Trinity

Professional Development for Educators

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

Summer 2016

Save $50 when you register online!
Dear Educator,

Trinity’s Office of Continuing Education hopes to help you prepare for your next school year. Our summer schedule offers over 145 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.

Our courses are offered for every stage of your career, including those for beginning teachers and for experienced professionals. Specific training is available in early childhood education, elementary education, secondary education, technology for educators, ESOL, special education, and counseling. 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.

Trinity recognizes the hectic 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. Courses are offered over four Saturdays, six evenings, and in a one-week Monday-Friday format. In addition to our in-person courses, Continuing Education will once again be offering online courses in multiple subject areas.

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. Our office has developed a schedule of courses to meet your certification needs. We look forward to seeing you in class this semester.

Sincerely,

Katie Omenitsch
Acting 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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Trinity: Office of Continuing Education
Main Hall 464, 125 Michigan Avenue, N.E., Washington, D.C. 20017
Telephone: 202-884-9300   Fax: 202-884-9084   E-mail: ContinuingEd@trinitydc.edu

General Information

What We Offer
Trinity offers graduate level professional development courses in education, counseling, and technology 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 problems, 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.

Special 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 more information about degree programs offered in through the School of Education, see page 20.

Attendance Policy  (see www.trinitydc.edu/continuing-education/policies/for more details)
Participation in class lectures, discussions, and other activities related to a particular course is an essential part of the instruction process. If you know prior to 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.

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. 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 forms 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 "Classes" 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 a Course
Participants who have registered for a course and wish to drop/add must complete a Drop/Add/Withdraw Form before the first class. A course may not be dropped or added after it has begun. 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.

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. See our Policies website for more information about grade policies and appeals: www.trinitydc.edu/continuing-education/policies/.

www.trinitydc.edu • 202-884-9300
Parking on Campus *Parking is very limited during construction!*  
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/.

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 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. 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. Online registrations through Self-Service are finalized after credit or debit card payments are approved.

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 Professional Studies, the School of Education, and the School of Nursing and Health Professions. Contact the Office of Admissions at 202-884-9400 about degree-seeking programs or see page 20 for more information about programs through the School of Education.

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 on to 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*

<table>
<thead>
<tr>
<th>Parking is limited due to construction!</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Cuvilly Lot</td>
</tr>
<tr>
<td>#4 Trinity Center Lot</td>
</tr>
<tr>
<td>#5 Kerby Hall Lot</td>
</tr>
</tbody>
</table>

Continuing Education Parking Permits are free in Spring 2015. 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.

Elizabeth Seton High School: 5715 Emerson Street, Bladensburg, MD 20710

*All courses at Elizabeth Seton High School will be held on the 2nd floor and are only accessible by stairs. Elevator access is not available. We apologize for any inconvenience.*

Take the Baltimore-Washington Parkway to Route 450 and exit toward Bladensburg (West). At the first intersection, turn right onto 57th Avenue (at the light beside the Exxon Station). Follow 57th Avenue to the third stop sign at Emerson Street and turn right. Once on Emerson, make your first right into Seton's front driveway entrance.

Parking is available in lots to the east side of the school. The east lot is accessed via the main entrance on Emerson Street. Continue to the right of the school building and pass the flagpole.

Public Transportation: The T-18 Metro Bus drops off in front of Elizabeth Seton at the corner of Emerson Street and 58th Avenue. The T-18 travels to/from either the Rhode Island Avenue Metro Station (red line) or the New Carrollton Metro Station (orange line).

External Educational Affiliates

We have great partnerships with organizations that provide specialized access and knowledge to subject areas outside of the traditional professional development course offerings. This summer you can take a course through our partners and receive Trinity credit.

*Students must contact the affiliate first to register for their courses in order to qualify for Trinity credit.*

Ford's Theatre

EDU 662C Civil War: Washington, D.C. History
Session I: June 19 – 24, 2016
Local Teachers, Grades 3 – 12
Session II: July 10 – 15, 2016
All Grades, All Teachers

EDU 662L The Seat of War and Peace: The Lincoln Assassination and Its Legacy in the Nation’s Capital
Session I: July 24 – 29, 2016

To apply or for more information: www.fordstheatre.org

National Museum of Women in the Arts

EDU 505W Book Arts and Literacy in the Classroom
July 18 – 22, 2016; 9:00 a.m. to 4:00 p.m.

To apply or for more information: http://nmwa.org/learn/educators/teacher-institutes

Atlantic Seaboard Dyslexia Education Center

ASDEC's graduate-level training in structured multisensory language instruction enables teachers, tutors, parents and other educators to teach success to students with even the most severe learning disabilities.

For more information and course offerings please visit: www.asdec.org

We are always adding new partners!
Visit our website for the most up-to-date information about external affiliates!
## Session 1A
4 Saturdays  
**May 7, 14, 21, June 4, 2016**  
9:00 a.m. – 5:30 p.m.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>EDU 526A</td>
<td>Children’s Literature</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 550F</td>
<td>Philosophy and Foundations of Education</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 644B</td>
<td>Developing Successful Individualized Education Plans</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 663A</td>
<td>Child Growth and Development: Elementary</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 696</td>
<td>General Linguistics</td>
<td>Parkdale</td>
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<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 882</td>
<td>Educational Assessment for Learning Disabled Students</td>
<td>Parkdale</td>
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<tr>
<td>EDU 896A</td>
<td>Corrective Strategies for Remediating Reading</td>
<td>Parkdale</td>
</tr>
<tr>
<td>ENV 725A</td>
<td>Environmental Science, K-6</td>
<td>Parkdale</td>
</tr>
<tr>
<td>SPA 504</td>
<td>Spanish for Educators, Part IV</td>
<td>Parkdale</td>
</tr>
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## Session 1B
4 Saturdays  
**May 7, 14, June 4, 11, 2016**  
9:00 a.m. – 5:30 p.m.

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>EDU 500H</td>
<td>U.S. History, 1945 - Present</td>
<td>Trinity</td>
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<td>EDU 682</td>
<td>Methods of Teaching Reading in the Content Area: Sec, Part II</td>
<td>Trinity</td>
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<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Trinity</td>
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<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 976C</td>
<td>Power Point for Educators</td>
<td>Trinity</td>
</tr>
<tr>
<td>MAED 556</td>
<td>Discrete Math for Teachers, K-6</td>
<td>Trinity</td>
</tr>
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</table>

## New Online This Summer!

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 911E</td>
<td>Fundamental Economics</td>
</tr>
<tr>
<td>MAED 538M</td>
<td>History of Math</td>
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## Session 2
8 Weeks  
**May 23 - July 17, 2016**

### Online Courses

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIO 521</td>
<td>Biology for Teachers, 7-12</td>
</tr>
<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: Sec, Part I</td>
</tr>
<tr>
<td>EDU 589H</td>
<td>Human Growth and Development: Secondary</td>
</tr>
<tr>
<td>EDU 700D</td>
<td>Introduction to Performance Based Assessment</td>
</tr>
<tr>
<td>EDU 759A</td>
<td>Teaching Reading in Early Childhood Organization and Leadership of Schools through Administration</td>
</tr>
<tr>
<td>EDU 790A</td>
<td>Educational Assessment of Learning Disabled Students</td>
</tr>
<tr>
<td>EDU 882</td>
<td>Teaching and Learning Principles</td>
</tr>
<tr>
<td>EDU 945</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>EDU 978W</td>
<td>ESL/ESOL Methods and Strategies</td>
</tr>
<tr>
<td>MAED 525</td>
<td>Algebra for Teachers, K - 6</td>
</tr>
<tr>
<td>MAED 538M</td>
<td>History of Math</td>
</tr>
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</table>

## Session 3
Tuesdays and Thursdays  
**May 31, June 2, 7, 9, 14, 16, 2016**  
4:45 p.m. – 10:00 p.m.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 551S</td>
<td>SMART Board for the K - 12 Educator, Part I: Introduction</td>
</tr>
<tr>
<td>EDU 662</td>
<td>History of the District of Columbia</td>
</tr>
<tr>
<td>EDU 666</td>
<td>Process and Acquisition of Reading</td>
</tr>
<tr>
<td>EDU 893</td>
<td>Ensuring Success for Students with Attention Deficit Hyper Disorder</td>
</tr>
<tr>
<td>EDU 945</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>ENV 724</td>
<td>Earth Science for Teachers, K-6</td>
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</tbody>
</table>

