.

In addition, for the duration of the seven week course, students will meet for an additional three hours a week in a laboratory format where students seeking certification in the area of special education will work with families and students to create functional behavioral assessments, positive behavior support plans, social skills lessons, and academic lessons where there are embedded behavioral and social skills curriculum experiences and assessments for students who are diagnosed with disabilities in the areas of emotional support and/or the need for behavioral interventions.

(Programs: *CR.SPED.K12*)

GE-6123 Supporting Students with High Incidence Disabilities in Schools. This course is designed to develop understanding of the strength and needs of students with high incidence disabilities, with a particular focus on students with specific learning disabilities. Emphasis is placed on identifying and implementing assessment, instruction, and intervention practices that have been proven through sound, empirical research to be effective. Strategies for assessment and specialized instruction in general and special education settings are included. In this course, the development of Individualized Education Programs (IEPs) for this population based on assessment data and core curriculum standards are covered, as well as, the transition of the population into various levels of post-secondary settings. This course is in a hybrid format with four face-to-face sessions alternating every other week with three on-line sessions. In addition, for the duration of the seven-week course, students will meet for an additional three hours a week in a laboratory format where students seeking certification in the area of special education will work with families and students (ages 14 to 18) to create instruction and intervention in the areas covered in the course for students who are diagnosed with specific learning disabilities.

(Programs: *CR.SPED.K12*)

GE-6124 Acquisition, Development and Assessment of Language and Literacy. This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to learners in grade levels PreK-12, as well as, practical and effective modifications for diverse learners (including struggling readers, English language learners, and students with learning disabilities in reading, as well as students with a wide range of disabilities requiring accommodations (cognitive, linguistic, physical, and social)). Formative and summative assessments of emergent and content literacy, including components of literacy (phonological awareness, word analysis, comprehension, vocabulary, fluency) will also be addressed. Also included are factors that influence literacy acquisition as well as life-long literacy for children and adolescents who struggle in literacy. This course is in a hybrid format with four face-to-face sessions alternating every other week with three on-line sessions. In addition, for the duration of the seven-week course, students will meet for an additional three hours a week in a laboratory format where students seeking certification in the area of special education will create lessons, experiences and assessments for students who are diagnosed with disabilities in the areas of literacy and language.

(Programs: *CR.SPED.K12*)

GE-6125 Supporting Students with Low Incidence Disabilities in Schools. The purpose of this course is to teach students problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in 2-3% of the population. We will learn what constitutes disabilities in this population and issues surrounding providing this population with an effective education in the least restrictive environment. Students will explore the ramifications, jargon, specific goals and objectives included with creating and implementing an IEP for students in the population. Students will discuss the appropriateness of various academic environments as children with more encompassing disabilities progress from elementary to secondary education, and transition into adulthood. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. A holistic approach to educating this population, with

an emphasis on social, emotional, behavioral, transition and life skills are a focus. This course is in a hybrid format with four face-to-face sessions alternating every other week with three on-line sessions. In addition, for the duration of the seven-week course, students will meet for an additional three hours a week in a laboratory format where students seeking certification in the area of special education will work with families and students (ages 14 to 18) to create instruction and intervention in the areas covered in the course for students who are diagnosed with a disability category of Intellectual Disabled and/or qualify for the Pennsylvania Alternative State Assessment (PASA).

(Programs: *CR. SPED.K12*)

GE-6130 School and Community Relations. The focus of this course is an investigation and study of the principles, skills, tasks, practices and communication ability of the school administrator to help maintain open communication between the school and the community. This course is designed to help administrators manage information about their schools and to receive or disseminate it properly. The study of various media and constituents, as well as a variety of experiences relating to the public relations function of the school and district, is treated as a function of administrative leadership.

(Programs: *MS.EDLD.SA, MS.EDLD.IC, CR.EDLD.AI, CR.EDLD.SI*)

GE-6136 Educational Trends and Development. This course will focus on the major trends in education, the successes, best practices and the failures of the educational system. The emphasis of this course is to help students develop into teachers who become reflective practitioners who are well aware of issues pertaining to the educational profession. The course will explore the social, cultural, political, historical, and philosophical contexts of schools, and use the perspective gained from this course to consider present day educational issues. Educational issues are pressing concerns in our society. The course will help develop understanding of the background of today's public debates around schooling and will introduce ways in which educational thought and research address big topics. It introduces the students to the various issues affecting teachers. Its primary focus will be on contemporary issues teachers and administrators face in today's schools. Throughout the course, several aspects of the teaching profession will be incorporated from the diversity of students in the classroom, to school organization and governance, to teaching standards and expectations. This course provides a foundation for understanding the educational profession while staying abreast of current educational trends and changes.

