



ONLINE COURSE CATALOGUE



# In-Service, Graduate & Coaching

SEPTEMBER 2025 - SEPTEMBER 2026

P.O. BOX 634 • STONY BROOK, NY 11790 • [WWW.LILIEONLINE.COM](http://WWW.LILIEONLINE.COM) • PH: 631.696.5454

## A Message from the Long Island Learning Institute for Educators, LLC

Educators today are under tremendous pressure. Federal, state, and local standards, as well as school report cards and media commentary have become critical components in the school community. The Long Island Learning Institute for Educators, LLC is an organization that was founded by practicing teachers who face the same 21st century challenges as those who enroll in our courses. LILIE was formed to be an educator's tool to meet the challenges of ensuring student success. LILIE courses are designed to complement professional development plans, district strategic plans, and the current educational issues of all involved in the educating of our youth. We pride ourselves in providing meaningful courses that are realistically applicable and beneficial in the classroom. It is our goal that each teacher who participates in our classes, exits with practical knowledge and new teaching insights and/or methods that can be successfully applied to his or her classroom.

CHECK OUT OUR  
CHALKBOARD PAGE ONLINE AT

 [www.lilieonline.com](http://www.lilieonline.com)

FOR COURSES  
AND INFORMATION

For detailed information regarding professional development GRAD course offerings and costs please visit [www.lilieonline.com](http://www.lilieonline.com) and click on COURSE CREDIT/INFO.

The Long Island Learning Institute for Educators, LLC is a proud provider of professional services through ESBOCES, Nassau BOCES Model Schools program and NYC ASPDP. For more information please visit [www.lilieonline.com](http://www.lilieonline.com)

Register Online  
[www.lilieonline.com](http://www.lilieonline.com)

Contact us for details at:  
[questions@lilieonline.com](mailto:questions@lilieonline.com)  
(631) 696-5454

Register  
electronically at  
[www.lilieonline.com](http://www.lilieonline.com)

Kindly visit our secure site online at [www.lilieonline.com](http://www.lilieonline.com) to register for all courses listed in this catalog as well as find additional information regarding the various courses we offer.

Registrations require a \$50.00 non-refundable, but transferable deposit. Transferability is voided if enrollee is dropped or chooses to drop due to failure to meet course requirements.

Register at [www.lilieonline.com](http://www.lilieonline.com)  
In-service Courses are \$270.00  
Graduate Courses are \$595.00

*Information regarding coaching course costs can be found on page 23.*

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### Certificate of Completion

Educators are required to complete a log attesting to a minimum of 45 hours of course work. This log will be evaluated and approved in order for a teacher/enrollee to earn a certificate of completion.

### Attendance Policy

100% Attendance (internet participation) is required in order to receive a certificate of completion. No exceptions will be made.

### Course Loads

Please note that all courses require ample time, attention and commitment and it is therefore recommended that you plan your course schedule accordingly. To provide teachers with the benefits of such rigorous and meaningful coursework, L.I.L.I.E., LLC recommends that no more than 2 courses be taken in any one month while enrollees are working full time during the academic year. In addition, it is advised that teachers consult with their district's policies regarding such matters.

Registrants failure to comply with minimum requirements are automatically withdrawn from course and may not be notified nor refunded.

# EASY REFERENCE

## Calendar of Courses

### — SEPTEMBER 2025 —

Embracing Diversity (GRAD - UMASS GLOBAL)

Instructional Needs of Neurodiverse Students  
(GRAD - MANHATTAN UNIVERSITY)

Supporting & Empowering the LGBTQ+  
Student (GRAD - UMASS GLOBAL)

The Dyslexic Mind  
(GRAD - MANHATTAN UNIVERSITY)

Encouraging Mindfulness in Today's  
Classroom (GRAD - UMASS GLOBAL)

Supporting Students in Crisis  
(GRAD - UMASS GLOBAL)

Philosophy\*

### — OCTOBER —

Teacher Rescue:

Preventing & Reversing Burnout  
(GRAD - MANHATTAN UNIVERSITY)

EdTech Tools for Equity  
(GRAD - UMASS GLOBAL)

Shifting the Perspective on Poverty  
(GRAD - MANHATTAN UNIVERSITY)

Asset-based Instruction to Empower Students  
(GRAD - UMASS GLOBAL)

Creating Dynamic  
Learning Experiences in the Diverse Classroom  
(GRAD - MANHATTAN UNIVERSITY)

EmoIQ: Enhancing Academic Success through  
Emotional Intelligence (GRAD - UMASS GLOBAL)

**NEW!** Habits For Building an Identity-Conscious  
Educator (GRAD - UMASS GLOBAL)

**NEW!** Empowering Neurodivergent Learners:  
Inclusive Instruction and Advocacy in Special  
Education (GRAD - UMASS GLOBAL)

Health Sciences\*

### — NOVEMBER —

Maximizing Strengths and Abilities:  
A Supportive Approach for  
Students with Learning Diversity  
(GRAD - UMASS GLOBAL)

Empathy and Equity:  
A Journey Through Social-  
Emotional Learning in Diverse Contexts  
(GRAD - UMASS GLOBAL)

Affirming Student Identity:  
Curators of Content  
(GRAD - UMASS GLOBAL)

The Good & Bad of Social Media -  
Function, Psychology & Usefulness  
of Social Media in our  
Students & Classrooms  
(GRAD - UMASS GLOBAL)

Bridging Our Connectivity  
(GRAD - UMASS GLOBAL)

**NEW!** The Flexible Classroom:  
Empowering Equity with  
UDL & Blended Learning  
(GRAD - UMASS GLOBAL)

Anxiety Disorders & Students Today:  
What Teachers Can Do  
(GRAD - UMASS GLOBAL)

Theory & Techniques\*

### — DECEMBER —

Classroom as Community: Responsibility of All  
(GRAD - UMASS GLOBAL)

AI for Inclusive Education:  
Empowering Equity, Diversity, and Inclusion  
(GRAD - UMASS GLOBAL)

Positive Discipline:  
Empowering Educators to Break  
the School to Prison Pipeline  
(GRAD - MANHATTAN UNIVERSITY)

**NEW!** Creating a Framework to Promote Student Attention  
(GRAD - UMASS GLOBAL)

**NEW!** Connected Classrooms: Well-Being,  
Language, and Technology for ELLs & Families  
(GRAD - UMASS GLOBAL)

The Peaceful Classroom: Easing Student  
Anxiety and Stress (GRAD - UMASS GLOBAL)

Engaging Family: Strengthening Ties  
through an Equity Based Approach  
(GRAD - UMASS GLOBAL)

### — JANUARY 2026 —

Engaging K-12 Learners through Gamification  
(GRAD - MANHATTAN UNIVERSITY)

Cyberbullying & Internet Safety  
(GRAD - UMASS GLOBAL)

Literacy: A Fundamental Right  
(GRAD - MANHATTAN UNIVERSITY)

Supporting ELL's through Cultural, Social &  
Educational Transitions (GRAD - UMASS GLOBAL)

Endless Opportunities: Crafting a Google App  
Classroom (GRAD - UMASS GLOBAL)

Supporting and Empowering the LGBTQ+ Student  
(GRAD - UMASS GLOBAL)

The Tween and Teenager's Mind  
(GRAD - UMASS GLOBAL)

Philosophy\*

\*Coaching Courses - The coaching courses may now be taken as graduate courses by employed public schools teachers as a professional development option. Please note that these graduate courses cover the NYSED coaching requirement for non PE teachers wishing to coach, but are NOT affiliated with a Manhattan University degree program.