*Elevator not available at Seton HS*
### Session 4
**Monday - Friday**  
**June 20, 21, 22, 23, 24, 2016**  
**9:00 a.m. – 4:00 p.m.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 521</td>
<td>Biology for Teachers, 7-12</td>
<td>Seton*</td>
</tr>
<tr>
<td>COUN 615</td>
<td>Mental Hygiene</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content Area: Sec, Part I</td>
<td>Seton*</td>
</tr>
<tr>
<td>EDU 530C</td>
<td>Methods of Teaching Reading in the Content: Elementary</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 553B</td>
<td>Microsoft Excel</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 643I</td>
<td>Response to Intervention Strategies</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 700C</td>
<td>Praxis I Preparation: Mathematics</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 724</td>
<td>ESOL Tests &amp; Measurements</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Seton*</td>
</tr>
<tr>
<td>EDU 740A</td>
<td>Conferencing with Parents and Professionals</td>
<td>Seton*</td>
</tr>
<tr>
<td>EDU 790A</td>
<td>Organization and Leadership of Schools through Administration</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 931</td>
<td>Teaching and Learning Principles</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 979A</td>
<td>Character Education</td>
<td>Seton*</td>
</tr>
<tr>
<td>MAED 668B</td>
<td>Modern Geometry</td>
<td>Seton*</td>
</tr>
<tr>
<td>SPA 500</td>
<td>Spanish for Educators, Part I</td>
<td>Seton*</td>
</tr>
</tbody>
</table>

### Non-Credit Courses
Did you know that Continuing Education offered non-credit courses such as health trainings and Praxis Preparation? Visit page 29 for more information.

### External Education Affiliates
This summer you could take a course at one of our external affiliates and receive credit for it. See page 8 for partner organizations and how to apply for these special opportunities through Ford’s Theatre, the National Museum of Women in the Arts, and more.

### Session 5
**Monday - Friday**  
**June 27, 28, 29, 30, July 1, 2016**  
**9:00 a.m. – 4:00 p.m.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>EDU 503S</td>
<td>Health and Physical Safety for Educators</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 526A</td>
<td>Children's Literature</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 528A</td>
<td>Literature for Adolescents and Young Adults</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 568A</td>
<td>Methods and Materials for EC</td>
<td>Seton*</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 605B</td>
<td>Internet for Educators</td>
<td>Trinity</td>
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<tr>
<td>EDU 666</td>
<td>Process and Acquisition of Reading</td>
<td>Seton*</td>
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<tr>
<td>EDU 682</td>
<td>Methods of Teaching Reading in the Content Area: Sec, Part II</td>
<td>Seton*</td>
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<tr>
<td>EDU 684E</td>
<td>Curriculum and Instruction Methods: Elementary</td>
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<tr>
<td>EDU 686B</td>
<td>Physical Geography, K - 8</td>
<td>Trinity</td>
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<td>EDU 700A</td>
<td>Praxis I Preparation: Reading/Writing</td>
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<tr>
<td>EDU 700D</td>
<td>Introduction to Performance Based Assessment</td>
<td>Seton*</td>
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<tr>
<td>EDU 881A</td>
<td>Behavior Management for Special Needs Students</td>
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<td>EDU 893S</td>
<td>Introduction to Special Education</td>
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<tr>
<td>MAED 684</td>
<td>Linear Algebra</td>
<td>Trinity</td>
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<tr>
<td>SPA 501</td>
<td>Spanish for Educators, Part II</td>
<td>Seton*</td>
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</table>

### Session 6
**Monday - Friday**  
**July 11, 12, 13, 14, 15, 2016**  
**9:00 a.m. – 4:00 p.m.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CHE 522</td>
<td>Chemistry for Teachers, 7-12</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 531A</td>
<td>Academic Literacy for the STEM and Career Technology Educator</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 551S</td>
<td>SMART Board for the K - 12 Educator: Part I: Introduction</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 589H</td>
<td>Human Growth and Development: Secondary</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 704B</td>
<td>Instruction of Reading</td>
<td>Seton*</td>
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<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Trinity</td>
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<tr>
<td>EDU 759A</td>
<td>Teaching Reading in Early Childhood</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 800</td>
<td>Juvenile Delinquency</td>
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<td>EDU 856A</td>
<td>Legal Issues in Education</td>
<td>Trinity</td>
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<tr>
<td>EDU 875B</td>
<td>Teaching the Gifted Learner</td>
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<td>EDU 887</td>
<td>Legal Issues in Special Education</td>
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<td>EDU 904</td>
<td>Structure of American English</td>
<td>Seton*</td>
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<tr>
<td>EDU 926</td>
<td>Multicultural Education</td>
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<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
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<tr>
<td>MAED 537</td>
<td>Problem Solving in Mathematics</td>
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*Elevator not available at Seton HS
### Session 7
**Monday - Friday**
**July 18, 19, 20, 21, 22, 2016**
9:00 a.m. – 4:00 p.m.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 502B</td>
<td>Enhancing Classroom Instruction in Urban Schools</td>
<td>Seton*</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: Elementary</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 552S</td>
<td>SMART Board for the K - 12 Educator, Part II: Intermediate</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 607W</td>
<td>Writing Composition</td>
<td>Trinity</td>
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<tr>
<td>EDU 851A</td>
<td>Using Play and Creative Activity in EC Classroom Strategies for Teaching the Exceptional Child</td>
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<tr>
<td>EDU 876C</td>
<td>Introduction to Special Education</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 917</td>
<td>Teaching Writing to Children</td>
<td>Trinity</td>
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<tr>
<td>EDU 921</td>
<td>Understanding Bullying: Managing Behavior and Teaching Tolerance</td>
<td>Trinity</td>
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<td>EDU 945</td>
<td>Curriculum Development</td>
<td>Trinity</td>
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<tr>
<td>EDU 958</td>
<td>Enhancing the PE Program, K-8</td>
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<tr>
<td>EDU 979A</td>
<td>Character Education</td>
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<tr>
<td>EDU 980</td>
<td>Time and Stress Management</td>
<td>Trinity</td>
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<tr>
<td>MAED 525</td>
<td>Algebra for Teachers, K - 6</td>
<td>Seton*</td>
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<tr>
<td>MAED 696</td>
<td>Probability and Statistics</td>
<td>Trinity</td>
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<tr>
<td>PHSC 501</td>
<td>Physical Science for Elementary and Middle School Teachers</td>
<td>Seton*</td>
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<tr>
<td>SPA 500</td>
<td>Spanish for Educators, Part I</td>
<td>Trinity</td>
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### Session 8
**8 Weeks**
**July 25 - September 18, 2016**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 533C</td>
<td>Understanding the Common Core State Standards in Reading, K-12</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 597A</td>
<td>Supervision and PD 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 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: Sec, Part II</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 881A</td>
<td>Introduction to Special Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 893S</td>
<td>Fundamentals of Economics</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 911E</td>
<td>Classroom Management and Discipline</td>
<td>Online</td>
</tr>
<tr>
<td>ENV 724</td>
<td>Earth Science for Teachers, K - 6</td>
<td>Online</td>
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<tr>
<td>MAED 523</td>
<td>Calculus Concepts for the Classroom</td>
<td>Online</td>
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<tr>
<td>MAED 556</td>
<td>Discrete Math for Teachers, K-6</td>
<td>Online</td>
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### Session 9
**Monday - Friday**
**July 25, 26, 27, 28, 29, 2016**
9:00 a.m. – 4:00 p.m.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>BIO 520</td>
<td>Biology for Teachers, K - 6</td>
<td>Trinity</td>
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<tr>
<td>EDU 510C</td>
<td>Families of the 21st Century</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 528B</td>
<td>Shakespeare for Adolescents and Young Adults</td>
<td>Trinity</td>
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<tr>
<td>EDU 553A</td>
<td>Microsoft Word</td>
<td>Trinity</td>
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<td>EDU 666</td>
<td>Process and Acquisition of Reading</td>
<td>Trinity</td>
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<tr>
<td>EDU 674A</td>
<td>Introduction to Hispanic Culture</td>
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<td>EDU 676</td>
<td>Foundations of ESOL</td>
<td>Trinity</td>
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<td>EDU 680A</td>
<td>Leadership for the 21st Century</td>
<td>Trinity</td>
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<tr>
<td>EDU 688</td>
<td>Methods of Teaching Social Studies, K - 12</td>
<td>Trinity</td>
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<tr>
<td>EDU 701B</td>
<td>Transitions for Students with Disabilities</td>
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<tr>
<td>EDU 704A</td>
<td>Methods of Teaching Children with Autism Disorders</td>
<td>Trinity</td>
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<tr>
<td>EDU 724A</td>
<td>Creative Drama and Music in Education</td>
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<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
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<tr>
<td>EDU 740A</td>
<td>Conferencing with Parents and Professionals</td>
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<tr>
<td>EDU 911A</td>
<td>Math with Manipulatives</td>
<td>Seton*</td>
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<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 931</td>
<td>Teaching and Learning Principles</td>
<td>Seton*</td>
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### Session 10
**Monday - Friday**
**August 1, 2, 3, 4, 5, 2016**
9:00 a.m. – 4:00 p.m.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 540B</td>
<td>Methods of Teaching Writing in the Content Area</td>
<td>Seton*</td>
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<tr>
<td>EDU 547C</td>
<td>Interpersonal Communication Skills</td>
<td>Trinity</td>
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<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
<td>Trinity</td>
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<tr>
<td>EDU 662</td>
<td>History of the District of Columbia</td>
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<tr>
<td>EDU 686B</td>
<td>Physical Geography, K - 8</td>
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<tr>
<td>EDU 694</td>
<td>Methods of Teaching: Secondary</td>
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<td>EDU 700C</td>
<td>Praxis I Preparation: Mathematics</td>
<td>Trinity</td>
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<tr>
<td>EDU 704B</td>
<td>Instruction of Reading</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 853</td>
<td>Curriculum Planning in Early Childhood</td>
<td>Seton*</td>
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<tr>
<td>EDU 893</td>
<td>Ensuring Success for the Student with ADHD</td>
<td>Seton*</td>
</tr>
<tr>
<td>EDU 956</td>
<td>Health and Nutrition for Children</td>
<td>Trinity</td>
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<tr>
<td>EDU 976C</td>
<td>Power Point for Educators</td>
<td>Trinity</td>
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<tr>
<td>EDU 997W</td>
<td>Methods of Teaching World Languages</td>
<td>Trinity</td>
</tr>
<tr>
<td>ENV 725A</td>
<td>Environmental Science, K - 6</td>
<td>Seton*</td>
</tr>
<tr>
<td>MAED 538M</td>
<td>History of Math</td>
<td>Trinity</td>
</tr>
</tbody>
</table>

