Three years ago, EF and Southern New Hampshire University (SNHU) developed a partnership to offer undergraduate and graduate level coursework and credit to both students and educators who travel on EF tours. SNHU developed "Interculturalism & Global Exploration" for students and "Leading Global Discussions" for educators. These credits are earned through research, travel, and reflection – all of which are completed online post-tour.

In response to the COVID-19 pandemic, and with the current absence of travel opportunities, SNHU has developed a course offering entitled “Extraordinary Times – Transforming Professional Practice in a Time of Crisis,” that will provide an opportunity for educators to earn three graduate level credits. As a result of the pandemic, K12 teachers and administrators have engaged in a variety of activities to transform their practice in order to meet the needs of their students and learning communities. Their efforts to remodel and reconstruct their instruction during this time represents professional learning and development in the truest sense. Southern New Hampshire University wishes to acknowledge the importance, validity, and value of these experiences by offering formal accredited professional development opportunities to these educators.

Through its partnership with CASE, EF is pleased to offer a limited number of complimentary enrollments in this course to CASE members.

This cohort will include 500 educators from around the country, each compiling, reflecting, and sharing their own journey.

COURSE OVERVIEW:
This course is part of a series of professional development courses focusing on educational practices relevant to the activities educators engaged in as they responded to the crisis and transitioned to online learning. In this course, educators 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 educators transformed their curriculum, pedagogy, instruction, and collaboration with one another to ensure the continued delivery of K12 education. The course looks to value authentic professional development as they adapt their instructional delivery during this exceptional time.

TASKS:
Educators will be asked to critically analyze the following:

- Their response to the situation.
- The learning that they discovered about themselves as educators.
- Their new knowledge and skills they acquired in this process.
- Their reflection upon how they will improve upon and continue to apply those learnings.
Educators 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 educators transformed their curriculum, pedagogy, instruction, and collaboration with one another to ensure the continued delivery of K12 education.

**COURSE OUTCOMES:**
- 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.

**THE END RESULT:**
Participants in the course will have the opportunity to share their analysis and reflection with a larger group of educators. It is hoped that those who take the course will add to a collection of techniques and methodologies educators employed to aid in their successful transition to a new modality of content delivery and be able to take these learnings back to their districts, schools and individual classrooms. Reading the analysis and reflection of other participants, as well as accessing the techniques and methodologies of others, will allow each participant the opportunity to contribute to the long-term sustainability of their own transformation.

**TOTAL CREDITS EARNED:**
(3) Three transferable* graduate level professional development credits from Southern New Hampshire University

**TIMELINE:**
- **Late May:** SNHU will open their Online Enrollment form
- **Enrolling:** Educators will receive an email from Michele Ahouse with a code that they will enter in on SNHU’s enrollment page to allow them to enroll as part of this special cohort.
- **On/around June 1:** Any educators registered at this point and all subsequent registrations will be sent a course overview. This overview and action guide will allow educators to start assembling their materials for submission.
- **July 1:** Registration closes
- **July 6:** Educators will be able to begin submitting their work and SNHU instructors will begin the review and evaluation process.
- **August 28:** All work must be submitted

*The professional development graduate credit option at Southern New Hampshire University (SNHU) lets you transfer college credit to the university or matriculating degree program of your choosing, based upon approval by the receiving institution.*