(Programs: *MS.TCLN*)

GE-6140 School Personnel Administration. A broad, in-depth review of human resources in educational administration is the focus of this course. The quality of a school system's human resources are given special consideration through the presentation of how members are recruited, selected, inducted, developed, appraised, compensated and protected through justice and bargaining processes. The function of the human resources program as staff developer for programs such as EEOC, affirmative action and the Americans with Disabilities Act will be the focus of this course.

(Programs: *MS.EDLD.SA, MS.SPED.TS, MS.SPED.AT, CR.EDLD.AI*)

GE-6155 Design, Development and Assessment of Instruction. This course is designed to develop a rationale and specific procedures for designing instruction that leads to positive outcomes. The course blends current instructional design trends with the latest cognitive psychological research on teaching, testing and assessment. Topics to be considered include current methods of instruction, design and development of teaching, planning tasks, decision-making, testing and assessment and ethical issues that face the evaluator. Sample evaluation criteria will be provided along with real-life examples and a wealth of ideas for implementing the instructional design/assessment process.

(Programs: *MS.EDLD.SA, MS.EDLD.IC, MS.EDLD.SP, MS.SPED.TS, MS.SPED.AT, CR.EDLD.SI, CR.EDLD.SSE, CR.SPED.AT, CR.SPED.TS*)

GE-6178 The Special Needs Student. This course will reflect the education standards for special education promulgated by the Pennsylvania Department of Education. Students will learn how to best service students with cognitive, behavioral, and/or physical disabilities. The history and legal aspects of Special Education will be a focus of this course. This course is designed to further develop the attitudes, knowledge, and conceptual and technical skills required by teachers to help them identify the educational goals of students and to select or design and implement relevant, meaningful, and beneficial instructional strategies for effective learning by students with special needs. With a continued increase in the special needs population, educators are legally responsible for understanding and carrying out the duties for all special needs students. This course will inform and lend itself to strengthen the skills of teachers to assure they are meeting the elements prescribed for each individual student. This course prepares teachers to become critical thinking professionals who will be able to demonstrate knowledge and awareness of special populations of children with exceptional needs by modeling best teaching practices.

(Programs: MS.TCLN)

GE-6180 Introduction to Autism. This course is one of four courses that comprise the university's Autism Spectrum Disorders Endorsement Program. This course will provide educators with an overview of Autism Diagnosis, Characteristics, Etiology, Family and Community Supports.

(Programs: CR.SPEC.AS)

GE-6181 Applied Behavior Supports for Students with Autism. This course is one of four courses that comprise the university's Autism Spectrum Disorders Endorsement Program. This course will provide educators with a working knowledge of Applied Behavior Analysis (ABA), including all the terminology associated with this science, key components of a Functional Behavior Assessment, creating Positive Behavior Support Plans, and Behavior Interventions used in working with student with Autism Spectrum Disorder.

(Programs: CR.SPEC.AS)

GE-6182 Autism Methodology and Interventions for Classroom Practice. This course is one of four courses that comprise the university's Autism Spectrum Disorders Endorsement Program. This course will provide educators with an overview of Evidence Based Practice in Classroom Interventions including; classroom organization, academic interventions and accommodations, activities of daily living, inclusion supports and transition. Content will include early intervention, family supports and transitions from early intervention to school age programming, elementary to secondary and secondary to post 21.

(Programs: CR.SPEC.AS)

GE-6183 Communication & Social Competence for Students on the Autism Spectrum. This course is one of four courses that comprise the university's Autism Spectrum Disorders Endorsement Program. This course will provide educators with etiology of communication and social skills as it manifests in students on the Autism Spectrum. This course will review assessments and program planning for expressive, receptive and pragmatic language. It will investigate tools for communication, including augmentative communication, PEC and reciprocal communication. Social Competency will be explored as it relates to communication, reading nonverbal cues and the skill set required for school success.

(Programs: CR.SPEC.AS)

GE-6190 Design and Development of K12 Online Instruction. This course will introduce candidates to the primary concepts and structures of effective online instruction. Through a variety of embedded projects, participants will design and deliver blended and online experiences that incorporate instructional best practices and pedagogy. Included in this course is: existing and emerging technologies, supporting student learning, engaging the online learner, diversity of student academic needs, and accommodations in the online environment. The delivery model of this course will be a blend of online synchronous and asynchronous work.