# EASY REFERENCE

## Calendar of Courses

### — FEBRUARY —

Displaced Students &  
The Educational Impact of Homelessness  
(GRAD - UMASS GLOBAL)

Effects of the Mind-Body Connection  
(GRAD - MANHATTAN UNIVERSITY)

Changing Minds: Using Growth Mindset  
to Encourage Student Development  
(GRAD - UMASS GLOBAL)

Building Knowledge and Big Ideas  
Through Critical Thinking  
(GRAD - UMASS GLOBAL)

Growing the Critically Conscious Classroom  
(GRAD - UMASS GLOBAL)

Unlocking Student Potential with AI  
(GRAD - UMASS GLOBAL)

Building Productive & Enduring Educational  
Partnerships (GRAD - UMASS GLOBAL)

Health Sciences\*

### — MARCH —

Academic Vocabulary Infusion  
(GRAD - MANHATTAN UNIVERSITY)

Depression is More Than Sadness  
(GRAD - UMASS GLOBAL)

Let's Talk! Integrating Restorative Circles  
(GRAD - UMASS GLOBAL)

Cultivating Student Leadership  
(GRAD - UMASS GLOBAL)

21st Century Classroom Technologies  
(GRAD - MANHATTAN UNIVERSITY)

Supporting Students with ADHD  
(GRAD - UMASS GLOBAL)

**NEW!** Habits for Building an Identity-Conscious  
Educator (GRAD - UMASS GLOBAL)

Bilingual Education: From Theory to Practice  
(GRAD - MANHATTAN UNIVERSITY)

Theory & Techniques\*

### — APRIL —

Anxiety Disorders & Students Today  
(GRAD - UMASS GLOBAL)

Maximizing Strengths: A Supportive  
Approach for Students' Learning Diversity  
(GRAD - UMASS GLOBAL)

Bridging Our Connectivity  
(GRAD - UMASS GLOBAL)

EmoQ: Enhancing Academic Success through  
Emotional Intelligence (GRAD - UMASS GLOBAL)

**NEW!** The Flexible Classroom: Empowering  
Equity with UDL & Blended Learning  
(GRAD - UMASS GLOBAL)

Reading Strategies for All Teachers  
(GRAD - MANHATTAN UNIVERSITY)

**NEW!** Creating a Framework to Promote  
Student Attention (GRAD - UMASS GLOBAL)  
Philosophy\*

### MID APRIL/MAY (ASDPDP NYC Only)

AI for Inclusive Education: Empowering  
Equity, Diversity, and Inclusion  
(GRAD - UMASS GLOBAL)

EdTech Tools for Equity  
(GRAD - UMASS GLOBAL)

Shifting the Perspective on Poverty  
(GRAD - MANHATTAN UNIVERSITY)

Classroom as Community:  
Responsibility of All  
(GRAD - UMASS GLOBAL)

Teacher Rescue:  
Preventing & Reversing Burnout  
(GRAD - MANHATTAN UNIVERSITY)

The Peaceful Classroom:  
Easing Student Anxiety and Stress  
(GRAD - UMASS GLOBAL)

**NEW!** Connected Classrooms: Well-Being, Language,  
and Technology for ELLs & Families  
(GRAD - UMASS GLOBAL)

### — MAY —

AI for Inclusive Education: Empowering  
Equity, Diversity, and Inclusion  
(GRAD - UMASS GLOBAL)

EdTech Tools for Equity  
(GRAD - UMASS GLOBAL)

Shifting the Perspective on Poverty  
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### — JUNE —

EmoIQ: Enhancing Academic Success  
through Emotional Intelligence  
(GRAD - UMASS GLOBAL)

Depression is More Than Sadness  
(GRAD - UMASS GLOBAL)

Managing the Culturally  
Responsive Classroom  
(GRAD - MANHATTAN UNIVERSITY)

Let's Talk! Integrating Restorative Circles  
(GRAD - UMASS GLOBAL)

Effects of the Mind-Body Connection  
(GRAD - MANHATTAN UNIVERSITY)

Creating Dynamic Learning Experiences  
in the Diverse Classroom  
(GRAD - MANHATTAN UNIVERSITY)

Empathy and Equity:  
A Journey Through  
Social-Emotional Learning  
in Diverse Contexts  
(GRAD - UMASS GLOBAL)

**NEW!** Empowering Neurodivergent Learners:  
Inclusive Instruction and Advocacy  
in Special Education  
(GRAD - UMASS GLOBAL)

Theory & Techniques\*

### — JULY —

Changing Minds: Using Growth Mindset  
to Encourage Student Development  
(GRAD - UMASS GLOBAL)

Maximizing Strengths: A Supportive Approach  
for Students' Learning Diversity  
(GRAD - UMASS GLOBAL)

The Good & Bad of Social Media  
(GRAD - UMASS GLOBAL)

Asset-based Instruction to Empower Students  
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**NEW!** The Flexible Classroom: Empowering  
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Positive Discipline:  
Empowering Educators to Break  
the School to Prison Pipeline  
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through Emotional Intelligence  
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**NEW!** Habits for Building an Identity-Conscious  
Educator (GRAD - UMASS GLOBAL)

Philosophy\*

Health Sciences\*

Theory & Techniques\*

### — AUGUST —

Anxiety Disorders & Students Today:  
What Teachers Can Do  
(GRAD - UMASS GLOBAL)

Bilingual Education: From Theory to Practice  
(GRAD - MANHATTAN UNIVERSITY)

Engaging Family: Strengthening Ties  
through an Equity Based Approach  
(GRAD - UMASS GLOBAL)

Building Knowledge and Big Ideas  
Through Critical Thinking  
(GRAD - UMASS GLOBAL)

Displaced Students & The  
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## Online Courses

Online courses are 3 credit/45 hours and will be conducted via the LILIE website at [www.lilieonline.com](http://www.lilieonline.com). Courses will run for one month, and teachers will be required to log into their class throughout each week. Questions or comments should be e- Mailed to [questions@lilieonline.com](mailto:questions@lilieonline.com). After registering/enrolling online, participants will receive an automatic reply from LILIE confirming registration, providing directions for accessing course(s) and alike.

### 21st Century Classroom Technologies

Course #: EDPD 634 Instructor: Liz Scott-Pothier  
GRAD THROUGH MANHATTAN UNIVERSITY OR IN-SERVICE

Technology is not only the machine itself but is the whole set of relationships between human beings, utensils and fields of knowledge. “Too many view technology as a silver bullet to the challenges they face. It’s sometimes assumed, consciously or not, that the mere presence of digital tools will improve education. There’s a relationship between technology, content, and pedagogy, and the purposeful blending of them is key.” (Schoology Exchange)

21st Century Technology Instruction will explore the changing dynamics of new technologies and next generation education (Learning 2.0, 3.0 and 4.0). The Next Generation Learning Standards and the increase of “user generated content” require students to hone their critical thinking skills of collaboration, creativity, research and technological skills as well as embrace their role of potential (global) change agents. Instructional strategies will include (but are not limited to) topics such as: teched equity, student voice, the impact and use of social media, podcasts, blogging, electronic white boards, productivity applications, video-on-demand, internet use and websites as well as other aspects of the digital media that can be used to level the playing field and foster growth of all students with a focus on underrepresented and marginalized student populations in school-based, virtual or hybrid learning environments.

*March 1st - 28th, 2026*

### Academic Vocabulary Infusion

Course #: EDPD 618 Instructor: Jennifer DeCollibus  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

Standards four, five, and six in Vocabulary Acquisition and Use in the Next Generation Learning Standards focus on academic vocabulary and the needs for students to consistently build upon their vocabulary to access complex texts. This course will explore information on language acquisition and the importance of academic vocabulary in all content area classrooms. It will also provide numerous vocabulary activities and opportunities to develop vocabulary instruction that can be implemented and evaluated. Research shows that students of color, multilingual students, and students with disabilities often have gaps in their personal vocabularies. This course provides support for educators to design and implement vocabulary instruction that embraces diversity while adhering to NYS Standards and curriculum. Educators will be prepared to encourage their students to participate in a brave learning environment where proper use of terminology, acknowledgement of diverse words, and teacher modeling will result in greater equity in their learning experiences.

*March 1st - 28th, 2026*

### Affirming Student Identity:

#### Curators of Content

Course #: EDUU 9950 Instructor: Valerie Fiano  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE

Affirming student identity refers to the practice of recognizing, valuing, and supporting the diverse identities of our students, including but not limited to race, ethnicity, gender, sexual orientation and ability. We implement this through inclusive curriculum, classroom practices, and interactions. Additionally, we need to provide authentic resources that support marginalized groups and fosters a positive sense of self-worth among all students. We need to empower students to take an active role in selecting, organizing, and presenting the content they are learning. By providing students the opportunity to curate their own learning experiences they can develop critical thinking, problem-solving, and strong communication skills. We can implement this in a variety of ways, such as project-based learning, student led discussions, and diverse student curated resources.

