Professional Development for Educators

Short Term, Intensive, Graduate Level Courses for
- Teachers
- Counselors
- Administrators
Dear Educator,

Trinity’s Office of Continuing Education hopes to help you make a great start to 2017! Our spring schedule offers over 90 professional development courses for educators. These courses are intended for teachers, counselors, administrators, and other school personnel seeking to earn graduate level credit to meet in-service, recertification, and continuing education requirements. Those wishing to use these courses for recertification are encouraged to obtain prior approval from their respective school system or employer to ensure that the credits are suitable for this purpose.

For over 30 years, Trinity has offered professional development courses for every stage of your career, including those for beginning teachers and for experienced professionals. This spring semester features courses in over 25 subject areas. We have something for every teacher from Early Childhood to 12th grade.

Trinity recognizes the busy schedules of teachers and school personnel. To accommodate a more flexible learning format for busy educational professionals, our professional development courses are offered in an intensive format. In addition to our in-person courses, Continuing Education will once again be offering online courses in multiple subject areas. See pages 8 and 9 for more details.

Admission for our graduate level professional development courses requires that participants in our courses must minimally possess a bachelor's degree from a regionally-accredited higher education institution. If you have any questions, any member of our staff can assist you. We look forward to seeing you in class this semester.

Sincerely,

Katie Omenitsch, MBA
Director of Continuing Education

Note: Participation in educational development/continuing education courses through the Office of Continuing Education does not constitute admission or application to Trinity's degree programs (M.A., M.A.T., M.Ed., M.S.A., or other credentials). Continuing Education courses are not part of the curriculum for Trinity’s Master’s programs and courses cannot be applied toward these degree and certification programs. For information about Trinity’s comprehensive graduate programs, please call the Admissions Office at 202-884-9400.
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General Information and Policies

What We Offer
Trinity offers graduate level professional development courses for education professionals that combine theory with hands-on experience. These courses are intended for teachers, counselors, administrators, and other school personnel seeking to earn graduate level credit to meet continuing education requirements, including those for in-service and recertification. The courses may be taken for personal interest and/or salary scale increase purposes.

Taught by experienced and highly qualified faculty, these courses typically involve a combination of in-class and guided learning activities that may include related laboratory, field, and other out-of-class activities. The courses offer students an intensive experience covering educational issues, or aspects of curriculum and methodology. Courses may meet on Trinity’s campus, at off-site locations, or online as indicated in the schedule of classes.

Persons wishing to use course credits for recertification are encouraged to obtain prior approval from their school system or employer to ensure that the credits are suitable for this purpose.

Note: These courses are not part of the curriculum for Trinity’s degree programs (i.e., M.A., M.A.T., M.Ed., M.S.A.). For information about these comprehensive graduate programs, please call the Office of Admissions at 202-884-9400 or visit the Trinity web site at www.trinitydc.edu. Student teaching and/or independent study are not available via the Office of Continuing Education.

For full policy information visit www.trinitydc.edu/continuing-education/policies/.

Attendance Policy
Continuing Education courses are at a graduate level in an intensive format to meet the scheduling needs of our full-time working students. The thirty hours of instruction are equivalent to a minimum of thirty one hour class meetings if the course took place over a full semester. Participation in class lectures, discussions, and other activities related to a particular course is an essential part of the instruction process. For this reason, your full attendance is required to pass our courses. If you know in advance of registering that you are unable to attend ALL scheduled meetings in full, do not register for that course; please consider taking the course in another session.

If an emergency arises such as an illness, death in the family, or other unexpected emergency circumstance, the student is responsible for notifying the instructor as soon as possible and will be required to provide documentation to verify the emergency. Reporting the absence does not exempt a student from fulfilling all course requirements.

Taking a Praxis test is not an unexpected emergency and is not an excused absence. Please do not register for a course that will conflict with a Praxis test that will cause you to miss any class time.

Due to the intensive schedule of these courses, grades will be affected and could be lowered by as much as 25% for missing one class. Students who miss more than 25% of any course, including an excused, emergency absence, may be required to repeat the course to receive credit and/or a passing grade. Students who miss the first class will not be permitted to take the course. Students who are more than one hour late to the first class meeting will need the approval of the Office of Continuing Education to join the course.

If an unexpected emergency occurs preventing a student in an online or hybrid class from submitting their online work on time, documentation of an unexpected emergency must be submitted to the Director for verification. If the absence is approved as excused, an extension deadline will be discussed. See the following website for more participation guidelines relating to online courses: www.trinitydc.edu/continuing-education/online-courses/.
**Course Cancellations**
The University reserves the right to cancel courses, change meeting places, or make other changes that the University deems appropriate. Every effort is made to notify participants prior to the start of the course. If a course is cancelled, all tuition and fees will be refunded unless the student selects another course to replace the canceled one.

**Course Confirmation**
Students who submit paper registration by fax or mail will receive a registration confirmation by mail. Students will be contacted if there are scheduling changes or if the course is canceled/full at the time of registration. Students who register online can print a schedule confirmation at the time of registration or later by returning to Self-Service (Trinity’s online student account portal) and clicking on the "Schedules" tab.

**Disability Services**
Students requesting accommodations for student services must request these services at least 4 weeks prior to the start of a course. Visit the Disability Student Services website for more information: www.trinitydc.edu/disability.

**Dropping/Withdrawing a Course**
Participants who have registered for a course and wish to drop must complete a Continuing Education Drop/Add Form before the first class. Students may not drop a class after it begins. A $50 administrative fee is assessed for all drops. A drop fee will not be assessed when dropping and adding a course within the same semester. Students who wish to withdraw from a course must do so before the course ends. Students who withdraw are not eligible for a refund.

**Eligibility**
Admission to a graduate level Continuing Education course is open to anyone who has minimally attained a Bachelor’s degree. Students who have not taken a course at Trinity must provide an official undergraduate transcript, Bachelor’s (or higher) diploma, or a teacher's license that indicates a Bachelor’s degree or higher when submitting a completed registration form or Online Login/Password Request Form. Students registering for non-credit courses do not need to submit proof of a degree.

**Employer Paid Tuition**
If your employer has agreed to pay part or all of your tuition, obtain a letter of intent or purchase order from your employer. It must include your name, social security number, amount to be paid, billing address, and the original signature of the person(s) authorizing payment. This documentation must be provided when the paper registration form is submitted. The release of the grade will be withheld until payment is received. DCPS teachers should visit our tuition webpage found in the registration section of our website for billing authorization requirements.

**Fees**  
*$50 tuition discount for credit courses when you register online!*
Tuition for graduate level Continuing Education credit courses is $530. If a course requires a book and/or materials fee, students will be notified on the first day of class. All registrations with required documentation and payment must be submitted seven calendar days prior to the class start date to avoid a $50 late registration fee. Registrations are accepted on a space available basis. Full payment is required at the time of registration. Registrations and payments will not be accepted after the start time of an in person class; online class registrations and payments will be accepted until 11:59 pm on the class start date. A $50 administrative fee is assessed for all drops. The late fee and drop fee are non-refundable. Please visit our website for fees for non-credit courses.

**Grades/Transcripts**
Each course awards three graduate level credits (with the exception of non-credit Praxis Preparation and health training courses). Letter grades for credit courses are issued at the end of the courses. Grades cannot be given over the telephone. Students are able to access their grades online through Self-Service (Trinity’s online student account portal) within 72 hours of the completion of the course. Transcripts may be requested from the Office of Enrollment Services after the grades have been entered. To request an official transcript, please visit Self-Service or the Enrollment Services website.
Parking on Campus
Permits are required to park on Trinity’s campus. A special free permit for Continuing Education students will be distributed by the instructor at the start of the first class meeting. There is no charge for this permit. Permits are not required for off-site locations. For more information and a map of parking lots at Trinity, please visit our website: www.trinitydc.edu/continuing-education/directions-to-class-locations/ or see page 7.

Refunds
Participants who have registered for a course and wish to drop must complete a Continuing Education Drop/Add Form and submit it to the Office of Continuing Education before the first class. Students may not drop a class after it begins. A $50 administrative fee is assessed for all drops. Refunds will be processed in 2 to 3 weeks. No refunds will be issued after the course start date.