(Program: CR.EDLD.OLI)

GE-6191 Delivery and Strategies for Teaching Online. In this course, candidates will create and deliver lessons that incorporate a variety of strategies including active learning, application, interaction, participation, and collaboration in an online learning environment. Included in this course: Communication, setting expectations, providing feedback to students, and applying student accommodations into the online environment.

(Program: CR.EDLD.OLI)

GE-6192 Assessing Students in an Online Learning Environment In this course, candidates will learn and understand the design and implementation of appropriate assessment of online learning that maintains and verifies academic integrity in K-12 online learning. Candidates will be creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures. Assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of the learning goals will be covered. The course will review using data from assessments and other data sources to modify content and to guide student learning.

(Program: CR.EDLD.OLI)

GE-6193 Emerging Trends and Professional Responsibilities in an Online Teaching Environment In this course, candidates will demonstrate knowledge and understanding of digital citizenship, legal issues with online education, and confidentiality procedures and protocols. Candidates will be reviewing policies and tools to ensure they are legal, ethical, and safe for use with students. Included in this course: professional interactions with students, colleagues, and parents around student success, organizing media and content, and effective instruction in an online environment.

(Program: CR.EDLD.OLI)

GE-6195 Foundations of Social and Emotional Learning This course will introduce candidates to foundations of Social and Emotional Learning. Candidates will explore the definition and history of SEL in the past 20+ years. Theories of Child Development, RULER and Social Learning will be reviewed and applied to core social competencies. An overview of District, School and Classroom Evidence Based Practices will be explored extending to Community Supports and Partnerships for these practices.

(Program: CR.EDLD.SEL)

GE-6196 Trauma and Resiliency Trauma and Resiliency will introduce candidates to the types of Trauma or Adverse Childhood Experiences (ACE) that impact learning. Candidates will explore the populations at risk for ACE and the unique experience each population brings to the school environment. Assessment, ACE Treatments and Curriculums and Resiliency Training will be explored at the school and classroom level.

(Program: CR.EDLD.SEL)

GE-6197 Behavior Supports Candidates will learn the philosophies and interventions used in the three most common approaches to behavior; Zero Tolerance, School Wide Positive Behavior Supports and Social and Emotional Learning. Candidates will explore the present of behavior in students due to the function of the behavior and mental health issues. Each approach to behavior will be fully developed in terms of philosophy, leadership, interventions, staff development and implementation.

(Program: CR.EDLD.SEL)

GE-6198 Multi-Tiered Systems for Support Multi-Tiered Supports will pull from all work previously done to create a systematic plan for Districts, Schools and Classrooms to implement Evident Based Practices in SEL. Multi-Tiered Supports will outline the three Tiers of support that a school should utilized in planning for student success in all areas or schooling: Academic, Emotional Development, and Social Skills, researching teacher and district responsibilities in a digital environment.

(Program: CR.EDLD.SEL)

GE-6211 Building Exemplary School Curriculum by Design. This curriculum course is designed for school leaders who are interested in looking at the reality of school change. The course is organized around the logic of backward design with the understanding that results are derived from curriculum, assessment, instruction, roles of staff, policies, structures, and the use of resources. Topics include the development of a school mission, the nature of a curriculum for achieving the mission, elements of a re-formed curriculum, an analysis of learning principles, the identification of general roles and job descriptions for teachers and academic leaders, and a practical three-stage backward-design process for reform planning.

(Programs: MS.EDLD.SA, MS.EDLD.IC)

GE-6220 School Law. This course focuses on teachers, their legal authority in the classroom, and the essential knowledge of school law needed for public school educators. School law provides an application of facts, attitudes, and skills necessary for effective performances in specific teaching, supervising, school service, or administrative roles. The course includes an analysis of selected general legal principles, cases, and statute laws. Topics will include copyright and software licensing, privacy and confidentiality, censorship, acceptable use of policies, local and State regulations, the legislative process, school governances, church and state, civil rights, student and parent rights and responsibilities, teacher rights and responsibilities, collective negotiations, tort, contracts, legal research as well as general knowledge of teacher boundaries in the legal sense.