*November 1st - 28th, 2025*

## AI for Inclusive Education: Empowering Equity, Diversity and Inclusion

Course #: EDUU 9956 Instructor: Tom Fabian  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE

“AI for Inclusive Education: Empowering Equity, Diversity, and Inclusion” is designed to equip educators with the knowledge, skills, and strategies necessary to effectively integrate Artificial Intelligence (AI) technologies into their teaching practices while fostering an inclusive and equitable learning environment.

Participants will explore the dynamic intersection of AI and education using real-world examples of AI enhanced learning experiences and applications. They will gain insights into the key concepts of Equity, Diversity, and Inclusion (EDI) and learn about the importance of EDI in addressing biases and promoting fairness within AI including how AI can tailor content to individual students’ needs and diverse learning styles, create unbiased grading assessment methods, mitigate biases, make education more accessible for culturally underrepresented groups, and design AI driven curriculum materials that promote EDI.

*December 1st - 28th, 2025*  
*April 17th - May 15th, 2026 - ASPDP only*  
*May 1st - 28th, 2026*

## Anxiety Disorders & Students Today: What Teachers Can Do

Course #: EDNU 9654 Instructor: Allison Jahn  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Anxiety Disorders & Students Today will focus on the biology of anxiety disorders and how they affect the brain. The course will educate teachers and staff on the formation, symptoms, and impact of anxiety disorders, as well as current treatments and therapies. Through culturally responsive practices, participants will learn strategies to support students with anxiety disorders and improve success for all students. The course will study the most commonly seen disorder types in our students today. The role of the school in supporting students with anxiety disorders will also be discussed. Finally, the course will cover managing anxiety disorders in the classroom, including immediate care, preventative measures, and curriculum modification.

*November 1st - 28th, 2025*  
*April 1st - 28th, 2026*  
*August 1st - 28th, 2026*

## Asset-Based Instruction to Empower Students

Course #: EDCU 9106 Instructor: Valerie Fiano  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

This course will focus on how we can empower all students to be successful both academically and socially within the learning community and what we can do as a teacher and facilitator to foster a brave learning environment that supports students to utilize their own assets, knowledge and abilities to take a role in their own learning and success. Further, we will explore ways we can encourage families to support students and integrate their own assets and perspectives into the learning environment and to create a stronger home, school and community connection. We will see a shift of mindset in focusing on student struggle but rather their personal strengths, abilities and knowledge. Additionally, specific strategies teachers can incorporate into their classes will be explored as well as methods to support culturally responsive instruction for empowering students to overcome various academic obstacles.

*October 1st - 28th, 2025*  
*July 1st - 28th, 2026*

## Bilingual Education - From Theory to Practice

Course # EDPD 667 Instructor: Kevin Gross  
GRAD THROUGH MANHATTAN UNIV. OR IN-SERVICE

This course is designed to prepare bilingual, ESOL, and interested mainstream teachers to successfully work with English Language Learners, in the context of bilingual/ESL programs. It includes the study of the historical, psychological, social, cultural, political, theoretical, and legal foundations of bilingual education programs in the United States. Participants will examine different bilingual program models and will explore and implement effective research-based strategies of instruction in the main content areas. Communication with parents and families, concerning students’ academic and social outcomes will be highlighted.

*March 1st - 28th, 2026*  
*August 1st - 28th, 2026*



## Bridging Our Connectivity

Course #: EDTU 9155 Instructor: Edward Storck  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Connections are a bedrock in education. Educators know that meaningful connections can better engage students and motivate them to reach their potential and these ties can and should extend beyond students to their families, the greater community, and beyond. In this course, we will explore how we can create intentional connections to best serve all students, including students that have been historically under served and marginalized. We will collaborate as a think tank to learn what role technology can play in bridging the home-school divide and we will create a turnkey action plan that can enhance existing relationships and build new ones that leverage students' strengths to maximize their learning.

*November 1st - 28th, 2025*

*April 1st - 28th, 2026*

## Building Knowledge and Big Ideas

### Through Critical Thinking

Course # EDUU 9954 Instructor: Valerie Fiano  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE

In this course, participants will learn to elevate the thinking process to curate knowledge and connect ideas through critical thinking - which includes actively engaging with all types of information, questioning assumptions, evaluating evidence and analyzing arguments to develop a deeper understanding of concepts, ideas, and themselves as learners and individuals. Participants will guide students into approaching information with skepticism, curiosity, and an open mind in seeking to make connections, identify patterns, and draw reasoned conclusions that are inclusive of various perspectives, ideas, and consider various social groups. Building these skills will become evident in students reading and writing as they further develop their ideas. All of these processes and thinking protocols will help participants and the learners in their classroom community to develop a more nuanced and well-informed perspective on various topics, enabling them to make better decisions, develop bigger ideas, increase literacy functions, and use their own knowledge, experiences and curated resources in order to contribute meaningfully along with their peers in open dialogue within the brave learning community.

*February 1st - 28th, 2026*

*February 10th - March 9th, 2026 - No Graduate*

*August 1st - 28th, 2026*

## Building Productive and

### Enduring Educational Partnerships

Course # EDAU 9759  
Instructor: Catherine Carella-Dean  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Educational partnerships take form when stakeholders come together for the sake of enhancing the good of the school and for improving student outcomes. Partners include students, educators, parents, community members, and others who have an interest in promoting lifelong learning. This course will examine the specifics of how educators can forge ahead with building productive and enduring partnerships that will serve to benefit their students now and in the future. This course will explore research-based rationales for building partnerships and it will analyze best practices for creating and sustaining bonds with various educational partners. Further, participants will discuss how to appropriately integrate critical consciousness with their students, adopting the mindset, and to have that dialogue within the classroom. Additionally, student grouping, instructional practices, etc., regarding cultural responsiveness will be discussed as well. Participants will learn how to develop strategies and action plans that engage all partners in collaborative efforts that help students achieve their full potential now and in their lives. Participants will create and implement more equitable practices for students in their classrooms, in particular those who have been historically under served and marginalized. Educators will discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning. Educators will examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture. Educators identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this.

*February 1st - 28th, 2026*

*February 10th - March 9th, 2026 - No Graduate*

## Changing Minds: Using Growth Mindset to Encourage Student Development

Course #: EDDU 9506 Instructor: Jennifer DeCollibus  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

The image of a successful person can vary from one individual to the next; however, upon closer inspection those who succeed share a common quality: their mindset. Teachers will examine various ways to positively alter their own lives as a result of mindset, but equally important, how students can benefit from a growth mindset culture in the classroom. It's apparent that we want our students to develop and maintain a growth mindset; however, it's also necessary that we foster an awareness within them that allows them to respectfully question social injustices and determine ways to promote change. This course provides the foundation for understanding mindset, the difference between a fixed and growth mindset, the importance of the brain and how it works, specific ways to foster a growth mindset environment, the role of critical thinking, differentiation and critical consciousness and cultural responsiveness, ways to change mindsets, and strategies that promote a growth mindset. An educator can use this information to continue to develop challenging instruction that is also designed for students to recognize how potential and effort impact the outcome in any life situation.

With the expectation for educators to consistently challenge students, many students are encountering new learning difficulties and experiencing feelings of frustration and failure. Since a growth mindset is the belief that dedication and hard work can produce positive results that lead to success, it is an idea that all educators should learn. Before students can adopt a mindset that is critically conscious, it is useful for them to possess a growth mindset in order to be able to do so. Through understanding course content, self-reflection, and the opportunity to develop lesson plans that promote critical thinking skills, the philosophy of differentiation, participants will complete this course with a new methodology that will become an integral component in their teaching repertoire. Ultimately, participants will learn a new way of thinking that can transform students' learning experiences.