*Elevator not available at Seton HS*
Academic Literacy

EDU 531A Academic Literacy for the STEM and Career Technology Educator This course focuses on developing Academic literacy in the Science, Technology, Engineering and Math education (STEM) and Career Technology Education (CTE) areas of secondary education. Academic literacy stresses the development of reading and writing proficiency for acquiring knowledge across all content areas. Participants will learn strategies to improve the academic skills and practices that strengthen reading, writing, listening, speaking and critical thinking abilities in the classroom.

Monday - Friday: July 11, 12, 13, 14, 15, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 6)

Admin I Coursework

EDU 597A Supervision and Professional Development in a K-12 Setting (p. 17)
EDU 680A Leadership for the 21st Century (p.17)
EDU 790A Organization and Leadership of Schools through Administration (p.17)
EDU 856A Legal Issues in Education (p.17)
EDU 945 Curriculum Development (p.13)

Assessment of Students

EDU 700D Introduction to Performance Based Assessment This course focuses on current research and practice in performance-based instruction and assessment. Participants will examine practices that support the development of students’ abilities to apply knowledge, skill and understanding in a real-world content.

Online: May 23 - July 17, 2016
Online (Session 2)

Monday - Friday: June 27, 28, 29, 30, July 1, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 5)

EDU 734B Assessment for Reading Instruction
This class is designed to familiarize teachers with current state and local classroom assessment data. Students will learn how to select appropriate reading assessment instruments, observe and record data, analyze test scores and performance, interpret data, and outline accommodations and plans for remediation. Students will practice making educational decisions based upon data provided by local and/or state assessments and communicate assessment results.

Saturdays: May 7, 14, June 4, 11, 2016
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1.B)

Monday - Friday: June 20, 21, 22, 23, 24, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 4)

Monday - Friday: July 11, 12, 13, 14, 15, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 6)

Online: July 25 - September 18, 2016
Online (Session 8)

Monday - Friday: July 25, 26, 27, 28, 29, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 9)

EDU 882 Educational Assessment of Learning Disabled Students This course stresses norm- and criterion-referenced diagnostic techniques with attention given to informal probing and diagnostic teaching strategies. A review of basic measurement concepts is provided.

Saturdays: May 7, 14, 21, June 4, 2016
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)

Online: May 23 - July 17, 2016
Online (Session 2)

Character Education

EDU 979A Character Education The course explores how to lead a school-wide transformation that reduces discipline problems, enhances academic achievement, builds a cohesive and committed professional staff, and assists youth in becoming respectful, responsible citizens.

Monday - Friday: June 20, 21, 22, 23, 24, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 4)

Monday - Friday: July 18, 19, 20, 21, 22, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 7)

Classroom Management

EDU 921 Understanding Bullying: Managing Behavior and Teaching Tolerance See course description and offerings on page 14.
EDU 930A Classroom Management and Discipline
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 and motivate students.

Saturday: May 7, 14, June 4, 11, 2016
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1B)
Monday - Friday: July 11, 12, 13, 14, 15, 2016
Seton*: 9:00 a.m. - 4:00 p.m. (Session 6)
Online: July 25 - September 18, 2016
Online (Session 8)
Monday - Friday: July 25, 26, 27, 28, 29, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 9)

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

Monday - Friday: June 27, 28, 29, 30, July 1, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 5)

EDU 945 Curriculum Development
This course introduces students to the principles of curriculum theory and development. Attention is given to current practices and curriculum reform movements.

Online: May 23 - July 17, 2016
Online (Session 2)
Tuesday/Thursday: May 31, June 2, 7, 9, 14, 16, 2016
Trinity; 4:45 p.m. - 10:00 p.m. (Session 3)
Monday - Friday: July 18, 19, 20, 21, 22, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

EDU 568A Methods and Materials for Early Childhood
This course examines the content areas of language arts, mathematics, science, and social studies using appropriate methods and materials. It is designed to assist participants in preparing materials for their own classrooms.

Monday - Friday: June 27, 28, 29, 30, July 1, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 5)

EDU 759A Teaching Reading in Early Childhood
This course stresses developmentally appropriate practices specific to any early childhood education setting.

Online: May 23 - July 17, 2016
Online (Session 2)
Monday - Friday: July 11, 12, 13, 14, 15, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 6)

EDU 851A Using Play and Creative Activity in Early Childhood
This course focuses on the importance of play and creative activities for the physical, social, emotional, and cognitive development in early childhood. In addition to the key elements of an early childhood curriculum, outdoor education and health and safety will be included.