(Programs: MS.EDLD.SA, MS.EDLD.IC, CR.EDLD.AI, CR.EDLD.SI)

GE-6225 Special Education Law. Special Education Law is a core course required of all students participating in a certification program for Supervisors of Special Education. This course will provide an intense review of the regulations and major court decisions under the Individuals with Disabilities Education Act (IDEA). Special attention will be given to the Pennsylvania regulations and cases in its jurisdiction. It will also include attention to the corresponding legal developments under Section 504 of the Rehabilitation Act and the American Disabilities Act (ADA). Students will become versed in the procedures leading to the evaluation, identification and program development (IEP process) for children found eligible to receive special education and the provision of a free and appropriate public education (FAPE).

(Programs: MS.EDLD.SP, CR.EDLD.SSE)

GE-6240 School Finance and Accounting. This course presents a broad overview and treatment of school finance, school finance reform, school accounting and school resource management. Budget development and administration processes are given special attention through the study of funding sources, school accounting systems and practices and the concepts of General Accounting Principles (GAP). Students will also explore school resource management as it affects the economics of school program.

(Programs: MS.EDLD.SA, CR.EDLD.AI)

GE-6247 Action Research I. This course will be the first of two required courses in Action Research. Students will engage in the process of reflection, inquiry, and action in their own professional context. This course will assist the students in the development and planning phases of chapters one and two of the action research project. Action research is an interactive inquiry process that balances problem-solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about organizational change (Reason & Bradbury, 2001). The various roles and skills necessary to be an effective action researcher in the field of education will be discussed. Students will understand proper research methodologies regarding the creation of a clear, concise research question, finding an appropriate sample population, researching the topic adequately in a

graduate level, providing validity of data findings, and conceptualizing results in a manner that brings forth adequate conclusions. Topics include identifying problems to investigate, selecting appropriate research methods, collecting and analyzing data, and drawing conclusions from the research. The major assignment for the course will be the completion of chapters one and two undertaken in an educational setting in which the student is engaged in professional practice.

(Programs: MS.TCLN, MS.EDLD.SP, MS.SPED.TS, MS.SPED.AT)

GE-6250 Curriculum and Strategies for Instructing Students with Special Needs. This course is a comprehensive study of the theories, research-based diagnosis, instructional planning and the organization of instruction for students with diverse learning and physical challenges as well as those students with adaptive and functional needs. The course emphasizes the actual teaching methods and environments for students with special needs. However, it is also about discovering creative and meaningful approaches to ensure that all students reach their maximum potential. Discussions will be about the curriculum chosen to teach, the process of teaching and the values that influence teaching. Content will cover curriculum design, development of programs involving differentiated instruction that involve evidence-based interventions that meet students' needs; developmental and educational information; integrated learning experiences; specialized adaptations including validated instructional strategies, assistive technology, augmentative communication systems, as well as communication and social alternatives for non-speaking individuals.

(Programs: MS.EDLD.SP, MS.SPED.TS, MS.SPED.AT)

GE-6260 Introduction to Transition Services in Special Education. The purpose of this course is to provide an introduction and overview of programs, services and legal knowledge surrounding the transition of students with disabilities. A focus on the reasons for transition in relation to IDEA and Indicator 13 will be the basis for the course work. The formation of Individualized Education Plans using the requirements related to Indicator 13 will be taught and analyzed. A holistic approach to educating and servicing the population will be presented with the following principal points highlighted: post-secondary education, employment and independent living options, current research surrounding transition and vocation for the population, in depth knowledge of school based and outside agencies surrounding transition and vocation for the population (key players, the cultural and familial factors and their impact on transition planning).

(Programs: MS.EDLD.SP, MS.SPED.TS, MS.SPED.AT, CR.SPED.TS)

GE-6262 Assessment Models for Transition and Vocation. This course is designed to provide students with a breadth of knowledge and skills related to vocational assessment models and paradigms for transition, post-secondary education and vocation opportunities. Students will explore various types of informal and formal assessments used to determine appropriate and individualized transition for students with disabilities. Students will be given the opportunity to create action plans for how school based services should mirror the outcomes of said assessments for individuals with disabilities. Practical school-based approaches like post-secondary resources, community-based instruction, task analysis, social skills and functional curriculum will be researched and discussed. In addition, students will be provided with an overview of vocational models for young adults with disabilities. Models of current vocational opportunities will be explored, including, securing competitive employment, internships, supported employment, habilitation, job coaching and development.