Registration Policy
Registrations are accepted on a “first-paid” basis. Payment for all tuition/fees is required with the submission of the registration form or online registration in order to reserve your space in a course. Partial payments, post-dated checks, payment plans, and telephone requests to hold a space are not accepted. Registration forms will be returned if the tuition and fees are not included. Online registrations through Self-Service are finalized after credit or debit card payments are approved. Registration will continue on a space-available basis until each course is filled. A $50 non-refundable late registration fee will be charged to all students whose registration materials are received less than seven calendar days prior to the class start date.

Returned Checks
If the University receives final notice of a check being returned for any reason, you will be notified to pay all outstanding charges immediately and assessed a $30 returned check fee.

Room Schedules
Due to enrollment fluctuations, room schedules are confirmed the day before the start of the courses. Please check the room signs posted at Trinity in the Main Hall lobby on the first day of class. Trinity campus room assignments can also be viewed by logging into Self-Service (Trinity’s online student account portal) 24 hours prior to the start of the course. Room assignments for off-campus locations will be posted near the main entrance of the building.

Specialty Classes, Customized Training, and/or Teaching In-Service
The Office of Continuing Education provides on-site training for schools, businesses, and organizations. Whether you require skill development in a specific discipline, new skills training, or a series of courses, we can assist you. Courses can be offered at your location or on Trinity’s campus, with days and times arranged at your convenience. Your school can benefit from the customized professional training offered by Trinity. If your counselors and/or administrators need to develop their teaching specialization, counseling techniques, classroom management, leadership skills, or just want to work better as a team, contact the Office of Continuing Education at 202-884-9300 to tailor a successful program for you.

Trinity
Trinity Washington University is a comprehensive university in Washington, D.C., offering a full range of undergraduate and graduate courses and degree programs for students of all ages, through the College of Arts and Sciences, the School of Education, the School of Nursing and Health Professions, the School of Professional Studies, and the School of Business and Graduate Studies. Contact the Office of Admissions at 202-884-9400 about degree-seeking programs or see page 20.

University Closures
If an emergency develops requiring school closing, call the Office of Continuing Education at 202-884-9300 to listen to important updates. The Trinity main weather hotline/website might not include information about closings at our off-site locations, thus, it is important to call the Office of Continuing Education directly for an announcement impacting our courses.
Directions to On-/Off-Campus Locations

**Trinity:** 125 Michigan Avenue, N.E., Washington, D.C. 20017

**Northwest:** From I-495, take Exit 31B, Georgia Ave. South. Proceed approximately 6 miles, crossing the MD/DC line. Turn left on Harvard St. At the next traffic light make a slight left onto Hobart Pl. In 1 block, bear right onto Michigan Ave. Continue on Michigan, crossing First, North Capitol and Franklin Streets. Trinity is on the right.

**Northeast:** From I-95 take I-495 South. Follow I-495 to Exit 22B, Baltimore Washington Parkway South. Follow the parkway approx. 5 miles and take the exit US-50 West. Take first exit to South Dakota Ave. and turn right onto South Dakota. Follow South Dakota 1.5 miles to Monroe St. Turn left onto Monroe, stay in left lane for 2 miles until Monroe dead ends into Michigan Ave. Turn left onto Michigan Ave. After you pass the shrine, Trinity is on the left.

**South:** Take I-395 North toward Washington after Exit 10, get in the right-hand lanes to continue on 395 North until it ends at New York Ave. Turn right onto NY Ave. Go through 2 traffic lights, take first right-hand turn after 2nd light (this is M St.). Continue on M St. and at 2nd traffic light, make a left-hand turn onto North Capitol St. Proceed approx. 1 mile; at 8th light turn right onto Michigan Ave. Trinity is on the right after first traffic light.

**Metrorail/Trinity Shuttle:** Trinity is close to the Brookland/CUA Metro station on the red line. A free shuttle van to and from the Brookland Metro station every 20 minutes (for information on the Trinity Shuttle schedule, contact Campus Safety at 202-884-9111). To catch the shuttle at the Brookland station: after leaving the train, take the 10th Street exit. At the top of the up escalator, turn to your left and walk to the end of the railing and wait for the shuttle. Look for a van with a Trinity sign on the side of the vehicle. The shuttle driver will take you to campus.

**Metrobus:** Trinity can be accessed by the Metrobus system. Lines H1, H2, H3, and H4, and 80 stop directly in front of Main Hall. Line D8 stops within easy walking distance of campus. Please visit www.wmata.com for more information on bus routes and schedules.

*Student Parking*

Parking is limited due to construction!

- #1 Cuvilly Lot  
- #4 Trinity Center Lot  
- #5 Kerby Hall Lot

Continuing Education Parking Permits are free in Spring 2017. They will be distributed on the first day of class by your instructor.

**Parkdale High School:** 6001 Good Luck Road, Riverdale, Maryland 20737

Exit from I-495 (the Washington Beltway) at Kenilworth Avenue/Route 201 South, toward Bladensburg. Continue on Kenilworth Avenue to Good Luck Road and turn left. Continue on Good Luck Road approximately 0.25 miles to the school on the right, set back from road.
### Session 1
4 Saturdays: 9:00 a.m. - 5:30 p.m.
Jan. 21, 28, Feb. 4, 11, 2017
*Snow Make up: 2/15/17 4:45 - 10 p.m.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part I</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 587</td>
<td>Students in Crisis: Issues of Abuse and Violence</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 666</td>
<td>Process and Acquisition of Reading</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 686B</td>
<td>Physical Geography, K-8</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 700C</td>
<td>Praxis Prep: Mathematics</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 759A</td>
<td>Teaching Reading in Early Childhood</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 876C</td>
<td>Classroom Strategies for Teaching the Exceptional Child</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 881A</td>
<td>Behavior Management for the Special Needs Student</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 887</td>
<td>Legal Issues in Special Education</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 972</td>
<td>Language Learning</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 976C</td>
<td>Power Point for Educators</td>
<td>Trinity</td>
</tr>
<tr>
<td>MAED 538M</td>
<td>History of Mathematics</td>
<td>Parkdale</td>
</tr>
<tr>
<td>PHSC 501</td>
<td>Physical Science for the Elementary &amp; Middle School Teachers</td>
<td>Trinity</td>
</tr>
<tr>
<td>SPA 500</td>
<td>Spanish for Educators, Part I</td>
<td>Parkdale</td>
</tr>
</tbody>
</table>

**Are you ready for online learning?**

Your experience using the web will help you meet course expectations. Online courses entail:

- Using the web – you will need access 3 times a week anytime of the day
- Viewing online videos, podcasts, PowerPoint presentations and MS Office documents
- Uploading/attaching documents
- Completing web-based forms, much like completing a survey or paying bills online

