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.

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-521. USING TECHNOLOGY FOR ASSESSMENT
Credits: 3
This course will explore the use of various technological tools in assessment that helps improve teaching and learning in both face-to-face and online environments. Students will examine practices and strategies for developing effective assessments and utilizing assessment data.

ED-522. CURRICULUM AND INSTRUCTION
Credits: 3
The course will engage students in the study of school curricula in elementary and secondary education. Models and trends in curriculum development will be explored by examining past and present influences on curriculum. The needs of diverse learners will be addressed through a survey of the latest research addressing differentiated instruction and societal factors influencing achievement gaps. Participants will relate this knowledge to their delivery of curriculum to students.

ED-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-531. CHILDREN’S LITERATURE
Credits: 3
A study of methods and materials appropriate for elementary school instruction in literature.

ED-539. ADVANCED STUDIES IN TEACHING AND LEARNING
Credits: 3
Terms Offered: Fall
This capstone course offers a culminating experience to measure the attainment and integration of overall program outcomes. This course provides an in-depth opportunity for the student to demonstrate mastery of learning by analyzing and applying new knowledge through the display creative products and a summative portfolio. Integrated projects will be assessed not only in relation to content, but also within the universal rationale of the educational experience and mission of the graduate school of education.

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

ED-541. DESIGNING MOTIVATION FOR ALL LEARNERS
Credits: 3
Students will design learning experiences and develop effective leadership strategies that promote motivation for all learners. Additionally, they will learn verbal encouragement techniques that motivate by reinforcing student effort and reducing risk and discover how purposeful work and goal achievement can support all types of learners.

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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-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-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.

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ED-578. STAFF DEVELOPMENT AND SUPERVISION  
Credits: 3
This course focuses on staff development and teacher supervision. Models of supervision, such as clinical supervision and differentiated supervision, are examined. Case studies will be utilized to gain understanding of the teacher evaluation process. Mentoring and new teacher induction programs will be investigated. An overview of the laws and policies, which influence and govern these programs will be included. Pre-requisite: [{ED-517}] Principal as Educational LeaderRequired for K-12 principal certification.
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-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 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-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-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-614. ORGANIZATIONAL AND LEADERSHIP THEORY  
Credits: 3  
This course focuses on organizational and leadership theories as they relate to K-12 and higher education institutions. The central aim of this course is to enable students to understand the structure and function of organizations and leadership from multiple theoretical perspectives. Through the linking of theory to practice, future educational leaders will be empowered to make conscious, deliberate decisions utilizing multiple, and at times divergent, theoretical frames.

ED-615. PROSEMINAR IN EDUCATIONAL LEADERSHIP  
Credits: 3  
This course will explore selected topics and relevant theory spanning a range of educational issues using a non-routine, active learning approach. It will require intensive interaction between students and several faculty members, allowing for personal introductions, a collaborative approach to teaching and learning, and exposure to the variety of department specializations. Through a series of writing intensive assignments, students will explore independently selected topics related to future program study. *Required first residency course.

ED-616. CONTEMPORARY ISSUES AND TRENDS ON GLOBAL EDUCATION  
Credits: 3  
This course will focus on understanding contemporary global issues and trends with emphasis on public relations in educational institutions, technology changes in the global society, worldwide political influences, and educational access. Required for International Instructional Leadership.

ED-620. EDUCATIONAL INSTITUTIONS AND SYSTEMS  
Credits: 3  
This course will focus on historic foundations, institutional structures, long-standing debates, and challenges related to American Education, including pre-K-12, 2-yr institutions, public and private 4-yr institutions, and for-profit schools. Governance, funding, and mission, and current issues will be examined. Required for Leadership Studies concentration.
ED-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-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-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. MEDIA DESIGN FOR INSTRUCTION  
Credits: 3  
This course will explore design and production of instructional materials using text, video, audio and photographic formats for use in both distance learning and traditional classrooms instruction.

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-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-655. 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-650. CURRICULUM, INSTRUCTION AND ASSESSMENT  
Credits: 3  
This course will examine cognitive theories of learning for all learners, with a particular focus on research-based practices in instruction for diverse learners in contemporary school settings. Educational leaders will gain a strong background in differentiated modes of instruction, along with the coaching skills needed to work with instructors as they strive to improve and expand their pedagogy to enhance student learning. Current methods of curriculum and program design, development and evaluation will be studied. Implications for supporting and sustaining high-quality instruction and learning will be addressed through the relationships and importance of coherence among curriculum, instruction, and assessment. Required for Ed.D. program/K-12 Administration specialization.

ED-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-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-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-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-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-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.

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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-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-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-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-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-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-5407. PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS  
Credits: 3  
This course provides educators with research-based theories and specific classroom strategies that support each of the 22 components in Danielson’s Framework for Teaching Evaluation Instrument. Participants explore best practices in the domains of Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Participants develop an action plan for improving teacher practice in each domain and, as a result, enhance their expertise and performance as they ready themselves for teacher evaluations.

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

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