**February 1st - 28th, 2026**

**February 10th - March 9th, 2026 - No Graduate**

**July 1st - 28th, 2026**

## Classroom as Community: Responsibility of All

Course #: EDUU 9070 Instructor: Valerie Fiano  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

What defines a community? How do we envision a classroom community to look and sound like? This course will focus on the skills necessary to foster an environment in which both students and teachers display both self-awareness and social awareness - are able to vocalize this and share perspectives. The course will also discuss the needs of having empathy for others, identifying emotions and causes, positive goal setting, responsible decision making, and focusing on personal assets to maintain respectful relationships in a diverse learning community.

**December 1st - 28th, 2025**

**April 17th - May 15th, 2026 - ASPDP only**

**May 1st - 28th, 2026**

## Connected Classrooms: Well-Being, Language, and Technology for ELLs & Families

Course # TBA Instructor: Cassidy Lowery  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE



Teaching English Language Learners (ELLs) and Students with Interrupted/Incomplete Formal Education (SIFE) has its challenges, but is also an enriching and rewarding experience. These students come to our classrooms with a wide range of needs and prior experiences. Incorporating Social Emotional Learning (SEL) into your curriculum is critical for many of these students. It aids in their adjustment to a new setting, helps them become a part of the community, and is beneficial to their overall health and wellness. Once the affective filter is lowered, students can then make progress in learning English and academics. This course will focus on ways to incorporate SEL into your classroom as well as research-based strategies and tools to differentiate your lessons and meet the needs of ELLs, SIFE, and monolingual students as well. Creating a strong home-school connection with this historically underrepresented and marginalized population is also key to student success. Throughout this course, we will explore a variety of resources, technology, and outreach strategies to support ELLs and their families. The tools we examine will help you address the whole student as well as develop the speaking, listening, reading, and writing skills of all learners in your classroom. This course satisfies the New York State language acquisition CTLE requirement.

**December 1st - 28th, 2025**

**April 17th - May 15th, 2026 - ASPDP only**

**May 1st - 28th, 2026**

## Creating A Framework To Promote Student Attention

Course # TBA Instructor: Valerie Fiano  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE



What does it mean to “pay attention”? Creating a framework to promote student attention requires a multifaceted approach that considers the cognitive, emotional, and environmental factors that affect learning. This can involve incorporating strategies that engage their interest, support focus, and sustain motivation. Environmental factors may include minimizing distractions, seating and lighting options that are conducive to focus, and using technology wisely as to not overwhelm students with too much stimuli. Additional strategies include having interactive activities and hands on activities, and chunking information to make content manageable to maintain focus. Another important factor to gain attention is making content connect to real life situations, solicit student input and feedback, and use judgement to build curiosity. Cognitive and emotional support of attention and focus include mindfulness practices, encouraging breaks, and building meaningful relationships that create a brave learning environment where students feel valued and heard. Participants will explore and learn a multitude of ways to implement these strategies both instructionally and through cognitive and emotional development practices. Additionally, we will learn to reflect and assess our own attention and how we can assess personal and student attention in order to increase overall student success and motivation to build curiosity and learn.

*December 1st -28th, 2025*  
*April 1st- 28th, 2026*  
*August 1st- 28th, 2026*

## Creating Dynamic Learning Experiences in the Diverse Classroom

Course # EDPD 675 Instructor: Kim Turri  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

“Technology is not a magic solution for education. It is an opportunity! An opportunity to shake things up, connect, grow, and create dynamic learning experiences for our students.” In this course, you will learn practical strategies to help you move your classroom from static teaching to dynamic learning. Educators will explore why it’s time to “Shake Up Learning,” what changes can be made in the classroom to support dynamic learning experiences, and how to plan meaningful lessons to meet the needs of diverse learners.

As educators, we are aware that technology is constantly evolving. The digital age demands are transforming the way we live and the way we learn. Students must develop specific cultural awareness, active listening, and empathy skills to thrive in a globally connected environment. This course will take learning beyond the classroom walls to incorporate these essential skills to empower and engage students. Best practices will be explored to help educators implement digital tools to create optimal and equitable learning environments and deliver meaningful, integrated learning experiences for students that provide student agency over time, path, and place.

Learning doesn’t have to stop when the bell rings. Education can take on a life of its own! Educators will explore the ways technology can empower and engage students. A strong emphasis will be placed on developing students’ “voice and choice” to ensure student agency over learning. Educators will also discover strategies and tools to help students advocate for themselves, make choices, practice self-awareness, and understand themselves as learners.

*October 1st - 28th, 2025*  
*June 1st - 28th, 2026*  
*June 15th - July 13th, 2026 - No Graduate*

## Cultivating Student Leadership

Course # EDAU 9757  
Instructor: Catherine Carella-Dean  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

The principles of student leadership are rooted in the belief that a drive to benefit the greater good lends itself to establish, harness, and achieve a common purpose. Educators are in a unique position to identify and cultivate the leadership qualities in all of their students. This course will give participants the tools to identify the leadership characteristics that their individual students possess to help in developing a culturally responsive student leaders that incorporate the promoting a school climate inclusive of minoritized students, particularly those historically underrepresented and marginalized. This course will impart knowledge about how to design and implement lesson plans and action plans that provide ongoing, structured student leadership opportunities for all as well as how to inspire and steward student leaders into broader community initiatives and activism.

*March 1st - 28th, 2026*

## Cyber Bullying and Internet Safety

Course #: EDKU 9825 Instructor: Hal Kench  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Internet safety and the rise of Cyber bullying are two serious educational concerns that are affecting the school community. The goal of this course is to educate teachers on the issue of internet safety and how teachers may contribute the development of a cyber-smart student as well as promote internet safety through instruction.

*January 1st - 28th, 2026*

## Depression is More Than Sadness: An Epidemic in Our Students Today

Course # EDUU 9805 Instructor: Allison Jahn  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Mental illness, social-emotional awareness and our students' overall well-being is part of our classrooms today. Teaching is no longer just reading and writing. In this course, we will equip educators to understand, connect and manage depression. We will see how depression demonstrates itself within varying communities and culture and with different age groups. With the statistics surrounding depression growing each year, relating to & managing this disorder is vital to success in our hallways & classrooms. The course will instruct participants about what defines depression, the various types of depression, the signs and symptoms of depression and what schools & teachers can do to support students. Further, we will study and review common approaches to treating and managing depression - both in and out of school. A full discussion on typical medications and holistic approaches will occur, as well as a focus on communication skills and appropriate terminology to connect and reach families.

**March 1st - 28th, 2026**

**June 1st - 28th, 2026**

**June 15th - July 13th, 2026 - No Graduate**

## Displaced Students and the Educational Impact of Homelessness

Course # EDUU9981 Instructor: Thomas Fabian  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

The number of homeless, or displaced, students has been consistently increasing over the past several years. In fact, in NYC alone, that number has reached a record high where nearly 1 in 10 students have been considered homeless at some point. Understandably, this living situation can have an extreme impact on a child's education. This course will discuss a topical overview of the McKinney-Vento Act as it relates to the classroom, common misconceptions of the definition of homelessness, some of the challenges that displaced students face, tips to communicate with the families of displaced students, and strategies to accommodate for this group's diverse academic needs.

**February 1st - 28th, 2026**

**February 10th - March 9th, 2026 - No Graduate**

**August 1st - 28th, 2026**

## EdTech Tools for Equity

Course # EDUU 9961 Instructor: Kim Turri  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

There is no time like the present for educators to reflect on their role in culturally responsive teaching and use new educational technology tools to build an even stronger school community inclusive of English Language Learners and marginalized students. Students bring rich and diverse backgrounds to the classroom! Technology can be a powerful tool for transforming learning and reinventing our learning approach. It can help affirm and advance relationships between educators and students and remove the barriers to long-standing equity and accessibility gaps.

Opportunities to reflect on digital tools to help adapt learning experiences to meet the needs of English Language Learners, economically disadvantaged, and other groups that have been historically underserved and marginalized will be enhanced. With equity in mind, educators can develop a climate in which students' backgrounds, experiences, and cultures are honored to build a stronger and more diverse learning community. The tools and strategies included specifically address teaching English Language Learners and marginalized students but are suited for all educators teaching grades K 12.