### Session 2
8 Weeks: Online
January 23 - March 19, 2017

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part I</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 540B</td>
<td>Methods of Teaching Writing in the Content Area</td>
<td>Online</td>
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<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion: Secondary</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 589H</td>
<td>Human Growth and Development: Secondary</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 666</td>
<td>Process and Acquisition of Reading</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 790A</td>
<td>Organization &amp; Leadership of Schools through Administration</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 799</td>
<td>Teaching Writing to Limited English Proficiency Students</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 881A</td>
<td>Behavior Management for the Special Needs Student</td>
<td>Online</td>
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<tr>
<td>EDU 945</td>
<td>Curriculum Development</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 997W</td>
<td>Methods of Teaching World Languages</td>
<td>Online</td>
</tr>
<tr>
<td>MAED 556</td>
<td>Discrete Math for Teachers, K-6</td>
<td>Online</td>
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### Session 3
4 Saturdays: 9:00 a.m. - 5:30 p.m.
Feb. 25, Mar. 4, 11, 18, 2017
*Snow Make up: 3/22/17 4:45 - 10 p.m.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>EDU 502B</td>
<td>Enhancing Classroom Instruction in Urban Schools</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 520H</td>
<td>World History II</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 526A</td>
<td>Children’s Literature</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 530C</td>
<td>Methods of Teaching Reading in the Content Area: Elementary</td>
<td>Parkdale</td>
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<tr>
<td>EDU 552S</td>
<td>SMART Board for the K-12 Educator, Part II</td>
<td>Trinity</td>
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<tr>
<td>EDU 680A</td>
<td>Leadership for the 21st Century</td>
<td>Trinity</td>
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<tr>
<td>EDU 682</td>
<td>Methods of Teaching Reading in the Content: Secondary, Part II</td>
<td>Parkdale</td>
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<tr>
<td>EDU 694</td>
<td>Methods of Teaching: Secondary</td>
<td>Trinity</td>
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<tr>
<td>EDU 700A</td>
<td>Praxis Prep: Reading &amp; Writing</td>
<td>Trinity</td>
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<tr>
<td>EDU 700D</td>
<td>Performance Based Assessment</td>
<td>Parkdale</td>
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<tr>
<td>EDU 704A</td>
<td>Methods of Teaching Children with Autism</td>
<td>Parkdale</td>
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<tr>
<td>EDU 724</td>
<td>ESOL Tests &amp; Measurements</td>
<td>Trinity</td>
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<tr>
<td>EDU 893S</td>
<td>Introduction to Special Education</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 911A</td>
<td>Math with Manipulatives</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 921</td>
<td>Understanding Bullying: Managing Behavior and Teaching Tolerance</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 956</td>
<td>Health &amp; Nutrition for Children</td>
<td>Parkdale</td>
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</table>
### Session 4
Tuesdays & Thursdays: 4:45 p.m. - 10 p.m.
**Mar. 7, 9, 14, 16, 21, 23, 2017**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content: Secondary, Part I</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 700C</td>
<td>Praxis Prep: Mathematics</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 700D</td>
<td>Performance Based Assessment</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 893</td>
<td>Ensuring Success for Students with ADHD</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 997W</td>
<td>Methods of Teaching World Languages</td>
<td>Parkdale</td>
</tr>
</tbody>
</table>

### See what else we have to offer!

**Course Descriptions:**
Full course descriptions by subject area start on page 10.

**Non-credit courses:** Page 19,
- CPR Certification
- Praxis Preparation

### Session 5
8 Weeks: Online
**March 20 – May 14, 2017**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Institution</th>
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<tbody>
<tr>
<td>BIO 520</td>
<td>Biology for Teachers, K-6</td>
<td>Online</td>
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<tr>
<td>EDU 517C</td>
<td>Introduction to Inclusive Education</td>
<td>Online</td>
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<tr>
<td>EDU 526A</td>
<td>Children’s Literature</td>
<td>Online</td>
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<tr>
<td>EDU 553L</td>
<td>Teaching the 21st Century Learner</td>
<td>Online</td>
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<tr>
<td>EDU 680A</td>
<td>Leadership for the 21st Century</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 682</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part II</td>
<td>Online</td>
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<tr>
<td>EDU 684E</td>
<td>Curriculum Methods &amp; Instruction: Elementary</td>
<td>Online</td>
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<tr>
<td>EDU 704B</td>
<td>Instruction of Reading</td>
<td>Online</td>
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<tr>
<td>EDU 759A</td>
<td>Teaching Reading in Early Childhood</td>
<td>Online</td>
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<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education</td>
<td>Online</td>
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<tr>
<td>EDU 893S</td>
<td>Introduction to Special Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
<td>Online</td>
</tr>
<tr>
<td>MAED 696</td>
<td>Probability &amp; Statistics</td>
<td>Online</td>
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### Session 6
4 Saturdays: 9:00 a.m. - 5:30 p.m.
**Mar. 25, Apr. 1, 8, 22, 2017**

<table>
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<th>Course Code</th>
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<tr>
<td>EDU 547C</td>
<td>Interpersonal Communication Skills</td>
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<td>EDU 553A</td>
<td>Microsoft Word</td>
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<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
<td>Parkdale</td>
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<tr>
<td>EDU 589H</td>
<td>Human Growth and Development: Secondary</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 688</td>
<td>Methods of Teaching Social Studies, K-12</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 701B</td>
<td>Transitions for Students with Disabilities</td>
<td>Parkdale</td>
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<tr>
<td>EDU 800</td>
<td>Juvenile Delinquency</td>
<td>Parkdale</td>
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<tr>
<td>EDU 851A</td>
<td>Using Play and Creative Activity in Early Childhood</td>
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<td>EDU 856A</td>
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<td>Trinity</td>
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<td>EDU 896A</td>
<td>Corrective Strategies for Remediating Reading</td>
<td>Parkdale</td>
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<tr>
<td>EDU 917</td>
<td>Teaching Writing to Children</td>
<td>Parkdale</td>
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<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
<td>Trinity</td>
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<tr>
<td>EDU 931</td>
<td>Principles of Teaching and Human Learning</td>
<td>Parkdale</td>
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<tr>
<td>EDU 945</td>
<td>Curriculum Development</td>
<td>Trinity</td>
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<tr>
<td>EDU 989A</td>
<td>Teaching Reading to LEP Students</td>
<td>Parkdale</td>
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<tr>
<td>MAED 525</td>
<td>Algebra for Teachers, K-6</td>
<td>Trinity</td>
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<tr>
<td>SPA 501</td>
<td>Spanish for Educators, Part II</td>
<td>Parkdale</td>
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### Session 7
4 Saturdays: 9:00 a.m. - 5:30 p.m.
**Apr. 29, May 6, 13, 20, 2017**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 503S</td>
<td>Health and Physical Safety for Educators</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 526A</td>
<td>Children’s Literature</td>
<td>Parkdale</td>
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<tr>
<td>EDU 550F</td>
<td>Philosophy and Foundation of Education</td>
<td>Parkdale</td>
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<tr>
<td>EDU 790A</td>
<td>Organization &amp; Leadership of Schools through Administration</td>
<td>Parkdale</td>
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<tr>
<td>EDU 853</td>
<td>Curriculum Planning in Early Childhood</td>
<td>Parkdale</td>
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<tr>
<td>EDU 882</td>
<td>Educational Assessment for LD Students</td>
<td>Parkdale</td>
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<tr>
<td>EDU 911E</td>
<td>Fundamental Economics</td>
<td>Parkdale</td>
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<tr>
<td>EDU 979A</td>
<td>Character Education</td>
<td>Parkdale</td>
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<tr>
<td>ENV 725A</td>
<td>Environmental Science, K-6</td>
<td>Parkdale</td>
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<tr>
<td>SPA 503</td>
<td>Spanish for Educators, Part III</td>
<td>Parkdale</td>
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**Administration**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting (p. 17)</td>
<td></td>
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<tr>
<td>EDU 680A</td>
<td>Leadership for the 21st Century (p.13)</td>
<td></td>
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<tr>
<td>EDU 790A</td>
<td>Organization &amp; Leadership of Schools through Administration (p.13)</td>
<td></td>
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<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education (p.13)</td>
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<tr>
<td>EDU 945</td>
<td>Curriculum Development (p.10)</td>
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**Assessment of Students**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 700D</td>
<td>Performance Based Assessment</td>
<td>This course focuses on current research and practice in performance-based instruction &amp; assessment. Participants will examine practices that support the development of students' abilities to apply knowledge, skill &amp; understanding in a real-world content.</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>This course is designed to familiarize teachers with current state &amp; local classroom assessment data. Students will learn how to select appropriate reading assessment instruments, observe &amp; record data, analyze test scores &amp; performance, interpret data, outline accommodations &amp; plans for remediation. Students will practice making educational decisions based upon data provided by local and/or state assessments &amp; communicate assessment results.</td>
</tr>
<tr>
<td>EDU 882</td>
<td>Educational Assessment for LD Students</td>
<td>This course stresses norm-and-criterion-referenced diagnostic techniques with attention given to informal probing &amp; diagnostic teaching strategies. A review of basic measurement concepts is provided.</td>
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**Character Education**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 979A</td>
<td>Character Education</td>
<td>This course explores how to lead a school-wide transformation that reduces discipline problems, enhances academic achievement, builds a cohesive &amp; committed professional staff, &amp; assists youth in becoming respectful, responsible citizens.</td>
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**Classroom Management**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 930A</td>
<td>Classroom Management &amp; Discipline</td>
<td>This course incorporates research findings into the development of effective classroom management methods. Specific procedures are explored to maximize the efficiency of the teacher to instruct &amp; motivate students.</td>
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**Counseling**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 587</td>
<td>Students in Crisis: Issues of Abuse &amp; Violence</td>
<td>This course explores the changing nature of schools &amp; the proactive response that educators must make to counteract the negative impact of alcohol &amp; drug usage, child abuse, &amp; violence. The course offers counselors, administrators, &amp; teachers practical methods to teach children &amp; adolescents appropriate &amp; effective ways to cope with various stressors. Topics include the student assistance program to address drug &amp; alcohol issues, problem-solving techniques, decision-making, coping skills, conflict resolution without violence, cults, &amp; alternatives to violence.</td>
</tr>
<tr>
<td>EDU 800</td>
<td>Juvenile Delinquency</td>
<td>This course explores the nature, extent, &amp; causes of juvenile delinquency. Causal factors that aid in treatment &amp; prevention of juvenile delinquency are identified &amp; analyzed. The course also identifies &amp; examines current successful delinquency prevention programs.</td>
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**Curriculum**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 945</td>
<td>Curriculum Development</td>
<td>This course introduces students to the principles of curriculum theory &amp; development. Attention is given to current practices &amp; curriculum reform movements.</td>
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**Early Childhood Education**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 759A</td>
<td>Teaching Reading in EC</td>
<td>This course stresses developmentally appropriate practices specific to any early childhood education setting.</td>
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</tbody>
</table>
EDU 851A Using Play & Creative Activities in EC
This course focuses on the importance of play & creative activities for the physical, social, emotional, & cognitive development in early childhood. In addition to the key elements of an early childhood curriculum, outdoor education, health & safety will be included.