(Programs: MS.SPED.TS, CR.SPED.TS)

GE-6264 Transition and Vocational Curriculum for School Based Services. Students will learn to view transition and vocational goals and instruction for the population through the lens of Universal Design. The least restrictive environment will be the focus as students learn how to modify general education curriculum while creating opportunities for the population to engage in goal driven tasks in the inclusive setting. Students will be asked to create embedded instruction of transitional and vocational skills based on case studies and federally mandated general education curriculum. A focus on the following will be included as students will be expected to actively plan a practical approach supported by research in educating the population: self-determination, student directed IEPS, use of personal hand-held devices, student self-monitoring, planning backwards by design to align curriculum with transition planning, and an approach to transition planning with a student-centered focus.

(Programs: MS.SPED.TS, CR.SPED.TS)

GE-6268 Interagency Knowledge and Collaboration. The purpose of this course is to examine the various facets of collaboration involved in planning and creating opportunities for transition and vocation. Collaboration among the school-based team, intermediate unit paraprofessionals and outside agencies will be analyzed and discussed. Students will be asked to research a variety of outside services and agencies that extend beyond the classroom, while also exploring ways in which professionals can match students in the population with appropriate agency support and independent access of said support. In addition to support available for employment, medical and independent living, students will discover agencies, organizations and current research surrounding social and leisure development for the population. Focus will be placed on using the Internet, blogs, and other tech savvy sources as a means and way to convey opportunities to the population and family, as well as a vehicle to bring greater collaboration and synergy to all teams involved in the process.

(Programs: MS.SPED.TS, CR.SPED.TS)

GE-6270 Applied Behavior Analysis and Positive Behavior Supports. The purpose of this course is to provide class participants with the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support for students with special needs. Emphasis will be placed on understanding the communicative function of challenging behaviors, the teaching of new skills that make challenging behavior unnecessary for the learner, and the prevention of the reoccurrence of challenging behaviors. The course will include functional behavior assessment and positive behavior support as a foundation of appropriate behavioral intervention in keeping with the Reauthorization of the Individual with Disabilities Education Act.

(Programs: MS.EDLD.SP, MS.SPED.TS, MS.SPED.AT)

GE-6280 Technology and Universal Design for Special Education Students. The current state of technology allows for “easy access” in a “user friendly” environment. This course focuses on the goal of preparing thoughtful and responsive educators who can take on the unique challenges inherent in the diversity of today’s classroom. To ensure a free and appropriate education for all students, teachers must enter the classroom equipped with the content knowledge, diverse instructional strategies, technology integration skills, and knowledge of assessment and evaluation protocols.

This course is designed to be an introductory survey course for educators in the application of assistive technology in the general education and special education classroom settings. Students will learn about the continuum of AT devices, universal design for learning, curriculum adaptations and integration strategies, and assessment and evaluation protocols. Additional discussions will include action plan development related to systemic implementation strategies for support the use and integration of assistive technology in the school setting.

(Programs: MS.EDLD.SP, MS.SPED.TS, MS.SPED.AT, CR.SPED.AT, CR.SPED.TS)

GE-6282 Assistive Technology: Devices and Services. This course provides a look at high and low technology utilized by students with a wide range of educational, physical, and communication needs. A wide range of augmentative communication devices will be investigated along technology uses for access to environments and curriculum. This course is designed to cover the range of devices as it related to education for communication, vocation, recreations, curriculum and leisure. Comparison of human and system performances as well as details the development of system interfaces.

(Programs: MS.SPED.AT, CR.SPED.AT)

GE-6284 Assistive Technology: Planning, Collaboration, and Implementation. The course investigates a team approach to implementation of Assistive Technology for student and classroom use. Establishment of the team and the process will be outlined to develop assessment, training and implementation guidelines for IEP driven goals.

(Programs: MS.SPED.AT, CR.SPED.AT)

GE-6288 Assistive Technology: Capstone. The Capstone Course in Assistive Technology is designed to engage students in a variety of assistive technology activities that will expand expertise and place application on content learned in previous courses. Students will work cooperatively with one or more on site mentors as well as the college supervisor. Action Research will be an integral part of the Capstone Course, as will the design of the multi-media presentation. A rigorous instructional plan of experiences will stimulate the learner to engage in both responsible self-directed and mentor directed learning opportunities
(*Programs: MS.SPED.AT, CR.SPED.AT*)

GE 6336 Introduction to STEAM Education. This course is one of four courses that comprise the university's STEAM (science, technology, engineering, arts, and mathematics) Approach to the PDE STEM (science, technology, engineering, and mathematics) Endorsement. This course will provide educators with a foundation in STEAM (science, technology, engineering, arts, and mathematics) Education, introducing students to each of the STEAM disciplines and their corresponding academic standards: science, technology, engineering, arts, and mathematics.
(*Programs: MS.TCLN.STEM*)