**October 1st - 28th, 2025**

**April 17th - May 15th, 2026 - ASPDP only**

**May 1st - 28th, 2026**

## Effects of the Mind-Body Connection

Course #: EDPD 631 Instructor: Kysten Ellison-Martin  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

The "Mind-Body Connection" has a profound effect on an individual's learning. The mind-body connection can be explained as the physical and mental connection between our existence and how we perceive the world. Some researchers believe that the mind is a result of electrical activity in the brain. Others believe the mind exists outside of the body and affects the brain, causing the electromagnetic activity that we can observe with technology. This course will focus on various mind-body aspects all through a lens of understanding and promoting culturally responsive practices. The course will address; Contemporary Mind-body Perspectives, the Emotion's Effect on the body, how the mind and body are functionally inseparable, how thought affects physiology, how to harness the power of positive attitude, unconscious and conscious awareness, responsibility and creative intelligence, core beliefs and seed thoughts, emotion and the body's language, mental projections and expectations, interpersonal versus intrapersonal communication, body messages, technological feedback, brain- body integration, how the brain and body communicate, the stress response, the relaxation response, the subconscious mind and behavior, how exercise, physical fitness, nutrition, and sleep affect learning, how a healthy body fosters a healthy mind, and how to improve the capacity to learn.

**February 1st - 28th, 2026**

**February 10th - March 9th, 2026 - No Graduate**

**June 1st - 28th, 2026**

**June 15th - July 13th, 2026 - No Graduate**

## Embracing Diversity

Course # EDDU 9924 Instructor: Valerie Fiano  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

This course will focus on learning about the global and cultural needs of our students as it relates to education. When participants gain an understanding about these cultures, they can infuse certain teaching practices to help them to become successful learners within the classroom and beyond. With this knowledge, participants will learn how to infuse culturally diverse materials into their classroom curriculum and be able to teach students to value various cultures and beliefs. It is especially important for educators to have a knowledge about other cultures as they are working with these students on a daily basis – the direct student outcome is that they will feel inclusive of the class and be more successful learners as well. Participants will understand how certain customs, family traditions and community aspects can have an affect these students and their education. There will be a focus on teaching culturally and linguistically diverse students and designing specific lessons for this around the current curriculum. This course will also train participants to teach all students to understand and promote diversity. There will be a focus on how we embrace historically marginalized students, evaluate our own bias and create and encourage a brave learning community with our students. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings.

*September 1st -28th, 2025*

## EmoIQ: Enhancing Academic Success through Emotional Intelligence

Course # EDUU 9957 Instructor: Tom Fabian  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE

Emotional Intelligence plays a significant role in students' abilities to manage stress, build positive relationships, and effectively manage the challenges of the learning environment. In this course educators will delve into the essential principles of emotional intelligence and it's proven connection to academic success while creating a more equitable and inclusive environment for those from historically marginalized groups. Participants will research and discuss strategies to address and improve upon students' emotional intelligence and create a classroom environment that fosters positive academic outcomes, self-awareness, empathy and inclusivity. Practical tools that help students not only excel academically but also cultivate vital life skills for success beyond the classroom will be developed throughout the course.

*October 1st - 28th, 2025*

*April 1st - 28th, 2026*

*June 1st - 28th, 2026*

*June 15th - July 13th, 2026 - No Graduate*

*July 1st - 28th, 2026*

## Empathy and Equity: A Journey Through Social-Emotional Learning in Diverse Contexts

Course # EDDU 9958 Instructor: Kerri Coudrey  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE

This course aims to lay a solid foundation in nurturing empathy and enhancing social-emotional well-being, alongside promoting equitable instructional practices in K-12 classrooms. It prioritizes equity, ensuring that all students, particularly those from historically underserved and marginalized groups, receive a fair and just education. The curriculum delves into creating inclusive environments where both students and educators are encouraged to develop self-awareness and social awareness. It includes techniques for identifying and understanding emotions, their effects on the community, and how these insights can be used to advance equity. The course emphasizes the adoption of strategies that foster acceptance, understanding, and social-emotional learning (SEL) in a manner that addresses and reduces educational disparities. Through interactive discussions and assignments, participants will engage in a dynamic exchange of ideas and SEL strategies, designed to meet the diverse needs of today's educational environments, ensuring every student has the opportunity to thrive.

*November 1st - 28th, 2025*

*June 1st - 28th, 2026*

*June 15th - July 13th, 2026 - No Graduate*

## Empowering Neurodivergent Learners: Inclusive Instruction and Advocacy in Special Education



Course #: TBA Instructor: Carmella Currao-Mcaleavey  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Education should support and uplift every student, including neurodivergent learners, by embracing their strengths and unique ways of learning. This course empowers educators with research-backed strategies to create inclusive, strengths-based learning environments where all students feel valued, understood, and supported. Through engaging discussions, hands-on applications, and real-world case studies, participants will explore culturally responsive teaching, accessible classroom practices, and strategies for fostering meaningful family partnerships. The course also provides tools for addressing systemic barriers and advocating for equitable educational experiences. Whether you teach in a traditional classroom or an alternative setting, this course offers practical approaches to enhance student engagement and promote lasting, positive change. Join a community of educators committed to equity, inclusion, and creating learning spaces where neurodivergent students can truly thrive.

*October 1st - 28th, 2025*

*June 1st - 28th, 2026*

## Encouraging Mindfulness into Today's Classroom

Course #: EDUU 9050 Instructor: Danielle Gagnon  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

This course will encourage teachers to use mindfulness techniques to enhance their curriculum. Using mindfulness in the classroom can help meet the challenges of the twenty-first century. Becoming mindful will deepen knowledge and foster an environment in which the school community will become self-aware. More students than we know come to our classrooms with social and emotional deficits, trauma and behaviors that can get in the way of learning. Mindfulness practices enhances learning, helps students to better understand themselves, recognize and identify their emotions, improves their social behavior, promotes healthy development and helps them function more effectively as individuals. If we teach children how to become aware of their feelings, minds and bodies, students will be more apt to show empathy for others, make responsible decisions and develop positive relationships. Through mindfulness, we will lay the foundation for a better way to learn in a culturally responsive and loving context.

*September 1st - 28th, 2025*

## Endless Opportunities: Crafting a Google App Classroom

Course #: EDUU 9072 Instructor: Christine Knoell  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE

Google Apps is what your students have been waiting for! This course will provide the digital tools necessary to prepare students for the jobs of tomorrow. Using these tools, students will develop the 21st-century skills of collaboration, communication, creativity and innovation, critical thinking, and problem-solving. Step by step instructions will guide you through the process of creating and sharing documents and calendars, creating a website and blog, setting up Google groups and Google +, and improving search results for information and images. At the end of this course, you will be able to use Google Apps to create engaging learning experiences for your students. You will find it easy to incorporate Google Apps into your elementary, middle school, or high school curriculum.

*January 1st -28th, 2026*

## Engaging K-12 Learners Through Gamification

Course #: EDPD 672 Instructor: Ed Storck  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

What were some of your favorite games as a child? What made these games so engaging? In this course, participants will learn about gamification and how to utilize game-based strategies in their classrooms. To enrich our discussion and understanding, participants will review research on engagement theory and consider how these techniques can motivate all learners, especially those who have been historically underserved. Together, as a think tank, we will evaluate examples of gamification and brainstorm turnkey activities that you can try with your students the very next day!

*January 1st- 28th, 2026*

## Engaging Family: Strengthening Ties through an Equity Based Approach

Course #: EDUU 9071 Instructor: Kerri Coudrey  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE  
“Engaging Family: Strengthen Ties through an Equity Based Approach” is a course designed to help educators improve their skills in building strong, supportive relationships with families from diverse cultural backgrounds. This course will focus on using an equity-based approach to family engagement, which involves actively working to eliminate barriers and create opportunities for all families to participate in and benefit from their children’s education and development. Throughout the course, participants will learn about the importance of cultural responsiveness in family engagement, including how to recognize and respect the unique values, beliefs, and practices of different cultural groups. They will also learn how to use a variety of strategies and techniques to effectively communicate with and support families, including through the use of interpreters, home visits, and other forms of outreach to work towards developing a deeper understanding of the complexities of family engagement and gain practical skills for building strong, supportive relationships with families from diverse backgrounds.