Saturdays: Mar. 25, Apr. 1, 8, 22, 2017
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 6)

EDU 853 Curriculum Planning in EC This course focuses on creating daily planned activities to enrich experiences in the classroom and contribute to the development of young children.

Saturdays: Apr. 29, May 6, 13, 20, 2017
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 7)

Economics
EDU 911E Fundamental Economics This course will introduce students to economic fundamentals & theories. Students will use economic & mathematical models to analyze the driving forces behind the way in which an economy works. Emphasis will be placed on consumer & producer choice, market structure, resource allocation, the role of the private firm & the role of the government.

Saturdays: Apr. 29, May 6, 13, 20, 2017
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 7)

Educational Psychology
EDU 921 Understanding Bullying: Managing Behavior & Teaching Tolerance Bullying has become a growing problem in today's schools. Teachers, counselors and administrators are faced with the rise in incidents & are tasked with establishing programs to combat the issue. This course will examine the act of bullying from multiple perspectives: the victim, the offender, the parents of both parties, & what role a school can play. Students will learn to identify bullying in various settings, including school, work & cyber bullying. Participants will develop strategies to reduce bullying & teach tolerance wherever possible.

Saturdays: Feb. 25, Mar. 4, 11, 18, 2017
*Snow Make-up: 3/22 4:45-10pm
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 3)

EDU 931 Principles of Teaching and Human Learning This course examines theories of learning and how these theories may be applied to the classroom setting. Philosophical foundations and historical context for theories of learning will be explored. This course will focus on topics of interest for teachers, educational psychologists, and other professionals working with students.

Saturdays: Mar. 25, Apr. 1, 8, 22, 2017
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 6)

English as a Second Language
EDU 724 ESOL Tests & Measurements
This course explores issues, concepts, & methods concerning ESOL testing & measurements.

Saturdays: Feb. 25, Mar. 4, 11, 18, 2017
*Snow Make-up: 3/22 4:45-10pm
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

EDU 799 Methods of Teaching Writing to Limited English Proficiency Students This course explores efficient methods, strategies, & theories for teaching writing to LEP students, including routine technical writing activities & creative writing. A variety of examples will be presented & modeled from different levels of English proficiency. Students are expected to develop lesson plans using learned methods & strategies of writing.

Online: Jan. 23 - Mar. 19, 2017 (Session 2)
Weekly participation for 8 weeks.

EDU 972 Language Learning This course provides a systematic overview of the historical evolution of the field of language learning to include present day innovations. The purpose of this course is to facilitate an awareness of how present day second language practice came into existence. The class also projects the future direction of second language education based on the latest research.

Saturdays: Jan. 21, 28, Feb. 4, 11, 2017*
*Snow Make-up: 2/15 4:45-10pm
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1)

EDU 989A Teaching Reading to LEP Students
This course examines the unique challenges inherent in teaching reading to ESL/ESOL students. Theory & research regarding language acquisition & reading for students will be explored. In addition, current techniques that are proving most successful in meeting the special instruction needs of these students will be illustrated.

Saturdays: Mar. 25, Apr. 1, 8, 22, 2017
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 6)

Foreign Languages
EDU 997W Methods of Teaching World Languages
This course focuses on the methods & strategies of teaching modern world languages from a developmental approach. This includes second language development, as well as teaching objectives, selection-language, & organization of methods, materials, & an evaluation of the language program. Participants will create & demonstrate curricula with performance-based assessments as relevant to their respective teaching level.

Online: Jan. 23 – Mar. 19, 2017 (Session 2)
Weekly participation for 8 weeks.

Tues. & Thurs.: Mar. 7, 9, 14, 16, 21, 23, 2017
Parkdale; 4:45 p.m. - 10:00 p.m. (Session 4)
SPA 500 Spanish for Educators, Part I This course explores the establishment of a fundamental base of communication between English-speaking teachers and/or counselors & Spanish-speaking students & their parents. Materials used during the course sessions are simulated for real life situations.

Saturdays: Jan. 21, 28, Feb. 4, 11, 2017*
*Snow Make-up: 2/15 4:45-10pm
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1)

SPA 501 Spanish for Educators, Part II This course will build on the basic communication & vocabulary learned in SPA 500 & expand the finer points of Spanish pronouns & prepositions. The course will present expressions for use in the educational setting. The course will provide written examples & guidelines for communicating with parents.

Saturdays: Mar. 25, Apr. 1, 8, 22, 2017
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 6)

SPA 503 Spanish for Educators, Part III This course offers practical instruction in Spanish with a focus on application of conversational Spanish for teachers, counselors, administrators, & other employees at schools where Spanish was the first language of many students. Fundamentals of Spanish speech & word order will familiarize readers with often-used words & phrases that relate directly to school situations. This course offers help for counseling in Spanish on issues related to health care, career guidance, college assistance, educational administration, special-needs, & extracurricular activities.

Saturdays: Apr. 29, May 6, 13, 20, 2017
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 7)

Foundations

EDU 550F Philosophy & Foundations of Education Participants will gain an understanding of the historical, sociological & philosophical foundations underlying the development & structure of public education in the US. Laws & regulations on a federal & state level will be examined from the standpoint of contemporary cultural & organizational levels to view the legal status of both teachers & students in their school environment. With the framework of the aforementioned foundations, the instructional design will be addressed based on assessment data. Key factors of assessment data include the ability to evaluate assessment data to determine ways to improve instruction & student performance in a standards-based environment.

Saturdays: Apr. 29, May 6, 13, 20, 2017
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 7)

Geography

EDU 686B Physical Geography, K-8 This course emphasizes practical classroom applications of the National Geography Standards & the Five Fundamental Themes in Geography. Basic geography concepts & terms are presented in conjunction with resources and methods to teach geography across the curriculum.

Saturdays: Jan. 21, 28, Feb. 4, 11, 2017*
*Snow Make-up: 2/15 4:45-10pm
  Trinity; 9:00 a.m. - 5:30 p.m. (Session 1)

Health and Physical Education

EDU 503S Health & Physical Safety for Educators This course covers major concepts in health education including the benefits of a healthy lifestyle, good nutrition & physical activity, diseases & their causes, substance abuse, OSHA requirements, & First Aid basics. Methods of creating opportunities for student development & health-friendly skills are examined.

Saturdays: Apr. 29, May 6, 13, 20, 2017
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 7)

EDU 956 Health & Nutrition for Children This course is designed to familiarize teachers with health & nutrition content areas. Strategies for teaching health education & available health education resources are also explored. This course is appropriate for K-12 educators.

Saturdays: Feb. 25, Mar. 4, 11, 18, 2017
*Snow Make-up: 3/22 4:45-10pm
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 3)

History/Social Studies

EDU 520H World History II This course is a survey of western civilization from 1500 to the present with a focus on the historical impacts of religion, government, socioeconomic structures, scientific development & the arts on society. Civilizations will be analyzed as they were initially formed & tracked through stages of global changes following exposure to the modern world.

