Trinity
Office of Continuing Education

Fall 2016

Professional Development for Educators

Short Term, Intensive Graduate Level Courses for

- Teachers
- Counselors
- Administrators
Dear Educator,

Trinity’s Office of Continuing Education hopes to help you make a great start to the 2016-2017 school year! Our fall schedule offers over 45 professional development courses for education professionals. 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, Continuing Education will once again be offering online courses in multiple subject areas. See page 9 for more details.

Admission for our graduate level professional development courses requires that participants in our courses must minimally possess a bachelor's degree from a regionally-accredited higher education institution. 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
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.
# Table of Contents

General Information ............................................................................................................. 4
Directions ............................................................................................................................... 7
Student Parking and Campus Map ......................................................................................... 8
**Course Schedule for Fall 2016** ....................................................................................... 9
Course Descriptions
  Administration ....................................................................................................................... 10
  Assessment of Students ...................................................................................................... 10
  Character Education .......................................................................................................... 10
  Classroom Management ..................................................................................................... 10
  Counseling ......................................................................................................................... 10
  Curriculum ......................................................................................................................... 11
  Early Childhood Education ............................................................................................... 11
  Educational Psychology .................................................................................................... 11
  English as a Second Language ......................................................................................... 11
  Foreign Languages ........................................................................................................... 12
  Foundations ...................................................................................................................... 12
  Health and Physical Education ....................................................................................... 12
  History ............................................................................................................................... 12
  Human Growth and Development .................................................................................... 12
  Human Learning ............................................................................................................... 13
  Law and Education ........................................................................................................... 13
  Leadership ......................................................................................................................... 13
  Mathematics ..................................................................................................................... 13
  Multicultural Education ................................................................................................... 14
  Reading/Language Arts ..................................................................................................... 14
  Science ............................................................................................................................... 15
  Special Education ............................................................................................................ 15
  Supervision ....................................................................................................................... 16
  Technology ......................................................................................................................... 16
  Writing ............................................................................................................................... 16

Fall Course Listing by Sector ............................................................................................... 17
School of Education; Master’s Degrees ............................................................................... 18
**Non-Credit Courses (Health Training, Praxis Preparation)** ........................................ 19
Online Courses .................................................................................................................. 19
Online Registration ............................................................................................................. 20
**Student Online Login/Password Request Form** ........................................................... 21
Dates to Remember ............................................................................................................ 22
**Registration Form** ......................................................................................................... 23
General Information

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

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

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

Note: These courses are not part of the curriculum for Trinity’s degree programs (i.e., M.A., M.A.T., M.Ed., and 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 18.

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

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/.

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/ or see page 7.
Refunds
Participants who have registered for a course and wish to drop must complete a Continuing Education Drop/Add Form and submit it to the Office of Continuing Education before the first class. Students may not drop a class after it begins. A $50 administrative fee is assessed for all drops. Refunds will be processed in 2 to 3 weeks. No refunds will be issued after the course start date.

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

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

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

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

Trinity
Trinity Washington University is a comprehensive university in Washington, D.C., offering a full range of undergraduate and graduate courses and degree programs for students of all ages, through the College of Arts and Sciences, the School of 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 17 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.

Withdrawing from a Course
Students who wish to withdraw from a course must do so before the course ends. Students who withdraw are not eligible for a refund.
Directions to On-/Off-Campus Locations

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

**Northwest:** From I-495, take exit 31B, Georgia Avenue South. Proceed approximately 6 miles, crossing the MD/DC line. Turn left on Harvard Street. At the next traffic light make a slight left on to Hobart Place. In 1 block, bear right onto Michigan Avenue. Continue on Michigan Avenue, 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 for US-50 West. Take first exit to South Dakota Avenue and turn right onto South Dakota Avenue. Follow South Dakota Avenue 1.5 miles to Monroe Street. Turn left onto Monroe Street, stay in left lane for 2 miles until Monroe dead ends into Michigan Avenue. Turn left onto Michigan Avenue. After you pass the Basilica of the National Shrine of the Immaculate Conception, 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 Avenue. Turn right onto NY Avenue. Turn right on M Street. Continue on M Street and turn left onto North Capitol Street. Proceed approx. 1 mile; at 8th light turn right onto Michigan Avenue. 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.