***December 1st - 28th, 2025***

***August 1st - 28th, 2026***

## Growing the Critically Conscious Classroom

Course #: EDDU 9949 Instructor: Valerie Fiano  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE  
In this course participants will be introduced to the concept and theory of Critical Consciousness and how it can be applied to classroom instruction to directly affect student outcome and success. Participants will be encouraged to think about their own perspectives, working within a diverse environment and implementing culturally responsive instruction. The focus of this course will be on how to infuse the mindset of critical consciousness within our students with also infusing cultural responsiveness in our daily instructional practices. Throughout the course, participants will be encouraged to reflect on their own and student’s complex identities. This will be done with questioning leading to self-reflection and keen observation of our students and interactions between students and teacher and student. Further, participants will be provided time to reflect upon their own understanding of what it is to be critically consciousness which will help in modeling for students. The key components of both theories will be introduced, discussed and implemented within a variety of instructional techniques and daily classroom interactions that promote and support a brave learning community. Being able to engage diverse student population has a strong and direct effect on student development and varied tolerance. As educators we need to design and implement activities that lessons that encourage students to share multiple perspectives but also feel confident in speaking out against social injustices, thus creating a brave learning community. Using a language of critique in regards to presented information, media presentations and opinions of others.

***February 1st - 28th, 2026***

***February 10th - March 9th, 2026 - No Graduate***

## Habits for Building an Identity-Conscious Educator

Course # TBA Instructor: Valerie Fiano  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE



In this course, participants will focus on the importance of identity for both their students, themselves as educators as well as the classroom community. Habits for an identity-conscious educator center on fostering inclusivity, equity, and culturally responsive practices. These habits empower educators to create learning environments where all students feel seen, heard, and valued – which adds to the well-being of both teachers and students alike. These habits will be presented and shared will ultimately educate participants in how to put these habits into action within a variety of learning environments. Some of these habits include reflective practice, intentional relationship-building, inclusive curriculum design, equitable classroom practices, and finally advocacy and allyship This includes challenging inequities and advocating for policies that support marginalized students and addressing microaggressions. Additionally, educators should strive to be a visible ally, modeling inclusive language and behavior. Further, this course will help educators to acknowledge the emotional labor of identity-conscious work and prioritize their own self-care as well. By cultivating these habits, educators can create transformative learning experiences that honor and affirm the diverse identities of their students.

***October 1st - 28th, 2025***

***March 1st - 28th, 2026***

***July 1st - 28th, 2026***

## Instructional Needs of Neurodiverse Students

Course #: EDPD 635 Instructor: Colette Tarantino  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

In embracing such unique attributes as the learning styles, cultures, and family dynamics of students. An exciting and new horizon is the undeniable benefits of also understanding and adapting to students' neurodiversity, a skill all teachers must embrace and flourish. Neurodiversity includes, but may not be limited to, learning disabilities, attention deficit hyperactivity disorder, autism, intellectual disabilities, and emotional and behavioral disorders. Teachers' expertise in understanding how such neurodiversity impacts learning and development of the student can surely ensure a positive environment in which all can thrive in the classroom. This course will focus on the characteristics of the various neurodiversities, strategies for each that can be used to teach and progress students, the benefits of such strategies and exercises for both the neurodiverse and neurotypical students as well as information and discussions on how to support the parents of such students.

*September 1st - 28th, 2025*

## Let's Talk! Integrating Restorative Circles

Course #: EDUU 9955 Instructor: Valerie Fiano  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE



What are restorative practices? It is an emerging social science that studies how to strengthen relationships between individuals as well as develop social connections within families and communities. Restorative practices help to create a trusting environment by giving both students and adults an opportunity to make positive choices and interact respectfully in the home and classroom community.

In this course, participants will learn how to proactively build healthy relationships that helps to develop the community by using affective language, empathic listening, nonverbal affirmations, talking circles, conflict resolution among peers and family members, problem-solving skills, and reintegration circles to name a few. Participants and students alike will learn to reflect upon behaviors and decisions that will affect overall success and relationships among communities.

*March 1st -28th, 2026*

*June 1st - 28th, 2026*

*June 15th - July 13th, 2026 - No Graduate*

## Literacy: A Fundamental Human Right

Course #: EDPD 677 Instructor: Valerie Capriotti  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

95% of students CAN learn to read when provided with structured literacy instruction based on the body of knowledge known as the "science of reading." How can educators turn research into practice to ensure that all learners are given the instruction they deserve and make the progress they are capable of?

This course will provide educators with an introduction to the knowledge and tools necessary to make decisions regarding what is working in current literacy instruction and what will need work, in order to provide equitable literacy instruction for all. Educators will gain knowledge of how to assess foundational literacy skills, and plan instruction to prevent reading difficulty and intervene appropriately when students struggle. Literacy is a fundamental civil right, and this course will empower teachers to accelerate student growth by utilizing evidence-based practices to improve student outcomes. Part II of this course will delve more deeply into evidence-based approaches for language comprehension, fluency and writing.

*January 1st - 28th, 2026*



## Managing the Culturally Responsive Classroom

Course # EDPD 668 Instructor: Valerie Fiano  
GRAD THROUGH MANHATTAN UNIVERSITY OR IN-SERVICE

In this course participants will be introduced to the concept and theory of Cultural Responsiveness and how it can be applied to classroom instruction and daily interactions with students, classroom environment, and parents and within the community. Being aware and reflective of this mindset helps to engage all students from a diverse background and experience. The focus of this course will be on how to infuse the mindset of cultural responsiveness within our classroom communities and interactions with students in order to maximize our daily instructional practices for overall student success. The key components will be introduced, discussed and implemented within a variety of instructional techniques and daily classroom interactions. Being able to engage diverse student population has a strong and direct effect on student development and varied tolerance.

Additionally, as the classroom teacher and facilitator we have the responsibility to create a classroom environment along with lesson design that engages students from multiple backgrounds and interests so that we are reaching as many students as possible and integrating topics and language that is of interest to them and that they are also able to relate to personally – it is increasingly important for us to make students aware of the world around them and how they can relate what they are learning to real-life experiences. This course will also train participants to teach all students to understand and promote diversity. Further, participants will discuss how to appropriately integrate cultural responsiveness with their students, adopting the mindset, and to have that dialogue within the classroom. Learning about diversity in different populations allows us to learn different ways to approach, empower and instruct these students. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings.

*June 1st - 28th, 2026*

*June 15th - July 13th, 2026 - No Graduate*

## Maximizing Strengths and Abilities Supportive Approach for Students with Learning Diversity

Course #: EDUU 9072  
Instructor: Carmella Currao- McAleavey  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

“Learning diversity” recognizes that individuals with learning disabilities have unique strengths and abilities, and emphasizes the importance of building on these assets in order to support their learning and development.

The concept of learning diversity acknowledges that there is diversity within the ways that individuals learn, and that this diversity should be valued and supported rather than viewed as a deficit emphasizing the importance of creating inclusive and supportive learning environments that recognize and accommodate the needs of all learners, including those with learning disabilities.

By using an asset-based approach and framing learning disabilities as learning diversity, educators can shift their focus from deficits to strengths, and work to create inclusive and supportive learning environments that empower all students to succeed. This course will also focus on strategies for helping students with learning diversities succeed in the classroom with techniques for differentiating instruction, adapting materials and assessments, and using assistive technology. In addition, there will be continual exploration in which culture can impact learning and considering the unique needs and experiences of students from diverse backgrounds.

Overall, the goal of this course is to provide educators with the knowledge, skills, and strategies they need to support and empower students with learning diversities to reach their full potential.