Saturdays: Feb. 25, Mar. 4, 11, 18, 2017
*Snow Make-up: 3/22 4:45-10pm
  Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

EDU 688 Methods of Teaching Social Studies, K-12 This course is an interactive exploration of current practices, activities, & skills that enhance the teaching of social studies. Participants take part in hands-on, engaging activities that focus on every aspect of a relevant social studies program including geography, history, social science, politics, multiculturalism, technology, & economics.

Saturdays: Mar. 25, Apr. 1, 8, 22, 2017
  Trinity; 9:00 a.m. - 5:30 p.m. (Session 6)
Human Growth and Development

EDU 589H Human Growth and Development: Secondary This course examines the physical, cognitive, & social emotional aspects of adolescence from a developmental point of view. Theory & research of child development are explored & applied in practice sessions as possible solutions to unique challenges.

**Online: Jan. 23 - Mar. 19, 2017** (Session 2)
Weekly participation for 8 weeks.
**Saturdays: Mar. 25, Apr. 1, 8, 22, 2017**
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 6)

Human Learning

EDU 931 Principles of Teaching and Human Learning See Educational Psychology on page 11.

Law and Education

EDU 856A Legal Issues in Education This course highlights major legal issues affecting teachers & administrators. Emphasis is placed upon legal issues such as negligence, desegregation, rights & responsibilities of teachers, academic freedom, students’ rights, & school attendance. This class is highly interactive with discussions, simulations, & case studies.

**Online: Mar. 20 - May 14, 2017** (Session 5)
Weekly participation for 8 weeks.
**Saturdays: Mar. 25, Apr. 1, 8, 22, 2017**
Trinity; 9:00 a.m. - 5:30 p.m. (Session 6)

EDU 887 Legal Issues in Special Education This course identifies issues of concern in special education. Participants will research & analyze pertinent legal decisions & the implications of educational policy. This class will be highly interactive with discussion, simulations, & case studies.

**Saturdays: Jan. 21, 28, Feb. 4, 11, 2017**
*Snow Make-up: 2/15 4:45-10pm*
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1)

Leadership

EDU 502B Enhancing Classroom Instruction in Urban Schools This course is designed to give aspiring & current school leaders practical strategies that can be used to implement and/or maintain high-quality instruction within urban school settings (especially those schools that are struggling & have a history of failure). The tenets of this course will focus on key areas of instructional leadership that will allow urban school leaders to move past barriers that adversely affect the teaching & learning process. They will also be able to implement effective changes that will help improve a school’s overall academic performance.

**Saturdays: Feb. 25, Mar. 4, 11, 18, 2017**
*Snow Make-up: 3/22 4:45-10pm*
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 3)

EDU 547C Interpersonal Communication Skills This course provides human relations training that will enable participants to gain more cooperation & understanding in a wide variety of situations.

**Saturdays: Mar. 25, Apr. 1, 8, 22, 2017**
Trinity; 9:00 a.m. - 5:30 p.m. (Session 6)

EDU 680A Leadership for the 21st Century This course explores the critical issues in school leadership for the 21st century. This class focuses on leadership skills; technology for teachers, students & administrators; alternative methods of student assessment; demographics of future population; & parent/community expectations.

**Saturdays: Feb. 25, Mar. 4, 11, 18, 2017**
*Snow Make-up: 3/22 4:45-10pm*
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)
**Online: Mar. 20 - May 14, 2017** (Session 5)
Weekly participation for 8 weeks.

EDU 790A Organization & Leadership of Schools through Administration This course will define the many aspects of an administrator’s influence & impact on a school environment. Participants will examine how factors of teacher assessment & development, academic advancement, as well as how school & community outreach play a part in a school’s overall success. Students will develop strategic planning skills to evaluate the organization of a school community’s relationships & responsibilities & how they correlate with pupil achievement. Participants will explore the role of staff professional development.

**Online: Jan. 23 - Mar. 19, 2017** (Session 2)
Weekly participation for 8 weeks.
**Saturdays: Apr. 29, May 6, 13, 20, 2017**
Trinity; 9:00 a.m. - 5:30 p.m. (Session 7)

Mathematics

EDU 911A Mathematics with Manipulatives This course focuses on the use of manipulatives in grades K-6. Students move from the concrete level with manipulatives to the connecting & abstract levels. Topics include place, value, addition, subtraction, multiplication, division, fractions, decimals, percent, measurements, geometry, logic, probability, & problem solving. Mathematics as communication will also be discussed. Participants have the opportunity to discuss & modify the activities for their particular grade level.

**Saturdays: Feb. 25, Mar. 4, 11, 18, 2017**
*Snow Make-up: 3/22 4:45-10pm*
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)
MAED 525 Algebra for Teachers, K-6  This course focuses on the fundamental aspects of algebra. A variety of problems & activities bridge the concepts of arithmetic to the properties of algebra. Current developments in the NCTM Standards are highlighted, offering new materials & technology to enhance elementary algebra instruction.

  **Saturdays:** Mar. 25, Apr. 1, 8, 22, 2017
  Trinity; 9:00 a.m. - 5:30 p.m. (Session 6)

MAED 538M History of Mathematics  In this course a wide variety of experiences enable participants to explore the rich history of mathematics. A range of diverse cultural influences on the origin & development of mathematics will be highlighted. The connections among history, modern geometry, art, nature, science & technology will be examined. This course is appropriate for those interested in teaching or learning mathematics in grades K-12.

  **Saturdays:** Jan. 21, 28, Feb. 4, 11, 2017*
  *Snow Make-up: 2/15 4:45-10 pm
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1)

MAED 556 Discrete Math for Teachers, K-6  This course focuses on developing a rich understanding of the discrete mathematics topics common to the elementary curriculum. Course topics include various concepts of arithmetic such as counting techniques, place, value, number operations, & patterns. Current developments in the NCTM Standards are highlighted offering new materials & technology to enhance elementary discrete mathematics instruction.

  **Online:** Jan. 23 - Mar. 19, 2017 (Session 2)
  Weekly participation for 8 weeks.

MAED 696 Probability & Statistics  This course focuses on the fundamental concepts of probability and statistics. Exciting methods of exploratory data analysis are examined through hands-on applications and projects. Computing technology that allows for graphical representation of statistical data & probability simulation is highlighted. Activities relevant to the NCTM Standards for Inclusion are featured in the K-12 school curriculum. No previous knowledge of statistical analysis is required.

  **Online:** Mar. 20 - May 14, 2017 (Session 5)
  Weekly participation for 8 weeks.

**Methods**

EDU 684E Curriculum & Instruction Methods: Elementary  This course introduces methods of teaching in elementary schools to promote student learning. Focus will be on curriculum planning, teaching strategies, assessment, & differentiation to increase student performance. Participants will explore how the classroom environment & school setting impacts active learning. Diverse student populations & professional collaboration will also be discussed.

  **Online:** Mar. 20 - May 14, 2017 (Session 5)
  Weekly participation for 8 weeks.

EDU 694 Methods of Secondary Teaching  This course emphasizes building knowledge of theory and research, curriculum planning, and delivery of instruction for the secondary teacher. Teachers who are recently out of college, changing careers, or assigned to a different group or subject will benefit from this training.

  **Saturdays:** Feb. 25, Mar. 4, 11, 18, 2017*
  *Snow Make-up: 3/22 4:45-10 pm
  Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

**Reading/English Language Arts**

EDU 526A Children’s Literature  This course in children’s literature (K-6) focuses on the specific criteria & tools to use in evaluating & selecting books for children, both from the viewpoint of what constitutes good literature & for the specific needs of children. The integration of books to be read purely for enjoyment is emphasized. Initiation of book discussions in the classroom is stressed as one of the most important aspects in developing an appreciation & love in young children for books & reading.

  **Saturdays:** Feb. 25, Mar. 4, 11, 18, 2017*
  *Snow Make-up: 3/22 4:45-10 pm
  Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

EDU 530B Methods of Teaching Reading in the Content: Secondary, Part I  This course focuses on the needs of secondary school teachers as they relate to content area reading & writing. Attention is given to the assessment of student reading, cognitive strategies in reading, incorporating reading skills through student-centered instruction, & intrinsic & extrinsic motivation for reading.