Monday - Friday: July 18, 19, 20, 21, 22, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 7)

* Elevator not available at Seton HS

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EDU 853 Curriculum Planning in Early Childhood  
This course focuses on creating daily planned activities to enrich experiences in the classroom and contribute to the development of young children.  
**Monday - Friday: August 1, 2, 3, 4, 5, 2016**  
Seton*; 9:00 a.m. - 4:00 p.m. (Session 10)

**Economics**

EDU 911E Fundamental Economics  
This course will introduce students to economic fundamentals and theories. Students will use economic and mathematical models to analyze the driving forces behind the way in which an economy works. Emphasis will be placed on consumer and producer choice, market structure, resource allocation, the role of the private firm and the role of the government.  
**Online: July 25 - September 18, 2016**  
Online (Session 8)

**Educational Psychology**

EDU 921 Understanding Bullying: Managing Behavior and Teaching Tolerance  
Bullying has become a growing problem in today’s schools. Teachers, counselors and administrators are faced with the rise in incidents and 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, and what role a school can play. Students will learn to identify bullying in various settings, including schools, work and cyber bullying. Participants will develop strategies to reduce bullying and teach tolerance wherever possible.  
**Monday - Friday: July 18, 19, 20, 21, 22, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

EDU 931 Teaching and Learning Principles  
This course examines the theories of learning and teaching. It also explores how theories and research can be applied to a classroom setting.  
**Online: May 23 - July 17, 2016**  
Online (Session 2)  
**Monday - Friday: June 20, 21, 22, 23, 24, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 4)  
**Monday - Friday: July 25, 26, 27, 28, 29, 2016**  
Seton*; 9:00 a.m. - 4:00 p.m. (Session 9)

**English Literature**

EDU 528A Literature for Adolescents and Young Adults  
This course surveys books written for middle school and high school age students. The course is also appropriate for authors writing for adolescents and young adults.  
**Monday - Friday: June 27, 28, 29, 30, July 1, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 5)

**English as a Second Language**

EDU 676 Foundations of ESOL  
This course introduces students to the current educational practices, history, educational philosophy, school organization, and social trends of ESOL. Participants are given an in-depth look into teacher roles and curricular models.  
**Monday - Friday: July 25, 26, 27, 28, 29, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 9)

EDU 696 General Linguistics  
This course focuses on the history of general linguistics and the relationship to other linguistics related fields. It deals specifically with general principles of phonology, morphology, semantics, and syntax.  
**Saturdays: May 7, 14, 21, June 4, 2016**  
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)

EDU 724 ESOL Tests & Measurements  
This course explores issues, concepts, and methods concerning ESOL testing and measurements.  
**Monday - Friday: June 20, 21, 22, 23, 24, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 4)

EDU 904 Structure of American English  
This course focuses on the history of American English, principally with the phonemic, morphemic, and syntactic structure of modern American English in preparation for teaching ESOL.  
**Monday - Friday: July 11, 12, 13, 14, 15, 2016**  
Seton*; 9:00 a.m. - 4:00 p.m. (Session 6)

EDU 978W ESL/ESOL Methods and Strategies  
This course explores issues of language and culture and expands on home and school variables that promote academic success of LEP students. Second language acquisition theories are discussed as an introduction to ESL/ESOL teaching strategies and activities. A variety of techniques are presented according to the different learning styles and levels of English proficiency.  
**Online: May 23 - July 17, 2016**  
Online (Session 2)
**Fine Arts**

**EDU 724A Creative Drama and Music in Education**
This course teaches techniques and presents materials that enable the teacher to lead K-6 students in creative drama and music activities that enhance the curriculum, encourage individual artistic expression, develop aesthetic judgment, and increase group cooperation. Participants in this hands-on class actively participate in learning multicultural appreciation and awareness. Teachers learn to adjust materials for both special and gifted populations.

**Monday - Friday: July 25, 26, 27, 28, 29, 2016**
  Trinity; 9:00 a.m. - 4:00 p.m. (Session 9)

**Foreign Language**

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

**Monday - Friday: August 1, 2, 3, 4, 5, 2016**
  Trinity; 9:00 a.m. - 4:00 p.m. (Session 10)

**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 and Spanish-speaking students and their parents. Materials used during the course sessions are simulated for real life situations.

**Monday - Friday: June 20, 21, 22, 23, 24, 2016**
  Seton*; 9:00 a.m. - 4:00 p.m. (Session 4)

**Monday - Friday: July 18, 19, 20, 21, 22, 2016**
  Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

**SPA 501 Spanish for Educators, Part II**
This course is a continuation of SPA 500. It will build on the basic communication and vocabulary learned in Part I and expand the finer points of Spanish pronouns and prepositions. The course will present expressions for use in the educational setting. The course will also provide written examples as well as guidelines for communicating with parents.

**Monday - Friday: June 27, 28, 29, 30, July 1, 2016**
  Seton*; 9:00 a.m. - 4:00 p.m. (Session 5)

**SPA 504 Spanish for Educators, Part IV**
This course offers an advanced application of the vocabulary and grammatical structures of the Spanish language presented in SPA 503. Students will learn complex verbs and verb tenses necessary for communication in an academic setting. A variety of techniques will be presented for methods of student and parent communication in Spanish at a professional level including words and phrases relating to school rules, school personnel, giving instructions, and parent-teacher conferences. Readings and conversational role play activities will provide important insight into the rich cultures of the Spanish-speaking world.

**Saturday: May 7, 14, 21, June 4, 2016**
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)

**Foundations**

**EDU 550F Philosophy and Foundations of Education**
Participants will gain an understanding of the historical, sociological and philosophical foundations underlying the development and structure of public education in the United States. Laws and regulations on a federal and state level will be examined from the standpoint of contemporary cultural and organizational levels to view the legal status of both teachers and 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 and student performance in a standards-based environment.

**Saturday: May 7, 14, 21, June 4, 2016**
  Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)

**Geography**

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

**Monday - Friday: June 27, 28, 29, 30, July 1, 2016**
  Trinity; 9:00 a.m. - 4:00 p.m. (Session 5)

**Monday - Friday: August 1, 2, 3, 4, 5, 2016**
  Seton*; 9:00 a.m. - 4:00 p.m. (Session 10)

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*Elevator not available at Seton HS"
### Health and Physical Education

**EDU 503S Health and Physical Safety for Educators**  
This course covers major concepts in health education including the benefits of a healthy lifestyle, good nutrition and physical activity, diseases and their causes, substance abuse, OSHA requirements, and First Aid basics. Methods of creating opportunities for student development and health-friendly skills are examined.  
**Monday - Friday: June 27, 28, 29, 30, July 1, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 5)

**EDU 956 Health and Nutrition for Children**  
This course is designed to familiarize teachers with health and nutrition content areas. Strategies for teaching health education and available health education resources are also explored. This course is appropriate for K-12 educators.  
**Monday - Friday: August 1, 2, 3, 4, 5, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 10)

**EDU 958 Enhancing the Physical Education Program, K-8**  
This course is designed for physical educators (full or part time), administrators, and classroom teachers whose goals are to elevate the quality of their physical education program despite present day budget restraints. Topics to be discussed include current teaching trends, integrating whole language techniques, and how to get the most for your physical education dollars. Other topics to be covered include fitness testing, jump aerobics, and cooperate play and circuit training.  
**Monday - Friday: July 18, 19, 20, 21, 22, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

### History/Social Studies

**EDU 500H U.S. History, 1945 – Present**  
This course analyzes the fundamental global events that have shaped American history since World War II. Political, social, and economic factors that affected domestic developments and foreign affairs are emphasized.  
**Saturdays: May 7, 14, June 4, 11, 2016**  
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1.B)

**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 and the arts on society. Civilizations will be analyzed as they were initially formed and tracked through stages of global changes following exposure to the modern world.  
**Monday - Friday: July 18, 19, 20, 21, 22, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

**EDU 662 History of the District of Columbia**  
This course explores the rich and diverse history of Washington, D.C. from its beginning to the present day. Emphasis is placed on educational, political, and cultural institutions. This course is designed for teachers and other educators who are interested in learning more about the Nation's Capital.  
**Tues/Thurs: May 31, June 2, 7, 9, 14, 16, 2016**  
Trinity; 4:45 p.m. - 10:00 p.m. (Session 3)  
**Monday - Friday: August 1, 2, 3, 4, 5, 2016**  
Seton*; 9:00 a.m. - 4:00 p.m. (Session 10)

**EDU 688 Methods of Teaching Social Studies, K - 12**  
This course is an interactive exploration of current practices, activities, and 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, and economics.  
**Monday - Friday: July 25, 26, 27, 28, 29, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 9)

### Human Growth and Development

**EDU 589H Human Growth and Development: Secondary**  
This course examines the physical, cognitive, and social emotional aspects of adolescence from a developmental point of view. Theory and research of child development are explored and applied in practice sessions as possible solutions to unique challenges.  
**Online: May 23 - July 17, 2016**  
Online (Session 2)  
**Monday - Friday: July 11, 12, 13, 14, 15, 2016**  
Trinity; 9:00 a.m. - 4:00 p.m. (Session 6)
EDU 663A Child Growth and Development: Elementary This course provides an overview of the physical, social, emotional, and cognitive aspects of human development from infancy to adolescence. Students examine developmental theory as a framework for the elementary curriculum; however, this course is appropriate for teachers of all grade levels.