*November 1st - 28th, 2025*

*April 1st - 28th, 2026*

*July 1st - 28th, 2026*

## Positive Discipline: Empowering Educators to Break the School to Prison Pipeline

Course # EDPD 609 Instructor: Daniela Panasci  
GRAD THROUGH MANHATTAN UNIV. OR IN-SERVICE

This course will focus on learning about the impact of school discipline in creating the School-to-Prison pipeline and the increased rate of incarceration among at-risk students. In exploring the School-to-Prison pipeline enrollees will learn about the connections between the bias seen in disciplinary action and policy, which according to research is racist and inequitable when reporting offenses and administering disciplinary consequences. This resulting in the classroom to prison pipeline. Through research-based practices participants will learn to recognize examples of bias and acquire methods effectively address behavioral issues in an unbiased, student-centered approach. The direct outcome of this teaching methodology will foster improved teacher-student relationships, school climate, resolution behavioral issues, and ultimately prevent future student offenses by creating a more productive, welcoming learning and teaching environment. This course is also beneficial to all school staff, including counselors, psychologists, security guards, and those working within the small group and/or alternative settings.

*December 1st - 28th, 2025*

*July 1st - 28th, 2026*

*August 1st- 28th, 2026*

## Reading Strategies for All Teachers

Course #: EDPD 638 Instructor: Jennifer DeCollibus  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

The rigors of the Common Core and now the Next Generation Learning Standards have impacted all teachers regardless of subject area, and one of the most integral parts of this educational overhaul is the undeniable move forward and upward with improving reading abilities and comprehension skills across all areas. Teachers that want to improve and inspire students to be successful readers will benefit from this course. It has been designed to meet the needs of the teacher by examining the Common Core Learning Standards and Next Generation Learning Standards to ensure understanding of the changes that will directly impact instruction, access resources that highlight instructional strategies and ways to select appropriate texts to address the theories and ideas of critical consciousness and cultural responsiveness and how to teach students to use language of critique, allow time for the creation of activities that reflect the needs of a 21st Century learner, the qualities of highly effective reading instruction, choice activities that reflect participants' needs based on the diversity of their own student populations, and formative and summative assessments that are based upon key instructional strategies and tools that should be taught and modeled for students. The modification of reading activities that can be incorporated into many different content areas and grade levels, and the development and sharing of lesson plans that integrate reading strategies and those that are content specific will also be taught and implemented by participants. Those taking this course will also be able to reflect on ways to promote a classroom environment that establishes a culture for reading and increases students' reading "muscles" to ensure that students consistently improve their personal reading skills and continue to learn and grow.

*April 1st - 28th, 2026*

## Shifting the Perspective on Poverty: Asset Based Mindset and Strategies

Course # EDPD 678 Instructor: Kerri Coudrey  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

Students in poverty has long been viewed through a deficit perspective, one that immediately eliminates the assets and strengths such students surely have. One in five American children under the age of 18 live in poverty making the effects on students' well-being and academic success vast. As educators, we must delve in to understand it and how to best reach the students by shifting our perspective. Instead of a deficit viewing, this course will show how to shift one's perspective and mindset, connect with students, teach and empower students through an asset-based lens. This course will explore shifting perspectives on poverty to one of deficit to one of asset based and how this shift in mindset will provide a new way to better reach and support students. Awareness, strategies and outreach opportunities educators can put into practice will be provided, assessed and ultimately implemented by those participating in this course. Further, this course will give participants the tools to develop structures and routines to engage students and opportunities to grow.

*October 1st - 28th, 2025*  
*April 17th - May 15th, 2026 - ASPDP only*  
*May 1st - 28th, 2026*

## Supporting ELLs Through Cultural, Social, and Educational Transitions

Course #: EDUU 9066 Instructor: Paige Macleod  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

There is a wide spectrum of needs that ELLs have as they immerse themselves into not only a new language, but often, a new culture and educational system. As teachers of ELLs, we have the potential to be a person of guidance and safety for our students. These students have greater stresses and challenges beyond our classroom curriculum and these difficulties can frequently be divided into the categories of cultural, social, and educational. Once we understand the common issues they may face, we will know the signs to look for and, more importantly, what strategies and resources we can provide them with.

Through the lens of culturally responsive practices and growing our own critical consciousness, participants will gain an understanding of common stressors that ELL students face beyond our classroom and will share different strategies and resources to implement into their own practice.

*January 1st - 28th, 2026*



## Supporting and Empowering the LGBTQ+ Student: Using SEL to Create Community

Course #: EDUU 9049 Instructor: Jonathan Chiaramonte  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

An educator's classroom includes a diverse group of pupils, which will consist of LGBTQ+ students. Families of LGBTQ+ students expect and deserve a fair and safe learning environment for their children to learn. Educators know that in order for meaningful learning to take place, all students must feel safe and supported in the school community. This is especially true for students who identify as lesbian, gay, bisexual, or transgender, or are questioning their sexuality. Statewide legislation such as DASA and provisions under the federal law, Title IX do protect LGBTQ+ pupils, however, the true impact begins from a compassionate and informed educators that embrace SEL and cultivate brave learning spaces. As an advocate, an educator renders a tremendous difference on students who are struggling with their identities. Ultimately this course will inform educators on the diverse and powerful perspectives, experiences, struggles and needs of our LGBTQ+ students in our care as well as how to work with parents, administrators, support staff and LGBTQ+ students to promote a safe, respectful learning environment. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom.

*September 1st - 28th, 2025*

*January 1st - 28th, 2026*

## Supporting Students with ADHD

Course #: EDNU 9043 Instructor: Allison Jahn  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

This course delves into the many aspects of ADHD; history, theory and brain research, diagnosis, symptoms, medical treatments, behavioral modifications and classroom suggestions. Students have the opportunity to individual classroom philosophies/manuals, which detail ADHD accommodations across multi-leveled curriculum settings.

*March 1st - 28th, 2026*

## Supporting Students in Crisis

Course #: EDCU 9029 Instructor: Allison Jahn  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

A number of students today enter our classrooms in crisis, and this crisis affects academic performance. This class will delve into the different issues students may be dealing with on a day-to-day basis and discuss the role of the classroom teacher in supporting students with specific problems. Issues that will be covered include death of a parent or loved-one, sibling rivalry, divorce or remarriage, a parent's loss of employment, moving to a different school district, and other pertinent issues.

*September 1st - 28th, 2025*

## Teacher Rescue:

## Preventing and Reversing Burnout

Course # EDPD 624 Instructor: Cathy Carella-Dean  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

The role of an educator has increasingly become more and more demanding. In addition to being content specialists, or service providers, educators find that their roles encompass so much more than delivering instruction and/or services. Educators' daily work includes elements of counseling, caregiving, mentoring, mediating, coaching, and so much more. Over time, these demands can lead educators to feel "burnt out." This course will give participants the tools to recognize what teacher burn out is and how it negatively impacts teacher and student outcomes. Participants will go beyond identifying issues and will analyze research-based strategies, techniques, and actions to help prevent or reverse burn out. Educators will learn about the positive and invigorating effects of participating in PLCs, PDs, stress management activities, reflections, and leadership opportunities. Educators will discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning. Educators will examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture. Educators identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this. Educators will synthesize fresh lesson plans and faculty presentations that improve student outcomes, and serve to prevent and reverse teacher burnout.

*October 1st - 28th, 2025*

*April 17th - May 15th, 2026 - ASPDP only*

*May 1st - 28th, 2026*

## The Dyslexic Mind

Course #: EDPD 659 Instructor: Valerie Capriotti  
GRAD THROUGH MANHATTAN UNIVERSITY  
OR IN-SERVICE

Dyslexia impacts an estimated one in five students. This course will allow educators to develop an accurate understanding of dyslexia, so that they can work to dispel myths and advocate for proper supports for students, both in their classrooms and larger school communities. This course will address the current inequities in education faced by students with dyslexia. We will discuss the current state of dyslexia identification and support in our schools and explore ways to develop more equitable practices for students with dyslexia. We will consider how race, language and socioeconomic factors can impact proper identification and support. Educators will explore and discuss how structured literacy instruction along with Universal Design for Learning practices can create greater learning equity and accessibility for all learners with dyslexia.

*September 1st - 28th, 2025*

## The Flexible Classroom: Empowering Equity with UDL & Blended Learning

Course #: TBA Instructor: Kim Turri  
GRAD THROUGH UMASS GLOBAL  
OR IN-SERVICE



This course, **The Flexible Classroom: Empowering Equity with UDL & Blended Learning**, serves as a comprehensive introduction to the intersection of two essential educational frameworks: Universal Design for Learning (UDL) and Blended Learning. The course will demonstrate how these two frameworks complement each other to meet the diverse needs of all students.