  **Saturdays:** Jan. 21, 28, Feb. 4, 11, 2017*
  *Snow Make-up: 2/15 4:45-10 pm
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1)

  **Online:** Jan. 23 - Mar. 19, 2017 (Session 2)
  Weekly participation for 8 weeks.

  **Tues. & Thurs.:** Mar. 7, 9, 14, 16, 21, 23, 2017
  Trinity; 4:45 p.m. - 10:00 p.m. (Session 4)
EDU 530C Methods of Teaching Reading in the Content Area: Elementary  This course addresses the critical issues of teaching students to transfer reading knowledge to enhance reading across the curriculum. Special attention is given to processing, organizing, & retrieving skills associated with the reading process. Participants will learn to identify & integrate education technology resources in Reading in the Content.

**Saturdays: Feb. 25, Mar. 4, 11, 18, 2017**
*Snow Make-up: 3/22 4:45-10pm*
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 3)

EDU 666 Process and Acquisition of Reading
This course studies current research in language development, phonics, & phonemic awareness. Emphasis is placed on the fundamental skills of reading.

**Saturdays: Jan. 21, 28, Feb. 4, 11, 2017**
*Snow Make-up: 2/15 4:45-10pm*
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1)
**Online: Jan. 23 - Mar. 19, 2017** (Session 2)
Weekly participation for 8 weeks.

EDU 682 Methods of Teaching Reading in the Content: Secondary, Part II  This course expands on the content of EDU 530B. Topics include broadening the reading process, development, & knowledge, with special focus on reading skills & instruction.

**Saturdays: Feb. 25, Mar. 4, 11, 18, 2017**
*Snow Make-up: 3/22 4:45-10pm*
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 3)
**Online: Mar. 20 - May 14, 2017** (Session 5)
Weekly participation for 8 weeks

EDU 704B Instruction of Reading  This course shows students how to use a balanced program of graphophonics, semantics, & syntax in teaching reading. Teachers learn to screen their classes for critical early reading deficiencies. The course identifies several underlying language skills important for reading development including awareness of the speech sounds in words, knowledge of letter, forms & names, the links between sounds & letters, & the ability to apply these to sounding words out.

**Online: Mar. 20 - May 14, 2017** (Session 5)
Weekly participation for 8 weeks

EDU 734B Assessment for Reading Instruction
See Assessment on page 10.

EDU 759A Teaching Reading in Early Childhood
See Early Childhood Education on page 10.

EDU 896A Corrective Strategies for Remediating Reading  This course explores informal assessment techniques to identify reading disabilities. A variety of strategies are addressed for remediating reading difficulties at the elementary & secondary level(s). This class is designed for regular classroom teachers dealing with reading problems of non-special education students.

**Saturdays: Mar. 25, Apr. 1, 8, 22, 2017**
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 6)

**Science**

BIO 520 Biology for Teachers, K-6  This course emphasizes the process of scientific inquiry & discovery in biology for teachers of grades K-6 through a variety of practical hands-on experiments. Current developments in the Science Standards will be highlighted offering new materials & technology to enhance elementary biology instruction. Course topics include classification, cells, life cycles, botany, human anatomy & physiology.

**Online: Mar. 20 - May 14, 2017** (Session 5)
Weekly participation for 8 weeks

ENV 725A Environmental Science, K-6  This course will examine materials & new approaches for teaching environmental science to students in grades K-6. The process of scientific inquiry & discovery will be emphasized through a variety of practical hands-on experiments. Current developments in the Science Standards will be highlighted offering new materials & technology to enhance elementary instruction. The course topics include investigations of environmental problems & issues; students will discuss global warming & how the living environment is comprised of interrelated dynamic systems.

**Saturdays: Apr. 29, May 6, 13, 20, 2017**
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 7)

PHSC 501 Physical Science for Elementary & Middle School Teachers  Physical science is the study of matter & energy & the relationships between them. As such, this course will cover the basic principles of physical science based on the Next Generation Science Standards (NGSS) forces & interactions, waves, property & structure of matter, & energy. The approach will be conceptual, experimental, & include basic mathematical application (demonstrations, experiments, & projects).

**Saturdays: Jan. 21, 28, Feb. 4, 11, 2017**
*Snow Make-up: 2/15 4:45-10pm*
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1)
Special Education

EDU 517C Introduction to Inclusive Education
This course provides an overview of inclusive education research & best practices in inclusive classrooms. The course is geared toward teachers, administrators, & parents interested in learning more about inclusive education. In this course, participants examine research on inclusive education & outcomes for students with & without disabilities, legal aspects of inclusive education, schoolwide inclusive practices, & strategies for increasing access to general education curriculum and contexts for students with disabilities.

**Online:** Mar. 20 - May 14, 2017 (Session 5)
Weekly participation for 8 weeks

EDU 561W Methods & Strategies for Inclusion
This course explores methodologies & applications concerning issues, concepts, & teaching strategies for including students with disabilities in the regular education program.

**Online:** Jan. 23 - Mar. 19, 2017 (Session 2)
Weekly participation for 8 weeks

**Saturdays:** Mar. 25, Apr. 1, 8, 22, 2017
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 6)

EDU 701B Transition for Students with Disabilities
This course addresses the eligibility requirements, services, opportunities & the approaches needed in preparing students with disabilities from school to working life. The IDEA law requires schools to prepare a transition plan for students with disabilities. This plan encompasses the transition from school to post-secondary opportunities including education, vocational training, employment, & independent living for youth & young individuals with disabilities.

**Saturdays:** Mar. 25, Apr. 1, 8, 22, 2017
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 6)

EDU 704A Methods of Teaching Children with Autism Spectrum Disorders
This course will concentrate on strategies for special & regular education teachers to work successfully with children diagnosed with Autism Spectrum Disorders (ASD). Students will explore best practices & learn about the various disorders & the characteristics associated with each diagnosis in the spectrum. The student will utilize either case study or a student of their choice (diagnosed with ASD) to develop specific teaching strategies to better serve this student in his/her current setting. Activities on schedules of development (written, picture), task analysis & the use of auditory/visual cues will be provided for children with ASD.

**Saturdays:** Feb. 25, Mar. 4, 11, 18, 2017*
*Snow Make-up: 3/22 4:45-10pm
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 3)

EDU 876C Classroom Strategies for Teaching the Exceptional Child
This course introduces the participant to instructional issues for the exceptional child. Participants will explore strategies that facilitate learning for children with various disabilities including students with learning, intellectual, & behavioral disabilities, as well as intellectually gifted students in a typical school setting. The purpose of this course is to train educators in teaching & assessment techniques of exceptional students. Special attention is given to learning modalities & mainstreaming in the regular classroom setting.

**Saturdays:** Jan. 21, 28, Feb. 4, 11, 2017*
+Snow Make-up: 2/15 4:45-10pm
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1)

EDU 881A Behavior Management for Special Needs Students
This course provides an overview of emotional & behavioral problems that children & youth may experience. Psycho-social factors related to these problems will be explored using case studies, film, & current issues. Strategies to respond to these concerns will be presented through role play, behavioral rehearsal & small group problem-solving.

**Saturdays:** Jan. 21, 28, Feb. 4, 11, 2017*
+Snow Make-up: 2/15 4:45-10pm
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1)

**Online:** Jan. 23 - Mar. 19, 2017 (Session 2)
Weekly participation for 8 weeks.

EDU 882 Educational Assessment for LD Students
See Assessment of Students on page 10.

EDU 887 Legal Issues in Special Education
See Law and Education on page 13.

EDU 893 Ensuring Success for the Student with Attention Deficit Hyperactivity Disorder (ADHD)
This course focuses on developing a knowledge base for understanding & working with mainstream students with ADHD. A variety of strategies are introduced for remediating the special educational & behavioral needs of students with ADHD.

**Tues. & Thurs.:** Mar. 7, 9, 14, 16, 21, 23, 2017
Parkdale; 4:45 p.m. - 10:00 p.m. (Session 4)
EDU 893S Introduction to Special Education
This course examines federal & state laws of special education, handicapped conditions, recognizing handicapped conditions, & referral & support systems. This course introduces the special education child from the gifted to the severely/profoundly disabled. Attention will be directed toward legislation & core issues that currently influences the field of special education.