**Saturdays:** May 7, 14, 21, June 4, 2016

Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)

**Human Learning**

EDU 931 Teaching and Learning Principles See course description and offerings on page 14.

**Law and Education**

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

**Saturdays:** May 7, 14, 21, June 4, 2016

Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)

**Monday - Friday:** July 11, 12, 13, 14, 15, 2016

Trinity; 9:00 a.m. - 4:00 p.m. (Session 6)

**Online:** July 25 - September 18, 2016

Online (Session 8)

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

**Monday - Friday:** July 11, 12, 13, 14, 15, 2016

Seton*; 9:00 a.m. - 4:00 p.m. (Session 6)

**Leadership**

EDU 502B Enhancing Classroom Instruction in Urban Schools This course is designed to give aspiring and 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 and 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 and learning process. They will also be able to implement effective changes that will help improve a school’s overall academic performance.

**Monday - Friday:** July 18, 19, 20, 21, 22, 2016

Seton*; 9:00 a.m. - 4:00 p.m. (Session 7)

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

**Monday - Friday:** August 1, 2, 3, 4, 5, 2016

Trinity; 9:00 a.m. - 4:00 p.m. (Session 10)

EDU 597A Supervision and Professional Development in a K-12 Setting This course will focus on instruction paradigms and 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 and developing professional learning communities. Participants will develop and present a plan to apply methodology of real life scenarios.

**Monday - Friday:** June 27, 28, 29, 30, July 1, 2016

Trinity; 9:00 a.m. - 4:00 p.m. (Session 5)

**Online:** July 25 - September 18, 2016

Online (Session 8)

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 and administrators; alternative methods of student assessment; demographics of future population; and parent/community expectations.

**Online:** July 25 - September 18, 2016

Online (Session 8)

**Monday - Friday:** July 25, 26, 27, 28, 29, 2016

Trinity; 9:00 a.m. - 4:00 p.m. (Session 9)

EDU 790A Organization and Leadership of Schools through Administration This course will define the many aspects of an administrator’s influence and impact on a school environment. Participants will examine how factors of teacher assessment and development, academic advancement, as well as how school and 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 and responsibilities and how they correlate with pupil achievement. Participants will explore the role of staff professional development.

**Online:** May 23 - July 17, 2016

Online (Session 2)

**Monday - Friday:** June 20, 21, 22, 23, 24, 2016

Trinity; 9:00 a.m. - 4:00 p.m. (Session 4)
**Mathematics**

**EDU 911A Math 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 and abstract levels. Topics include place, value, addition, subtraction, multiplication, division, fractions, decimals, percent, measurements, geometry, logic, probability, problem solving, estimation and graphing. Mathematics as communication will also be discussed. Participants have the opportunity to discuss and modify the activities for their particular grade level.

**Monday - Friday: July 25, 26, 27, 28, 29, 2016**
Seton*; 9:00 a.m. - 4:00 p.m. (Session 9)

**MAED 523 Calculus Concepts for the Classroom**
This course reviews the mathematical concepts and techniques required for success in understanding calculus. Participants will explore approaches for solving real-life calculus applications and problems. This class is appropriate for those interested in either teaching or learning calculus at any grade level.

**Online: July 25 - September 18, 2016**
Online (Session 8)

**MAED 525 Algebra for Teachers, K-6**  This course focuses on the fundamental aspects of algebra. A variety of problems and activities bridge the concepts of arithmetic to the properties of algebra. In the course, participants explore realistic and interesting situations in algebra. Current developments in the National Council of Teachers of Mathematics (NCTM) Standards are highlighted, offering new materials to enhance elementary algebra instruction.

**Online: May 23 - July 17, 2016**
Online (Session 2)

**Monday - Friday: July 18, 19, 20, 21, 22, 2016**
Seton*; 9:00 a.m. - 4:00 p.m. (Session 7)

**MAED 537 Problem Solving in Mathematics**
This course utilizes a hands-on approach to solve a wide variety of interdisciplinary math problems. Participants actively engage in constructing and solving problems with real world data. All course work is based on the NCTM Standards and is appropriate for those interested in either teaching or learning mathematics at any grade level.

**Monday - Friday: July 11, 12, 13, 14, 15, 2016**
Seton*; 9:00 a.m. - 4:00 p.m. (Session 6)

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

**Online: May 23 - July 17, 2016**
Online (Session 2)

**Monday - Friday: August 1, 2, 3, 4, 5, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 10)

**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, and patterns. Current development in the NCTM Standards is highlighted offering new materials and technology to enhance elementary discrete mathematics instruction.

**Saturdays: May 7, 14, June 4, 11, 2016**
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1.B)

**Online: July 25 - September 18, 2016**
Online (Session 8)

**MAED 668B Modern Geometry**
This course focuses on the properties of Euclid’s geometry, which led to the development of modern geometrical systems. To bridge the gap between modern and classical mathematics, the activities of the discovery of non-Euclidian geometry and its major impact on twentieth century science and mathematics are covered. The connections among modern geometry, art, nature, science, and new technologies are highlighted.

**Monday - Friday: June 20, 21, 22, 23, 24, 2016**
Seton*; 9:00 a.m. - 4:00 p.m. (Session 4)

**MAED 684 Linear Algebra**
Linear Algebra This course provides a modern introduction to linear programming. Topics are drawn from a wide variety of fields including business, economics, engineering, physics, computer science, geometry, sociology, and genetics. Also included is a brief introduction to game theory. This class is designed for teachers of grades 6-12 who are familiar with basic algebra.

**Monday - Friday: June 27, 28, 29, 30, July 1, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 5)
MAED 696 Probability and 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 and 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 for participating in this class.

**Monday - Friday: July 18, 19, 20, 21, 22, 2016**

Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

### Methods of Teaching

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

**Monday - Friday: June 27, 28, 29, 30, July 1, 2016**

Seton*; 9:00 a.m. - 4:00 p.m. (Session 5)

**EDU 694 Methods of Teaching: Secondary**  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.

**Monday - Friday: August 1, 2, 3, 4, 5, 2016**

Seton*; 9:00 a.m. - 4:00 p.m. (Session 10)

### Multicultural Education

**EDU 674A Introduction to Hispanic Culture**  This course is designed for those participants who are familiar with the basics of Spanish grammar and are able to conduct simple conversations in Spanish. The course will take participants through the simple preterit and imperfect tenses while building on previously acquired grammatical structures and vocabulary. The course will present expressions for use in an educational setting. The course will also provide instruction for filling out applications, permission slips, making appointments, answering the telephone, reporting student progress and more. Cultural aspects of various Latin American countries will be presented. Class participation is essential to this course.

**Monday - Friday: July 25, 26, 27, 28, 29, 2016**

Seton*; 9:00 a.m. - 4:00 p.m. (Session 9)

**EDU 926 Multicultural Education**  This course explores creative ways of making the classroom more inclusive and accepting of diversity. Cultural attitudes and values that affect how teachers and students relate to one another are examined. Concrete activities for developing appreciation of self and sensitivity to others are introduced.

**Monday - Friday: July 11, 12, 13, 14, 15, 2016**

Seton*; 9:00 a.m. - 4:00 p.m. (Session 6)

**Reading/English Language Arts**

**EDU 526A Children's Literature**  This course in children’s literature (K-6) focuses on the specific criteria and tools to use in evaluating and selecting books for children, both from the viewpoint of what constitutes good literature and 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 and love in young children for books and reading.

**Saturdays: May 7, 14, 21, June 4, 2016**

Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)

**Online: May 23 - July 17, 2016**

Online (Session 2)

**EDU 528B Shakespeare for Adolescents and Young Adults**  This course surveys a selection of Shakespearian Dramas. The course will specifically address the literary, historical, and cultural aspects of the “History Plays.” The examination of the content will be directed at promoting interdisciplinary teaching techniques for middle and high school age students. The student perspective will explore affective teacher leadership and classroom presentation techniques for teaching Shakespeare.