Often, educators feel burdened by trying to implement multiple initiatives separately, such as social-emotional learning, blended learning, and UDL. This course addresses that concern by integrating UDL and blended learning, emphasizing that they should not be viewed in isolation but rather as cohesive tools for designing flexible, responsive learning environments. By combining UDL's focus on providing multiple means of engagement, representation, and expression with the dynamic nature of blended learning models, educators can better serve all students while adapting to varied educational landscapes.

Participants will have the opportunity to explore curated resources, including readings, videos, and interactive materials, and engage with content in ways that fit their learning preferences. They can also share their insights and applications with a broader educational community. The course is structured to offer multiple pathways, allowing participants to choose their own journey through the material. Ultimately, this course empowers educators to feel confident in applying these frameworks to create flexible, inclusive, and effective learning environments.

*November 1st - 28th, 2025*

*April 1st - 28th, 2026*

*July 1st - 28th, 2026*

## The Good & Bad of Social Media: Function, Psychology & Usefulness of Social Media in our Students & Classrooms Today

Course #: EDKU 9689 Instructor: Allison Jahn  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Today's standards place a heavy emphasis on the various types of technology in the classroom. This course focuses on the social, physical and academic impact of social media on our students, their well-being and their learning. We will analyze and evaluate the role of social media today and its impact on teens in order to discover ways to link popular medias and apps with both academic and personal success. The course will study both the positive and negative roles social media plays in kids' lives, as well as educate Participants on how to utilize this type of technology in our classrooms to foster meaningful learning. Through the lens of culturally responsive practices and growing our own critical consciousness, participants will learn about methods to support and strengthen the success of all students and their unique and diverse backgrounds. Specifically, we will read about incorporating Common Core standards while teaching with social media. In addition to strategies and technology that supports both participants and students, a timely and valuable benefit of this course will help educate and better protect students on the dangers of social media while focusing on the positive connections to their education. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well.

*November 1st - 28th, 2025*

*July 1st - 28th, 2026*



## The Peaceful Classroom and Easing Student Anxiety and Stress

Course #: EDUU 9048

Instructor: Kysten Elliston-Martin

GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

The class will address the stress and anxiety students contend with on a daily basis by examining the causes and learning ways to help alleviate such within the classroom. By becoming more aware and versed in strategies of social emotional learning and practices through the lens of culturally responsive practices that embrace and reflect the many identities and experiences of the students in their care, educators will learn to support their students and lessen the stress and anxiety often felt by them. How the recent pandemic has changed student motivation and behavior and what to do in order to meet their unique and diverse interests will be included in this timely course as well. In all, this course will cultivate an awareness and provide resources and strategies to employ in creating a peaceful classroom that works to reduce stress and anxiety of students with the goal of developing equitable practices for the students in one's care, notably for those marginalized populations.

*December 1st - 28th, 2025*

*April 17th - May 15th, 2026 - ASPDP only*

*May 1st - 28th, 2026*

## The Tween & Teenager's Mind Being an Educator with Kids Today

Course # EDUU 9991 Instructor: Allison Jahn  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Our middle school and high school students today are raised in a culture different than what many of us were raised in. The result is a generation of 'Gen Z' kids who have a different mindset. This course will dive into what it means to be Gen Z, how that impacts relationships, education and life outlook. This course will look at the factors that impact these tweens and teens such as economics, different types of households, social media, etc. We will study the biology of the developing teen mind and the stages of development to further understand the behaviors we see in our classrooms. Comparing 'nature vs. nurture' and using strategies like Mindfulness and quality classroom practices will enhance student relationships and promote a positive environment that prompts learning and social-emotional development is our goal.

*January 1st - 28th, 2026*

## Unlocking Student Potential with AI

Course # EDUU 9951 Instructor: Kim Turri  
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

In the ever-evolving world of education, it's imperative for educators to embrace Artificial Intelligence (AI) effectively. Our all-encompassing course empowers educators with hands-on strategies for seamless AI integration into teaching. Participants will explore AI's potential to enhance education, promote inclusivity, and cater to diverse learners through readings, discussions, activities, and assignments. Gain a deep understanding of how AI aids language acquisition, navigate potential biases, and evaluate the pros and cons of its educational incorporation. Equip yourself to navigate the AI-driven educational landscape confidently, fostering enriched learning experiences for both educators and students alike.

*February 1st - 28th, 2026*

*February 10th - March 9th, 2026 - No Graduate*

*August 1st - 28th, 2026*

# Coaching Courses

## NYS Accredited Online Coaching Courses

For questions regarding enrollment of sports specific sections 6-9, please contact us at [kristina@lilieonline.com](mailto:kristina@lilieonline.com)



According to the mandates of the state education department, teachers who are not certified in the area of physical education are required to complete Theory & Techniques of Coaching and Health Sciences Applied to Coaching within 3 years of his/her employment as a coach at the secondary level. Philosophy, Principles and Organization of Athletics in Education must be completed within the first 2 years of employment as a coach.

### New Graduate Option with Manhattan University \$595.00

The coaching courses may now be taken as graduate courses by employed public schools teachers as a professional development option. Please note that these graduate courses cover the NYSED coaching requirement for non PE teachers wishing to coach, but are NOT affiliated with a Manhattan University degree program.

## The Theory & Techniques of Coaching

Course: EDPD 650 Instructor: Paul Pedersen

This course will delve into the theories and techniques associated with coaching athletics at the secondary level. Topics will include the history of high school athletics in New York state, state and local regulations and procedures, planning, scouting, strategies, safety, officials and guidelines for working with them, the preseason, season and postseason, management, motivation, and instruction on various secondary level sports. **Please note:** it is highly suggested that participants take this course during or the same season of the sport in which they will or do coach.

*November 1st - 28th, 2025*

*June 1st - 28th, 2026*

*August 1st - 28th, 2026*

*March 1st - 28th, 2026*

*July 1st - 28th, 2026*

## Health Sciences Applied to Coaching

Course: EDPD 649 Instructor: Paul Pedersen

The course is a series of interactive exercises and activities designed to study Health Sciences as they apply to coaching sports. Through these activities, exercises and health application to coaching topics, participants will gain information, organize it for professional and personal use, and apply it to their particular programs. Health Sciences as applied to coaching will also help define: selected principles of biology, anatomy, physiology, kinesiology related to coaching; risk minimization; mixed competition; NYSED selection and classification of athletes; age and maturity of athletes. The course is divided into three parts: philosophy, physiology, and psychology, fitness, conditioning, sport specific training, nutrition, weight management and current and on-going health issues and administrative procedures.

*October 1st - 28th, 2025*

*May 1st - 28th, 2026*

*August 1st - 28th, 2026*

*February 1st - 28th, 2026*

*July 1st - 28th, 2026*

## The Philosophy, Principles, and Organization of Athletics in Education

Course: EDPD 648 Instructor: Matteo De Vincenzo

This coaching course will evaluate the goals of athletic programs in New York State, the philosophy of athletics and the role of interscholastic athletics in education. In addition, this course will focus on the regulations and procedures set by national, state, and local Governments, and explore the legal and moral responsibility of coaching. Specific topics include: the coaches responsibility to players, spectators, and student athletes, team discipline and supervision, sportsmanship, motivational techniques, coaching methodology, coaching concerns, evaluations, the business aspects of coaching, and challenges for the modern day athlete.

*September 1st - 28th, 2025*

*April 1st - 28th, 2026*

*August 1st - 28th, 2026*

*January 1st - 28th, 2026*

*July 1st - 28th, 2026*

**SPECIAL PRICING** for our coaching courses: \$270 per class. If you take two coaching courses, take **10% OFF**. In addition, if you **BUNDLE ALL THREE** coaching courses, the cost is \$695.\* For information and to register for the bundle, please contact [kristina@lilieonline.com](mailto:kristina@lilieonline.com)

\*Customers must pay in full for the bundle. There is no additional discount that applies to the bundle.