**Saturdays:** Feb. 25, Mar. 4, 11, 18, 2017*
*Snow Make-up: 3/22 4:45-10pm
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)
**Online:** Mar. 20 - May 14, 2017 (Session 5)
Weekly participation for 8 weeks

**Supervision**
EDU 597A Supervision and Professional Development in a K-12 Setting This course will focus on instruction paradigms & clinical supervision techniques. Strategies for supervision methods will be modeled to include professional communication skills in convening parent meetings as well as evaluating teacher performance, creating improvement plans & developing professional learning communities. Participants will develop & present a plan to apply methodology of real life scenarios.

**Online:** Jan. 23 - Mar. 19, 2017 (Session 2)
Weekly participation for 8 weeks.
**Tues. & Thurs.:** Mar. 7, 9, 14, 16, 21, 23, 2017
Trinity; 4:45 p.m. - 10:00 p.m. (Session 4)

**Technology**
EDU 552S SMART Board for K-12 Educator, Part II: Intermediate This course is a continuation of EDU 551S. It will have a brief technical review of basic instructional skills using a SMART Board & will expand into how technology can be used to enhance specific subject areas. Students will learn how to use lesson development components best for technology inclusion & practice including interactive content to better engage students. Participants will apply SMART teaching techniques with graphics, color & sound to complement their personally designed lesson, which will be presented to the class

**Saturdays:** Feb. 25, Mar. 4, 11, 18, 2017*
*Snow Make-up: 3/22 4:45-10pm
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

EDU 553A Microsoft Word This course provides an overview to the popular Microsoft Word Processing Software package. The course begins with the basic introduction to Microsoft Word, progress to intermediate-level topics, & finish with more advanced skills.

**Saturdays:** Mar. 25, Apr. 1, 8, 22, 2017
Trinity; 9:00 a.m. - 5:30 p.m. (Session 6)

EDU 553L Teaching the 21st Century Learner
This course focuses on the strategies & knowledge crucial to designing instruction that is meaningful for students in the ever-evolving Digital Age. It will investigate the difference in 21st Century experiences, goals & expectations & their impact on student learning. It will emphasize ways to motivate & engage learners with today’s perspectives. Topics will include authentic assessment, project-based classrooms & job/life skills such as critical thinking, problem-solving, collaborative learning & global awareness.

**Online:** Mar. 20 - May 14, 2017 (Session 5)
Weekly participation for 8 weeks

EDU 976C Power Point for Educators This course provides an overview of PowerPoint. In this hands-on course, participants will learn to create & work with presentations that will enhance teaching and learning in the classroom.

**Saturdays:** Jan. 21, 28, Feb. 4, 11, 2017*
*Snow Make-up: 2/15 4:45-10pm
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1)

**Writing**
EDU 540B Methods of Teaching Writing in the Content Area This course addresses the importance of incorporating writing education into all content areas. Participants will use writing techniques to implement content & evaluate written work relevant to their grade level and subject. Methods & strategies to reach all learning styles will be discussed.

**Online:** Jan. 23 - Mar. 19, 2017 (Session 2)
Weekly participation for 8 weeks.

EDU 917 Teaching Writing to Children
This course examines strategies of teaching children basic principles of writing. By encouraging children to use their own experiences, teachers learn to help children feel that writing is a tool for developing skills in observing & understanding themselves and their world.

**Saturdays:** Mar. 25, Apr. 1, 8, 22, 2017
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 6)
### Spring Courses by Sector

#### Administration
- **EDU 597A** Supervision and Professional Development in a K-12 Setting
- **EDU 680A** Leadership for the 21st Century
- **EDU 790A** Organization & Leadership of Schools through Administration
- **EDU 856A** Legal Issues in Education
- **EDU 945** Curriculum Development

#### Assessment of Students
- **EDU 700D** Performance Based Assessment
- **EDU 734B** Assessment for Reading Instruction
- **EDU 882** Educational Assessment for LD Students

#### Character Education
- **EDU 979A** Character Education

#### Classroom Management
- **EDU 930A** Classroom Management and Discipline

#### Counseling
- **EDU 587** Students in Crisis: Issues of Abuse and Violence
- **EDU 800** Juvenile Delinquency

#### Curriculum
- **EDU 945** Curriculum Development

#### Early Childhood Education
- **EDU 759A** Teaching Reading in Early Childhood
- **EDU 851A** Using Play and Creative Activity in Early Childhood
- **EDU 853** Curriculum Planning in Early Childhood

#### Economics
- **EDU 911E** Fundamental Economics

#### Educational Psychology
- **EDU 921** Understanding Bullying: Managing Behavior and Teaching Tolerance
- **EDU 931** Teaching and Learning Principles

#### English as a Second Language
- **EDU 724** ESOL Tests & Measurements
- **EDU 799** Teaching Writing to LEP Students
- **EDU 972** Language Learning
- **EDU 989A** Teaching Reading to LEP Students

#### Foreign Languages
- **EDU 997W** Methods of Teaching World Languages
- **SPA 500** Spanish for Educators, Part I
- **SPA 501** Spanish for Educators, Part II
- **SPA 503** Spanish for Educators, Part III

#### Foundations
- **EDU 550F** Philosophy & Foundation of Education

#### Geography
- **EDU 686B** Physical Geography, K-8

#### Health and Physical Education
- **EDU 503A** Health and Physical Safety for Educators
- **EDU 956** Health and Nutrition for Children

#### History/Social Studies
- **EDU 520H** World History II
- **EDU 688** Methods of Teaching Social Studies, K-12

#### Human Growth and Development
- **EDU 589H** Human Growth & Development: Secondary

#### Human Learning
- **EDU 931** Teaching and Learning Principles

#### Law and Education
- **EDU 856A** Legal Issues in Education
- **EDU 887** Legal Issues in Special Education

#### Leadership
- **EDU 502B** Enhancing Classroom Instruction in Urban Schools
- **EDU 547C** Interpersonal Communication Skills
- **EDU 680A** Leadership for the 21st Century
- **EDU 790A** Organization & Leadership of Schools through Administration

#### Mathematics
- **EDU 911A** Math with Manipulatives
- **MAED 525** Algebra for Teachers, K-6
- **MAED 538M** History of Mathematics
- **MAED 556** Discrete Math for Teachers, K-6
- **MAED 696** Probability & Statistics

#### Methods
- **EDU 684E** Curriculum Methods and Instruction: Elementary
- **EDU 694** Methods of Teaching: Secondary

#### Praxis Preparation
- **EDU 700A** Praxis Prep: Reading/Writing
- **EDU 700C** Praxis Prep: Mathematics
### Reading/Language Arts

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 526A</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part I</td>
</tr>
<tr>
<td>EDU 530C</td>
<td>Methods of Teaching Reading in the Content Area: Elementary</td>
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<tr>
<td>EDU 666</td>
<td>Process and Acquisition of Reading</td>
</tr>
<tr>
<td>EDU 682</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part II</td>
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<tr>
<td>EDU 704B</td>
<td>Instruction of Reading</td>
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<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
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<td>EDU 759A</td>
<td>Teaching Reading in Early Childhood</td>
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<td>EDU 896A</td>
<td>Corrective Strategies for Remediating Reading</td>
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### Science

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<th>Course Code</th>
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<tr>
<td>BIO 520</td>
<td>Biology for Teachers, K-6</td>
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<tr>
<td>ENV 725A</td>
<td>Environmental Science, K-6</td>
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<tr>
<td>PHSC 501</td>
<td>Physical Science for Elementary and Middle School Teachers</td>
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### Special Education

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<td>Classroom Strategies for Teaching the Exceptional Child</td>
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<td>Behavior Management for the Special Needs Student</td>
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<td>EDU 887</td>
<td>Legal Issues in Special Education</td>
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<tr>
<td>EDU 893</td>
<td>Ensuring Success for the Student with ADHD</td>
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<tr>
<td>EDU 893S</td>
<td>Introduction to Special Education</td>
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### Supervision

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<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting</td>
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### Technology

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<td>EDU 552S</td>
<td>SMART Board for the K-12 Educator, Part II: Intermediate</td>
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<tr>
<td>EDU 553A</td>
<td>Microsoft Word</td>
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<tr>
<td>EDU 553L</td>
<td>Teaching the 21st Century Learner</td>
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<tr>
<td>EDU 976C</td>
<td>Power Point for Educators</td>
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### Writing

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<td>EDU 917</td>
<td>Teaching Writing to Children</td>
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### Health Trainings

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<tbody>
<tr>
<td>CE 106</td>
<td>Cardiopulmonary Resuscitation: Adult, Child, and AED</td>
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</table>

This course is designed to teach members of the general public correct CPR techniques for use on adults and children. The course also covers use of an AED (automated external defibrillator) as an important part of the CPR sequence for adults and children. Students learn how to relieve choking in a responsive or unresponsive adult or child and how to use a barrier device to prevent contamination during rescue breathing. Upon successful completion of the course, students receive a certification card valid for two years. $70

### Registration

Participants who wish to register for a non-credit course must complete our one-page Non-Credit Registration Form available at our website: www.trinitydc.edu/continuing-education/non-credit/

Registration form & payment need to be received 7 days prior to the start of the course to avoid a $50 late registration fee. Complete registrations should be submitted to the Office of Continuing Education.

