

**Extraordinary Times:   
Transforming Professional Practice in a Time of Crisis***EDTS 500ZZ*

**Total Graduate Credits:** 3

**SNHU Transcript Title:** Trans Prof Prac During Crisis

**Course Description:**

In this course, students will reflect upon their efforts to support students, their school, and the community during the COVID-19 crisis. Emphasis is placed on the ways in which teachers transformed their curriculum, pedagogy, instruction, and collaboration with one another to ensure the continued delivery of K12 education.

**Course Objectives:**

· Evaluate the context, circumstances, and efforts surrounding the transition to online, virtual teaching and learning in one’s given context.

· Assess the effectiveness, utility, benefits, and drawbacks of approaches adopted during the COVID-19 crisis.

· Formulate strategies for integrating new learnings emerging from the transition to online, virtual teaching and learning into future professional practice.

**Course Outline:**

The course is comprised of seven different domains that a participant could reflect upon. These domains cover various topics within the field of education that were impacted and/or leveraged during the shift to distance learning. These domains are:

* Curriculum Ingenuity & Innovation
* Community Engagement
* Learning Progress
* Leveraging Educational Technology
* Pedagogy & Instruction
* Social/Emotional Health & Wellness
* The Role of Professional Learning Communities

Participants select three of the seven domains to cover during their course experience. Within each domain the structure is the same. Participants reflect on challenges, solutions, and new learnings that emerged as the adapted within these different areas.  
  
Community Centers are also provided as discussion spaces related to several underlying subtopics within the field of education and this transition to distant learning. These are not required within the course experience, but provide a space to collaborate, connect, and generate new thinking.

**Assignments**

Each domain consists of the same four assignments that will ask participants to reflect specifically to the domain of focus.

The four reflective activities are described below:

* **Reflection 1: New Approaches:**This reflection will ask you to brainstorm all of the new approaches, resources, strategies, collaborations, and technologies you utilized during this transition. This reflection will prepare you for the final three reflections.
* **Reflection 2: Learnings:**Provide a description of the learnings that emerged with regard to this specific area. This may include new insights you had, new understandings of people, systems, policies, and/or processes, as well as “lessons learned” from your experiences.
* **Reflection 3: Personal Reflection:**What did you learn about yourself as a professional educator with regard to this area? Which of your strengths were pivotal to your success? What areas of opportunity emerged? How has this experienced shaped or altered your sense of identity as an educator?
* **Reflection 4:** **Integration into Professional Practice**How will you integrate your new experiences, knowledge, and understanding into your future professional practice? What will you do differently?

**Evaluation/Grading:**

Students will be evaluated on each reflection based on provided criteria within the online learning system. A participant must complete 12 total reflections; four reflections in each of the three domains selected.

SNHU adheres to the following graduate-level grading scale:

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| --- | --- |
| **GRADE** | **Numerical Equivalent** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| F | 0-72 |

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At the beginning of each term, or as soon as you become aware of a disability, we encourage you to contact the Campus Accessibility Center (CAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the CAC. Please note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of disability and its impact is received and an accommodation letter has been processed.

**For questions concerning support services, documentation guidelines, or general disability issues, please visit the Campus Accessibility Center’s webpage:** [**https://my.snhu.edu/Offices/DisaBilityServices/Pages/default.aspx**](https://my.snhu.edu/Offices/DisaBilityServices/Pages/default.aspx)

Campus Accessibility Services,  
Green Center for Student Success, Suite 120  
603.644.3118   
cac@snhu.edu

If you feel you have been denied appropriate disability related accommodations, including appropriate auxiliary aids and services, you may file a grievance in the ADA/504 Grievance [policy](https://www.snhu.edu/admission/academic-catalogs/uc-catalog#/policy/BkS-R24qW?bc=true&bcCurrent=ADA%2F504%20Grievances&bcItemType=policies).

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