**Monday - Friday: July 18, 19, 20, 21, 22, 2016**

Seton*; 9:00 a.m. - 4:00 p.m. (Session 7)

**EDU 528B Shakespeare for Adolescents and Young Adults**  This course focuses on the needs of secondary school teachers as they relate to content area reading and writing. Attention is given to the assessment of student reading, cognitive strategies in reading, incorporating reading skills through student-centered instruction, and intrinsic and extrinsic motivation for reading.

**Online: May 23 - July 17, 2016**

Online (Session 2)

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

**Online: May 23 - July 17, 2016**

Online (Session 2)

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

**Online: May 23 - July 17, 2016**

Online (Session 2)
EDU 530C Methods of Teaching Reading in the Content: 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, and retrieving skills associated with the reading process. Participants will learn to identify and integrate education technology resources in Reading in the Content.

Monday - Friday: June 20, 21, 22, 23, 24, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 4)

Monday - Friday: July 18, 19, 20, 21, 22, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

EDU 531A Academic Literacy for the STEM and Career Technology Educator
See course description and offerings on page 12.

EDU 533C Understanding the Common Core State Standards in Reading, K-12 This course is designed to explore the Common Core State Standards (CCSS) for English Language Arts, K-12 and the key instructional shifts for meeting the demands of those standards. A particular emphasis on unpacking and incorporating the standards into the Reading/English Language Arts classroom is provided.

Online: July 25 - September 18, 2016
Online (Session 8)

EDU 535 Process and Acquisition of Reading
This course studies current research in language development, phonics, and phonemic awareness. Emphasis is placed on the fundamental skills of reading.

Tues/Thurs: May 31, June 2, 7, 9, 14, 16, 2016
Trinity; 4:45 p.m. - 10:00 p.m. (Session 3)

Monday - Friday: June 27, 28, 29, 30, July 1, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 5)

Online: July 25 - September 18, 2016
Online (Session 8)

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

Saturdays: May 7, 14, June 4, 11, 2016
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1.B)

Monday - Friday: June 27, 28, 29, 30, July 1, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 5)

Online: July 25 - September 18, 2016
Online (Session 8)

EDU 704B Instruction of Reading This course shows students how to use a balanced program of graphophonics, semantics, and 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 and names, the links between sounds and letters, and the ability to apply these to sounding words out.

Monday - Friday: July 11, 12, 13, 14, 15, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 6)

Monday - Friday: August 1, 2, 3, 4, 5, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 10)

EDU 734B Assessment for Reading Instruction
See course description and offerings on page 12.

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 and secondary level(s). This class is designed for regular classroom teachers dealing with reading problems of non special education students.

Saturdays: May 7, 14, 21, June 4, 2016
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)

Science

BIO 520 Biology for Teachers, K-6 This course emphasizes the process of scientific inquiry and 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 and technology to enhance elementary biology instruction. Course topics include classification, cells, life cycles, botany, human anatomy and physiology.

Monday - Friday: July 25, 26, 27, 28, 29, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 9)

BIO 521 Biology for Teachers, 7-12 This course presents new approaches for teaching biology to students in grades 7-12. The process of scientific inquiry and discovery are emphasized through a variety of practical, hands-on experiments. Current developments in the Science Standards are also highlighted offering new materials and technology to enhance secondary biology instruction. The course topics include classification, cells, life cycle, botany, human anatomy and physiology.

Online: May 23 - July 17, 2016
Online (Session 2)

Monday - Friday: June 20, 21, 22, 23, 24, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 4)
CHE 522 Chemistry for Teachers, 7-12
This course examines exciting materials and new approaches for teaching chemistry to students in grades 7-12. The process of scientific inquiry and discovery is emphasized through a variety of practical hands-on experiments. Course topics include the nature and composition of matter, chemical compounds, and common chemical changes in the environment.
**Monday - Friday: July 11, 12, 13, 14, 15, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 6)

ENV 724 Earth Science for Teachers, K-6
This course examines the three major interacting components of the earth’s ecosystem: the atmosphere, the hydrosphere, and the geosphere. New event-based science modules are examined. Units on earthquakes, hurricanes, and oceanography are also presented. A variety of hands-on activities for successfully integrating earth science, mathematics, and new technologies into the K-6 curriculum are covered. Participants will learn to identify and integrate education technology resources for Earth Science.
**Tues/Thurs: May 31, June 2, 7, 9, 14, 16, 2016**
Trinity; 4:45 p.m. - 10:00 p.m. (Session 3)
**Online: July 25 - September 18, 2016**
Online (Session 8)

ENV 725A Environmental Science, K - 6
This course provides participants with hands-on activities and field trips in which they look at the cause and effect relationships underlying environmental issues.
**Saturdays: May 7, 14, 21, June 4, 2016**
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)
**Monday - Friday: August 1, 2, 3, 4, 5, 2016**
Seton*; 9:00 a.m. - 4:00 p.m. (Session 10)

PHSC 501 Physical Science for Elementary and Middle School Teachers  Physical science is the study of matter and energy and 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 and interactions, waves, property and structure of matter, and energy. The approach will be conceptual, experimental, and include basic mathematical application (demonstrations, experiments, and projects).
**Monday - Friday: July 18, 19, 20, 21, 22, 2016**
Seton*; 9:00 a.m. - 4:00 p.m. (Session 7)

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**Special Education**

EDU 561W Methods and Strategies for Inclusion
This course explores methodologies and applications concerning issues, concepts, and teaching strategies for including students with disabilities in the regular education program.
**Monday - Friday: July 11, 12, 13, 14, 15, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 6)
**Monday - Friday: August 1, 2, 3, 4, 5, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 10)

EDU 643I Response to Intervention Strategies
This course will concentrate on response-to-intervention strategies for teachers to work successfully with children who are demonstrating learning difficulties in the general education setting. Focus will be on the three tiers of response-to-intervention and the teacher process of instituting research-based strategies and presenting the data to support progress or lack thereof. Teachers will be exposed to the instructional hierarchy where they learn to link stages of learning to effective instructional techniques.
**Monday - Friday: June 20, 21, 22, 23, 24, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 4)

EDU 644B Developing Successful Individualized Education Plans  This course will concentrate on developing legally correct and educationally sound Individualized Education Plans for children with special needs. The focus will be learning to write observable, measurable goals and objectives. The standards of these goals will meet the requirements as set by the Individuals with Disabilities Education Improvement Act (2004). Discussion will be on the components of the Individualized Education Plan and meeting students’ needs that satisfy the Free Appropriate Public Education (FAPE) mandates as set forth in IDEIA 2004.
**Saturdays: May 7, 14, 21, June 4, 2016**
Parkdale; 9:00 a.m. - 5:30 p.m. (Session 1.A)

EDU 701B Transitions for Students with Disabilities
This course addresses the eligibility requirements, services, opportunities and 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, and independent living for youth and young individuals with disabilities.
**Monday - Friday: July 25, 26, 27, 28, 29, 2016**
Seton*; 9:00 a.m. - 4:00 p.m. (Session 9)

*Elevator not available at Seton HS*
EDU 704A Methods of Teaching Children with Autism Disorders This course will concentrate on strategies for special and regular education teachers to work successfully with children diagnosed with Autism Spectrum Disorders. Students will explore best practices and learn about the various disorders and 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 and the use of auditory/visual cues will be provided for children with ASD.

**Monday - Friday:** July 25, 26, 27, 28, 29, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 9)

EDU 740A Conferencing with Parents and Professionals This course is designed to address critical issues involved with teachers working collaboratively with parents of special education students. It introduces strategies and procedures in conferencing with the parents and professionals involved.

**Monday - Friday:** June 20, 21, 22, 23, 24, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 4)

**Monday - Friday:** July 25, 26, 27, 28, 29, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 9)

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, and behavioral disabilities, as well as intellectually gifted students in a typical school setting. The purpose of this course is to train educators in teaching and assessment techniques of exceptional students. Special attention is given to learning modalities and mainstreaming in the regular classroom setting.

**Monday - Friday:** July 18, 19, 20, 21, 22, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 7)

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

**Monday - Friday:** June 27, 28, 29, 30, July 1, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 5)

**Online:** July 25 - September 18, 2016
Online (Session 8)

EDU 882 Educational Assessment of Learning Disabled Students See course description and offerings on page 12.