*Please see parking information on the next page.*

**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.
Student Parking
Parking is limited due to construction!

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

Continuing Education Parking Permits are free in Fall 2016.
They will be distributed on the first day of class by your instructor.
### Session 1
#### Fall 2016 Session 1
4 Saturdays
September 24, October 1, 15, 29, 2016
9:00 a.m. – 5:30 p.m.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Institution</th>
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<tbody>
<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: Secondary, Part I</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 550F</td>
<td>Philosophy &amp; Foundations of Education</td>
<td>Parkdale</td>
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<tr>
<td>EDU 551S</td>
<td>Part I: Introduction</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 663A</td>
<td>Child Growth &amp; Development: Elementary</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 700C</td>
<td>Praxis Preparation: Mathematics</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Parkdale</td>
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<tr>
<td>EDU 759A</td>
<td>Teaching Reading in Early Childhood</td>
<td>Trinity</td>
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<tr>
<td>EDU 790A</td>
<td>Organization and Leadership of Schools through Administration</td>
<td>Parkdale</td>
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<tr>
<td>EDU 799</td>
<td>Methods of Teaching Writing to LEP Students</td>
<td>Parkdale</td>
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<tr>
<td>EDU 876C</td>
<td>Classroom Strategies for Teaching the Exceptional Child</td>
<td>Trinity</td>
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<tr>
<td>EDU 917</td>
<td>Teaching Writing to Children</td>
<td>Trinity</td>
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<td>EDU 926</td>
<td>Multicultural Education</td>
<td>Parkdale</td>
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<tr>
<td>EDU 942</td>
<td>Childhood Obesity: Strategies for Prevention</td>
<td>Trinity</td>
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<tr>
<td>ENV 724</td>
<td>Earth Science for Teachers, K-6</td>
<td>Parkdale</td>
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<td>MAED 525</td>
<td>Algebra for Teachers, K-6</td>
<td>Parkdale</td>
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<tr>
<td>SPA 500</td>
<td>Spanish for Educators, Part I</td>
<td>Parkdale</td>
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### Session 2
#### Fall 2016 Session 2
Online
October 17 - December 11, 2016

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 517C</td>
<td>Introduction to Inclusive Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 526A</td>
<td>Children’s Literature</td>
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</tr>
<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part I</td>
<td>Online</td>
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<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 605W</td>
<td>Web Based Instruction in the Classroom</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 666</td>
<td>Process &amp; 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 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Online</td>
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<tr>
<td>EDU 790A</td>
<td>Organization and Leadership of Schools through Administration</td>
<td>Online</td>
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<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education</td>
<td>Online</td>
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<tr>
<td>EDU 882</td>
<td>Educational Assessment of Learning Disabled Students</td>
<td>Online</td>
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<tr>
<td>EDU 930A</td>
<td>Classroom Management &amp; Discipline</td>
<td>Online</td>
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<tr>
<td>EDU 945</td>
<td>Curriculum Development</td>
<td>Online</td>
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### Session 3
#### Fall 2016 Session 3
4 Saturdays
November 5, 19, December 3, 10, 2016
9:00 a.m. – 5:30 p.m.