### Praxis Preparation

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<th>Course Code</th>
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<tr>
<td>EDU 700A</td>
<td>Praxis Reading/Writing</td>
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</table>

**Reading:** This course reviews the basic skills of reading comprehension. The course will provide participants with an understanding of critical reading skills and the mechanics of reading through diverse written materials. Classroom learning experiences include the practice of skimming, previewing, locating answers, and summarizing and evaluating written material. **Writing:** This course introduces participants to the basic skills of writing. Participants will benefit from the ability to express their thoughts on paper. This course will provide participants with classroom writing support, including immediate feedback on their common misuses of grammar and sentence structure. They will produce a writing sample including the topic sentence, body of the paper, and the conclusion. $300

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<tbody>
<tr>
<td>EDU 700C</td>
<td>Praxis Mathematics</td>
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</table>

This course provides participants with a comprehensive review of the fundamental concepts of arithmetic, algebra, and geometry. It is specifically designed to reduce test anxiety and to help participants to overcome their fear of mathematics. This course will provide participants with classroom support, including feedback about their common mathematical errors. $300
DISCOVER your STRENGTH with a master’s degree from Trinity’s School of Education

Counseling (M.A.)
- Clinical Mental Health Counseling
- School Counseling
- School Counseling - Counseling Urban Students

Curriculum and Instruction (M.Ed.)
- Educating for Change

Educational Administration (M.S.A.)
- Educational Administration
- Educational Administration - Early Childhood Education

Teacher Preparation (M.A.T.)
- Early Childhood Education
- Elementary Education
- Secondary Education
- Special Education

Trinity

Learn more about the School of Education:

www.trinitydc.edu/education | admissions@trinitydc.edu | 202-884-9400
$50 Tuition Discount with Online Registration!
Please follow the directions below or visit:
http://www.trinitydc.edu/continuing-education/registration/
for more information about how to register for a Continuing Education course online.

Non-credit courses do not qualify for an online tuition discount.

Part I: Have you ever received credit from Trinity before?

If Yes:

Part I (for Returning Students):
- Proceed to our Login/Password request website: http://www.trinitydc.edu/continuing-education/login-request/
or-
- Complete the Online Login/Password Request Form on page 22 and submit by fax, mail or in person to the Office of Continuing Education.
- Your Login ID and Password will be sent to your email address within 2 business days.

If No:

Part I (for New Student Admission):
- Please complete the Online Login/Password Request Form found on page 23. Submit this form via fax, mail, or in person along with documentation of a bachelor's degree or higher.
- Your Login ID and Password will be sent to your email address within 2 business days.

Proceed to Part II.

Part II: Online Registration for students with Login and Password

1. Enter your Login ID and Password at the following website: http://selfservice.trinitydc.edu.
2. Once logged in, click on the Registration tab at the top of the page and then choose Continuing Education Courses. On the next page, click Find Courses.
3. Click on Search to bring up all courses. (Or enter a course number if you want to search for a specific course.)
4. Choose course(s) by clicking on Add to the right of the course(s) you want. If the course in the next pop-up box is correct, click Proceed to Registration.
5. The course you wish to register for should appear under Courses to Add. If so, click Next. If not, click Previous and search again.
6. Click Next and a pop-up window will appear. Click Continue. Enter your credit card information and click Continue. If your information is correct, click Confirm.
7. You will then see the message Payment successfully processed. Click Close. Finally you will see a message that says Congratulations! You have completed your registration for Continuing Education.
Online Login/Password Request Form
(or Change of Address)
*This is not a Registration Form*

- Please complete this form in its entirety. Returning students may complete this form online at:
  http://www.trinitydc.edu/continuing-education/login-request/.
- If a first time Trinity student, attach documentation of an undergraduate degree or higher (see Admission below).
- Upon receipt of this request form, your login ID and password will be sent within two business days to the email address you provide.

Check the box(es) for the request(s) that you want to submit:

☐ Request online login ID and password  ☐ Request address change

Last Name: 
First Name: 
Gender: 
Address 1: 
Address 2: 
City: ________ State: ________ Zip: ________
Email: 
Phone (Day): 
Phone (Night): 
Social Security #: 
Date of Birth: 
Where do you teach?: 

Admission/Degree Confirmation

Have you received credit from Trinity?  ________ Yes  ________ No*

* If No, in order to receive credit, you must submit a copy of one of the following forms of official documentation of an undergraduate degree or higher when you submit this form: a final transcript, Bachelor's diploma, or Teaching License (if degree status is indicated).

DEGREE(S) HELD  Please check those that apply to you:


I have read the policies and procedures as listed on the Continuing Education website and/or in the complete published schedule for this semester. I understand the registration requirements and that I am responsible for and agree to pay all charges I incur at Trinity, whether or not my employer initially agreed to pay my tuition. With my signature below, I acknowledge that I am willing to comply with the aforementioned policies and I approve the release of my report card to my address above.

______________________________________________________   __________________________
Signature                                          Date
Spring 2017 Registration Form

Register online in Spring 2017 for a $50 discount!

Please complete this form in its entirety and include payment in order to reserve a seat.

STEP 1
Is this a change of name or address?  _____ Yes  _____ No
Name: ______________________________
Title  First  Last
Address: ______________________________
Street Address
City  State  Zip
Email: ______________________________
Phone (D): ____________________________
Phone (N): ____________________________
Soc. Sec. #: __________________________
Date of Birth: __________________________
Where do you teach? __________________________

STEP 2
Have you received credit from Trinity?  _____ Yes  _____ No*
* If No, in order to receive credit, you must submit a copy of one of the following forms of official documentation of an undergraduate degree or higher when you submit this form: a final transcript, Bachelor's diploma, or Teaching License (if degree status is indicated).
DEGREE(S) HELD: Please check those that apply to you:
____ B.A.  ____ M.A.  ____ M.A.T.  ____ M.Ed.
____ Ed.D.  ____ Ph.D.  ____ J.D.  ____ Other

STEP 3
Payment Method (must be submitted to register)
☐ Check (payable to Trinity)  ☐ Money Order  ☐ Employer*

Employer: __________________________________________________________________________
Billing Authorization must be attached. (See Policies)
If DCPS  Attach a copy of your DCPS Form 1000
If DCPS.indicate:
Name of School: _______________________________________________________________________

Credit Card: ☐ American Express  ☐ Discover
☐ Master Card  ☐ Visa
Acct. #: ______________________________
Expiration Date: _ _ / _ 
Security Code (3 digits on back; 4 on front for AMEX): ______________________________

STEP 4
Please complete the table below:

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No fee for parking permit! Trinity permits will be distributed the first day of class. Late Registration fee? (See Non-refundable Fees) → $50

STEP 5
I have read the policies and procedures as listed on the Continuing Education website and/or in the complete published schedule for this semester. I understand the registration requirements and that I am responsible for and agree to pay all charges I incur at Trinity, whether or not my employer initially agreed to pay my tuition. With my signature below, I acknowledge that I am willing to comply with the aforementioned policies and I approve the release of my report card to my address above.

Signature: __________________________
Date: __________________________

STEP 6
Return this form with payment to:
Trinity – Office of Continuing Education (Main Hall 464)
125 Michigan Avenue, N.E.  Washington, D.C.  20017
Phone: 202-884-9300  Fax: 202-884-9084  Email: ContinuingEd@Trinitydc.edu

www.trinitydc.edu  • 202-884-9300