EDU 887 Legal Issues in Special Education See course description and offerings on page 17.

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

**Tues/Thurs:** May 31, June 2, 7, 9, 14, 16, 2016
Trinity; 4:45 p.m. - 10:00 p.m. (Session 3)

**Monday - Friday:** August 1, 2, 3, 4, 5, 2016
Seton*; 9:00 a.m. - 4:00 p.m. (Session 10)

EDU 893S Introduction to Special Education This course examines federal and state laws of special education, handicapped conditions, recognizing handicapped conditions, and referral and support systems. This course introduces the special education child from the gifted to the severely/profoundly disabled. Attention will be directed toward legislation and core issues that currently influences the field of special education including the Individual with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act (ADA).

**Monday - Friday:** June 27, 28, 29, 30, July 1, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 5)

**Monday - Friday:** July 18, 19, 20, 21, 22, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

**Online:** July 25 - September 18, 2016
Online (Session 8)

**Technology**

EDU 551S SMART Board for the K - 12 Educator, Part I: Introduction This course will explore uses of SMART Board technology within education. Class meetings will include a balance of content instruction, demonstration and student application appropriate for educators of all subject areas in K-12 grade levels. Participants will witness troubleshooting scenarios and practice technology problem solving skills. Students will have daily assessments to determine skill mastery based on presentation of educational practices enhanced by the use of SMART Board techniques.

**Tues/Thurs:** May 31, June 2, 7, 9, 14, 16, 2016
Trinity; 4:45 p.m. - 10:00 p.m. (Session 3)

**Monday - Friday:** July 11, 12, 13, 14, 15, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 6)
EDU 552S SMART Board for the 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 and 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 and practice including interactive content to better engage students. Participants will apply SMART teaching techniques with graphics, color and sound to complement their personally designed lesson, which will be presented to the class. * Prior computer experience should include past use of MS Office and lesson plan development. Also, either pass SMART Board Part I or have experience using SMART Boards unassisted 20 or more times in the past 2 years.

**Monday - Friday: July 18, 19, 20, 21, 22, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

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, and finish with more advanced skills of Microsoft Word.

**Monday - Friday: July 25, 26, 27, 28, 29, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 9)

EDU 553B Microsoft Excel This course provides an overview of Microsoft Excel. In this course students learn how to create, edit, save, and retrieve spreadsheets for classroom usage.

**Monday - Friday: June 20, 21, 22, 23, 24, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 4)

EDU 605B Internet for Educators This course provides educators and administrators with a basic knowledge of telecommunications. Strategies for “surfing” the Internet are also viewed. Students learn how to maximize professional use of the Information Superhighway, how to access educational news groups and mailing lists, and how to browse web sites.

**Monday - Friday: June 27, 28, 29, 30, July 1, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 5)

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

** Saturdays: May 7, 14, June 4, 11, 2016**
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1.B)

**Monday - Friday: August 1, 2, 3, 4, 5, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 10)

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 and evaluate written work relevant to their grade level and subject. Methods and strategies to reach all learning styles will be discussed.

**Monday - Friday: August 1, 2, 3, 4, 5, 2016**
Seton*; 9:00 a.m. - 4:00 p.m. (Session 10)

EDU 607W Writing Composition This course explores professional and academic writing with the purpose of developing participant’s effectiveness as writers and deepening their awareness of clear communication. The course teaches participants to write well-organized, logically sound, rhetorically effective, and grammatically correct communications for the educational setting. The skills and processes of writing including word choice, organization, structure and syntax in professional writing will be reinforced through numerous essays, in-class drafts and other assignments on grammar and mechanics. Research techniques, as well as citation best practices will be reviewed.

**Monday - Friday: July 18, 19, 20, 21, 22, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

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 and understanding themselves and their world.

**Monday - Friday: July 18, 19, 20, 21, 22, 2016**
Trinity; 9:00 a.m. - 4:00 p.m. (Session 7)

Looking for a way to supplement your income? Do you have a passion for fitness and teaching?

Become a certified Personal Trainer this summer at Trinity!

See page 27 for details.
## Summer Courses by Sector

### Academic Literacy
- **EDU 531A** Academic Literacy for the STEM and Career Technology Educator

### Administration
- **EDU 597A** Supervision and Professional Development in a K-12 Setting
- **EDU 680A** Leadership for the 21st Century
- **EDU 790A** Organization and 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 of LD Students

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

### Classroom Management
- **EDU 921** Understanding Bullying: Managing Behavior and Teaching Tolerance
- **EDU 930A** Classroom Management and Discipline

### Counseling
- **COUN 615** Mental Hygiene
- **EDU 510C** Families of the 21st Century
- **EDU 800** Juvenile Delinquency
- **EDU 980** Time and Stress Management

### Curriculum
- **EDU 684E** Curriculum & Instruction Methods: Elem.
- **EDU 945** Curriculum Development

### Early Childhood Education
- **EDU 568A** Methods and Materials for Early Childhood
- **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 & Teaching Tolerance
- **EDU 931** Teaching and Learning Principles

### English Literature
- **EDU 528A** Literature for Adolescents and Young Adults

### English as a Second Language
- **EDU 676** Foundations of ESOL
- **EDU 696** General Linguistics
- **EDU 724** ESOL Tests & Measurements
- **EDU 904** Structure of American English
- **EDU 978W** ESL/ESOL Methods and Strategies

### Fine Arts
- **EDU 724A** Creative Drama and Music in Education

### Foreign Language
- **EDU 997W** Methods of Teaching World Languages
- **SPA 500** Spanish for Educators, Part I
- **SPA 501** Spanish for Educators, Part II
- **SPA 504** Spanish for Educators, Part IV

### Foundations
- **EDU 550F** Philosophy and Foundations of Education

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

### Gifted and Talented
- **EDU 875B** Teaching the Gifted Learner

### Health and Physical Education
- **EDU 503S** Health and Physical Safety for Educators
- **EDU 956** Health and Nutrition for Children
- **EDU 958** Enhancing the PE Program, K-8

### History/Social Studies
- **EDU 500H** U.S. History, 1945 - Present
- **EDU 520H** World History II
- **EDU 662** History of the District of Columbia
- **EDU 688** Methods of Teaching Social Studies, K-12

### Human Growth and Development
- **EDU 589H** Human Growth and Development: Sec.
- **EDU 663A** Child Growth and Development

### 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 547C** Interpersonal Communication Skills
- **EDU 597A** Supervision and Professional Development in a K-12 Setting
- **EDU 680A** Leadership for the 21st Century
- **EDU 790A** Organization and Leadership of Schools through Administration

*Elevator not available at Seton HS*
### Mathematics
- **EDU 911A** Math with Manipulatives
- **MAED 523** Calculus Concepts for the Classroom
- **MAED 525** Algebra for Teachers, K - 6
- **MAED 537** Problem Solving in Mathematics
- **MAED 538M** History of Math
- **MAED 556** Discrete Math for Teachers, K-6
- **MAED 684** Linear Algebra
- **MAED 696** Probability and Statistics

### Special Education
- **EDU 561W** Methods and Strategies for Inclusion
- **EDU 643I** Response to Intervention Strategies
- **EDU 644B** Developing Useful Individual Education Plans
- **EDU 701B** Transitions for Students with Disabilities
- **EDU 704A** Methods of Teaching Children with Autism Disorders
- **EDU 740A** Conferencing with Parents and Professionals
- **EDU 876C** Classroom Strategies for Teaching the Exceptional Child
- **EDU 881A** Behavior Management for Special Needs Students
- **EDU 882** Educational Assessment of Learning Disabled Students
- **EDU 887** Legal Issues in Special Education
- **EDU 893** Ensuring Success for Students with Attention Deficit Hyper Disorder (ADHD)
- **EDU 893S** Introduction to Special Education

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

### Multicultural Education
- **EDU 674A** Introduction to Hispanic Culture
- **EDU 926** Multicultural Education

### Technology
- **EDU 551S** SMART Board for the K - 12 Educator, Part I: Introduction
- **EDU 552S** SMART Board for the K - 12 Educator, Part II: Intermediate
- **EDU 553A** Microsoft Word
- **EDU 553B** Microsoft Excel
- **EDU 605B** Internet for Educators
- **EDU 976C** Power Point for Educators