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIO 520</td>
<td>Biology for Teachers, K-6</td>
<td>Parkdale</td>
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<tr>
<td>EDU 553A</td>
<td>Microsoft Word</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion Human Growth and Development: Secondary</td>
<td>Trinity</td>
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<tr>
<td>EDU 589H</td>
<td>History of the District of Columbia</td>
<td>Parkdale</td>
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<tr>
<td>EDU 662</td>
<td>Leadership for the 21st Century</td>
<td>Parkdale</td>
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<tr>
<td>EDU 680A</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part II</td>
<td>Trinity</td>
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<tr>
<td>EDU 700A</td>
<td>Praxis Preparation: Reading/Writing Performance Based</td>
<td>Trinity</td>
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<tr>
<td>EDU 700D</td>
<td>Instruction/Assessment</td>
<td>Parkdale</td>
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<tr>
<td>EDU 704B</td>
<td>Instruction of Reading</td>
<td>Parkdale</td>
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<tr>
<td>EDU 740A</td>
<td>Conferencing with Parents and Professionals</td>
<td>Trinity</td>
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<tr>
<td>EDU 800</td>
<td>Juvenile Delinquency</td>
<td>Parkdale</td>
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<tr>
<td>EDU 853</td>
<td>Curriculum Planning in Early Childhood</td>
<td>Trinity</td>
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<tr>
<td>EDU 911A</td>
<td>Mathematics with Manipulatives</td>
<td>Parkdale</td>
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<tr>
<td>EDU 931</td>
<td>Principles of Teaching and Human Learning</td>
<td>Trinity</td>
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<tr>
<td>EDU 978W</td>
<td>ESOL Methods and Strategies</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 979A</td>
<td>Character Education</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 997W</td>
<td>Methods of Teaching World Languages</td>
<td>Parkdale</td>
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### *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. (3 credits)

*See our website for details: www.trinitydc.edu/continuing-education*
EDU 597A Supervision and Professional Development in a K-12 Setting (p. 16)
EDU 680A Leadership for the 21st Century (p. 13)
EDU 790A Organization and Leadership of Schools through Administration (p. 13)
EDU 856A Legal Issues in Education (p. 13)
EDU 945 Curriculum Development (p. 11)
EDU 700D Introduction to Performance-Based Instruction/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.
**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)
EDU 734B Assessment for Reading Instruction This course 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: Sept. 24, Oct. 1, 15, 29, 2016**
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 1)
**Online: Oct. 17 - Dec. 11, 2016 (Session 2)**
Weekly participation for 8 weeks.
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.
**Online: Oct. 17 - Dec. 11, 2016 (Session 2)**
Weekly participation for 8 weeks.
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.
**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)
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.
**Online: Oct. 17 - Dec. 11, 2016 (Session 2)**
Weekly participation for 8 weeks.
COUN 615 Mental Hygiene This course features discussions, dialogue, student-led presentations, and experiential activities through which participants explore aspects of mental hygiene, including how it is maintained, lost, or restored. This course focuses on factors affecting mental hygiene such as belief systems, interpersonal relationships, aging, death, stress, depression, addictions, ethnicity, race, and gender.
**Saturdays: Sept. 24, Oct. 1, 15, 29, 2016**
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1)
EDU 800 Juvenile Delinquency  This course explores the nature, extent, and causes of juvenile delinquency. Causal factors that aid in treatment and prevention of juvenile delinquency are identified and analyzed. The course also identifies and examines current successful delinquency prevention programs.  
**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)

**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: Oct. 17 - Dec. 11, 2016 (Session 2)**  
Weekly participation for 8 weeks.

**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.  
**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)

**EDU 931 Principles of Teaching and Human Learning**  This course examines theories of learning and how these theories may be applied to the classroom setting. Philosophical foundations and historical context for theories of learning will be explored. This course will focus on topics of interest for teachers, educational psychologists, and other professionals working with students.  
**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

**EDU 799 Methods of Teaching Writing to Limited English Proficiency (LEP) Students**  This course explores efficient methods, strategies, and theories for teaching writing to LEP students, including routine technical writing activities and creative writing. A variety of examples will be presented and modeled from different levels of English proficiency. Students are expected to develop lesson plans using learned methods and strategies of writing.  
**Saturdays: Sept. 24, Oct. 1, 15, 29, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 1)

**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.  
**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)

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**Get CPR certified this Fall!**  
See page 19 for more details!
### 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.  
**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)