GE-6337 Integrative STEAM Innovations. This course is one of four courses that comprise the university's STEAM (science, technology, engineering, arts, and mathematics) Approach to the PDE STEM (science, technology, engineering, and mathematics) Endorsement. This course will provide educators with a foundation in STEAM (science, technology, engineering, arts, and mathematics) Education, introducing students to each of the STEAM disciplines and their corresponding academic standards: science, technology, engineering, arts, and mathematics.
(*Programs: MS.TCLN.STEM*)

GE-6338 STEAM Applications and Establishing a Community of Practice (CoP). This course is one of four courses that comprise the university's STEAM (science, technology, engineering, arts, and mathematics) Approach to the PDE STEM (science, technology, engineering, and mathematics) Endorsement. This course will provide educators with a foundation in STEAM (science, technology, engineering, arts, and mathematics) Education, introducing students to each of the STEAM disciplines and their corresponding academic standards: science, technology, engineering, arts, and mathematics.

This course is designed to help teachers demonstrate develop a unit of Project Based Learning that is infused with STEAM tools of the 21st Century. Project Based Learning is an instructional method in which students gain knowledge and skills by working for an extended period of time to investigate & communicate an authentic, engaging question, problem, or challenge. Newer and emerging tools of STEAM instruction that were explored previously will be focal points of the instruction that will allow students to learn about the challenge in an enriched environment. In addition, the products that are created in this course and others in our program will reside on a digital platform, allowing comments, feedback, and collaboration on extensions of the work. This Community of Practice (CoP) will serve as a future reference for others that take this program and the wider educational community. Several of these communities of practice exist currently (BetterLesson.com) that allow for sharing and feedback in a structure online environment. Through this project based learning approach teachers will demonstrate an understanding and working skill set with STEAM tools learned earlier in the program. In addition to core readings teachers will also explore how art skills and creations can enhance the project. A common theme running throughout this course is the ability of students to create new expressions of multimedia and collaboration using 21st century tools.
(*Programs: MS.TCLN.STEM*)

GE 6339 STEAM Implementation in Schools and the Community. This course is one of four courses that comprise the university's STEAM (science, technology, engineering, arts, and mathematics) Approach to the PDE STEM (science, technology, engineering, and mathematics) Endorsement. This course will provide educators with a culminating experience in implementing STEAM (science, technology, engineering, arts, and mathematics) Education. This course includes a field experience. Students will participate in one of the Bucks IU's two STEAM Saturday programs (dates occur concurrently with this course).
(*Programs: MS.TCLN.STEM*)

GE-7020, 7021, 7022, 7023 Field Experience: Educational Leadership. The Delaware Valley University 360-hour field experience is designed to provide the student with significant opportunities in the workplace to synthesize and apply the knowledge obtained through coursework, and to develop and practice the skills associated with being a competent administrator. The administrative field experience affords the student with sound experiences in accordance with the state competencies established for administrative certification. GE-7020-7023 consists of four one-credit courses delivered over four graduate terms and twelve months to meet PDE requirements.

(Programs: MS.EDLD.SA, MS.EDLD.IC, MS.EDLD.SP, CR.EDLD.AI, CR.EDLD.SI, CR.EDLD.SSE)

Master's Degree Program Codes	
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MS.EDLD.SA	M.S. Educational Leadership: School Admin Concentration
MS.EDLD.IC	M.S. Educational Leadership: Curriculum and Instruction
MS.TCLN	M.S. Teaching and Learning
MS.TCLN.STEM	M.S. Teaching and Learning: STEM
MS.SPED.SP	M.S. Special Education: Supervision
MS.SPED.TS	M.S. Special Education: Transitions Services
MS.SPED.AT	M.S. Special Education: Assistive Technology

Certification & Endorsement Program Codes	
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CR.EDLD.AI	PA Certification in School Administration
CR.EDLD.SI	PA Certification-Supervisor of Curriculum and Instruction
CR.EDLD.STEM	PA STEM Endorsement (Anticipated-Spring 2019)
CR.SPED.SP	Special Education Supervision Certification
CR.SPED.AT	Certificate in Assistive Technology
CR.SPED.TS	Certificate in Transition Skills
CR.SPED.AS	PA Autism Spectrum Endorsement
CR.EDLD.SEL	PA Social & Emotional Learning Endorsement
CR.EDLD.OLI	PA Online Instruction Endorsement
CR.EDLD.RSC	PA Reading Specialist Certification