### Reading
- **EDU 526A** Children's Literature
- **EDU 528B** Shakespeare for Adolescents and Young Adults
- **EDU 530B** Methods of Teaching Reading in the Content Area: Secondary, Part I
- **EDU 530C** Methods of Teaching Reading in the Content Area: Secondary, Part II
- **EDU 531A** Academic Literacy for the STEM and Career Technology Educator
- **EDU 533C** Understanding the Common Core State Standards in Reading, K-12
- **EDU 666** Process and Acquisition of Reading
- **EDU 682** Methods of Teaching Reading in the Content Area: Secondary, Part II
- **EDU 704B** Instruction of Reading
- **EDU 734B** Assessment for Reading Instruction
- **EDU 896A** Corrective Strategies for Remediating Reading

### Writing
- **EDU 540B** Methods of Teaching Writing in the Content Area
- **EDU 607W** Writing Composition
- **EDU 917** Teaching Writing to Children

### Science
- **BIO 520** Biology for Teachers, K-6
- **BIO 521** Biology for Teachers, 7-12
- **CHE 522** Chemistry for Teachers, 7-12
- **ENV 724** Earth Science for Teachers, K-6
- **ENV 725A** Environmental Science, K-6
- **PHSC 501** Physical Science for Elementary and Middle School Teachers

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**New This Summer!**

**EDU 981 Clinical Supervision** This course examines theoretical and applied aspects of the human learning process related to clinical supervision and consultation, with an emphasis on the concepts, issues and strategies of applied clinical supervision and its delivery. Participants will examine the conceptual and empirical literature on clinical supervision; where various models, approaches, and techniques—in addition to relationship dynamics, process issues, and ethical and legal considerations—will be explored. Participants will synthesize and apply knowledge of the supervision processes.

*See our website for details: [www.trinitydc.edu/continuing-education](http://www.trinitydc.edu/continuing-education)*

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*Elevator not available at Seton HS*
Master of Science in Administration
Educational Administration

Are you an experienced educator interested in taking the next step into K-12 administration as a Principal or Assistant Principal?

If so, our program is for you!

• designed for educators with at least two years of teaching experience
• courses are offered in a cohort style
• one weekend per month to accommodate your busy work schedule
• accessible with a free shuttle that takes students right from the Brookland-CUA Metro stop to the Trinity campus

Trinity

Learn more:
admissions@trinitydc.edu | 202-884-9400

*Elevator not available at Seton HS
Non-Credit Courses

Health Trainings

CE 105 Cardiopulmonary Resuscitation for Healthcare Providers This training includes hands-on experience to master one and two-rescuer adult and pediatric Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED) training, steps to relieve a severely blocked airway, as well as using barrier devices. Upon successful completion of the course, students receive a certification card valid for two years. This course is appropriate for nursing and health profession students. $75

Saturday: May 14, 2016
Trinity; 9:00 a.m. - 1:30 p.m.

CE 106 Cardiopulmonary Resuscitation: Adult, Child, and AED 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

Wednesday: June 22, 2016
Trinity; 5:00 p.m. – 8:00 p.m.

CE 108 Personal Trainer National Certification This challenging course is taught over an 8-week period for better retention and hands on skill competency. The national exams are held on the 9th week. This course is formatted as a 62-hour program and is comprised of 16 hours of lecture, 16 hours of hands on practical training and a 30-hour internship. The course prepares you for success with key topics that include biomechanics, exercise physiology, fitness testing, and equipment usage and health assessment. CPR/AED and a 30-hour internship are required to receive the certificate. W.I.T.S. is the only major certifying body in the country providing comprehensive practical training and internship components. You will be prepared to work with clients and stand out in any gym as “the expert” in your field.

Saturdays: June 11 – Aug. 13, 2016
Trinity; 10:00 am – 3:00 pm
(No Class meeting July 2)

Praxis Preparation

EDU 700A Praxis Reading/Writing
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

Monday - Friday: June 27, 28, 29, 30, July 1, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 5)

EDU 700C Praxis Mathematics
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

Monday - Friday: June 20, 21, 22, 23, 24, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 4)

Monday - Friday: August 1, 2, 3, 4, 5, 2016
Trinity; 9:00 a.m. - 4:00 p.m. (Session 10)

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.

*Elevator not available at Seton HS

www.trinitydc.edu • 202-884-9300
$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.

<table>
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<th>Part I: Have you ever received credit from Trinity before?</th>
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<td><strong>If Yes:</strong></td>
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<td>Part I (for Returning Students):</td>
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<td>- Proceed to our Login/Password request website:</td>
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<td><a href="http://www.trinitydc.edu/continuing-education/login-request/">http://www.trinitydc.edu/continuing-education/login-request/</a></td>
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<td>- Complete the Online Login/Password Request Form on page 30 and submit by fax, mail or in person to the Office of Continuing Education.</td>
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<td>- Your Login ID and Password will be sent to your email address within 2 business days.</td>
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<td>Part I (for New Student Admission):</td>
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<td>- Please complete the Online Login/Password Request Form found on page 30. Submit this form via fax, mail, or in person along with documentation of a bachelor’s degree or higher.</td>
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<td>- Your Login ID and Password will be sent to your email address within 2 business days.</td>
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<td>Proceed to Part II.</td>
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<th>Part II: Online Registration for students with Login and Password</th>
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<td>1. Enter your Login ID and Password at the following website: <a href="http://selfservice.trinitydc.edu">http://selfservice.trinitydc.edu</a>.</td>
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<td>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.</td>
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<td>3. Click on Search to bring up all courses. (Or enter a course number if you want to search for a specific course.)</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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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

Mail: Trinity - Office of Continuing Education - Main Hall 464, 125 Michigan Ave NE, Washington, DC 20017
Email: ContinuingEd@Trinitydc.edu • Fax: 202-884-9084
Dates to Remember

Important updates throughout the semester will be available at the following website:
http://www.trinitydc.edu/continuing-education/

Registration Information:
To avoid incurring a $50 late registration fee for online or paper registrations, registration forms, payment, and any supporting documents, e.g., transcripts, billing authorization letter, etc., must be received at the Office of Continuing Education one full week before your course begins. Tuition discounts are only available through online registration. There are no discounts for the non-credit Praxis preparation and health certification courses. Please visit our website for more information about registration deadlines.

| Session 1A: May 7, 14, 21, June 4, 2016
| Session 1B: May 7, 14, June 4, 11, 2016
| Session 2: May 23 - July 17, 2016
| Session 3: May 31, June 2, 7, 9, 14, 16, 2016
| Session 4: June 20, 21, 22, 23, 24, 2016
| Session 5: June 27, 28, 29, 30, July 1, 2016
| Session 6: July 11, 12, 13, 14, 15, 2016
| Session 7: July 18, 19, 20, 21, 22, 2016
| Session 8: July 25, 26, 27, 28, 29, 2016
| Session 9: July 25, 26, 27, 28, 29, 2016
| Session 10: August 1, 2, 3, 4, 5, 2016

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</tbody>
</table>

*Elevator not available at Seton* HS
# Summer 2016 Registration Form

Register online in Summer 2016 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

## Tuition and Fees

(3 Graduate Credits Per Course)

<table>
<thead>
<tr>
<th>Standard Tuition:</th>
<th>$530 per course</th>
</tr>
</thead>
</table>

Save $50 off our standard tuition when you register online!*  
*visit www.trinitydc.edu for online registration policies

## Non-refundable Fees

Drop Fee: $50 (drop form must be submitted before the first class)

**Late Registration Fee:** $50  
All registrations (online or paper) with all required documentation and payment must be received one week before class starts to avoid a $50 late fee.  
Late registrations are accepted on a space available basis.

See Continuing Education Registration Policies for more information.

## 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 ➔ 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:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Location</th>
<th>Dates</th>
<th>Cost</th>
</tr>
</thead>
</table>

No fee for parking permit!  
Trinity permits will be distributed the first day of class.

Late Registration fee? (See Non-refundable Fee) ➔ $50

Total ____________________________

## 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.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

## 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

*Elevator not available at Seton HS*