### Health and Physical Education

**EDU 942 Childhood Obesity: Strategies for Prevention**  
The purpose of this course is to study the causes and consequences of childhood obesity in our society. Participants will learn to identify risk factors and develop approaches to raise awareness of issues contributing to overweight children and adolescents. The special needs of overweight children will be discussed to explore the school and community health resources available and to determine potential prevention, intervention and support strategies.  
**Saturdays: Sept. 24, Oct. 1, 15, 29, 2016**  
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1)

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### Foundations

**EDU 550F Foundations and Philosophy 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.  
**Saturdays: Sept. 24, Oct. 1, 15, 29, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 1)

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### History/Social Studies

**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.  
**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)

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### 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.  
**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)
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:** Sept. 24, Oct. 1, 15, 29, 2016  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 1)

**Human Learning**

EDU 931 Principles of Teaching and Human Learning  
This course examines theories of learning and how these theories may be applied to the classroom setting. Philosophical foundations and historical context for theories of learning will be explored. This course will focus on topics of interest for teachers, educational psychologists, and other professionals working with students.  
**Saturdays:** Nov. 5, 19, Dec. 3, 10, 2016  
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

**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.  
**Online:** Oct. 17 - Dec. 11, 2016 (Session 2)  
Weekly participation for 8 weeks.

**Leadership**

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:** Oct. 17 - Dec. 11, 2016 (Session 2)  
Weekly participation for 8 weeks.  
**Saturdays:** Nov. 5, 19, Dec. 3, 10, 2016  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)

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.  
**Saturdays:** Sept. 24, Oct. 1, 15, 29, 2016  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)

**Mathematics**

EDU 911A Mathematics with Manipulatives  
This course focuses on the use of manipulatives in grades K-6. Students move from the concrete level with manipulatives to the connecting and abstract levels. Topics include place, value, addition, subtraction, multiplication, division, fractions, decimals, percent, measurements, geometry, logic, probability, and problem solving. Mathematics as communication will also be discussed. Participants have the opportunity to discuss and modify the activities for their particular grade level.  
**Saturdays:** Nov. 5, 19, Dec. 3, 10, 2016  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)
MAED 525 Algebra for Teachers, K-6
This course focuses on the fundamental aspects of algebra. A variety of problems and activities bridge the concepts of arithmetic to the properties of algebra. Current developments in the NCTM Standards are highlighted, offering new materials and technology to enhance elementary algebra instruction.

**Saturdays: Sept. 24, Oct. 1, 15, 29, 2016**
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 1)

Multicultural Education

**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.

**Saturdays: Sept. 24, Oct. 1, 15, 29, 2016**
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 1)

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.

**Online: Oct. 17 - Dec. 11, 2016 (Session 2)**
Weekly participation for 8 weeks.

**EDU 530B Methods of Teaching Reading in the Content: Secondary, Part I** This course focuses on the needs of secondary school teachers as they relate to content area reading 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.

**Saturdays: Sept. 24, Oct. 1, 15, 29, 2016**
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 1)

**Online: Oct. 17 - Dec. 11, 2016 (Session 2)**
Weekly participation for 8 weeks.

**EDU 666 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.

**Online: Oct. 17 - Dec. 11, 2016 (Session 2)**
Weekly participation for 8 weeks.

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

**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

**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.

**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)

Become a certified Personal Trainer this fall at Trinity!

See page 19 for details.
EDU 734B Assessment for Reading Instruction
This course 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: Sept. 24, Oct. 1, 15, 29, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 1)

**Online: Oct. 17 - Dec. 11, 2016 (Session 2)**  
Weekly participation for 8 weeks.

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

**Saturdays: Sept. 24, Oct. 1, 15, 29, 2016**  
Trinity; 9:00 a.m. - 5:30 p.m. (Session 1)

**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.

**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 3)

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.

**Saturdays: Sept. 24, Oct. 1, 15, 29, 2016**  
Parkdale HS; 9:00 a.m. - 5:30 p.m. (Session 1)

**Special Education**

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

**Online: Oct. 17 - Dec. 11, 2016 (Session 2)**  
Weekly participation for 8 weeks.

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.

**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

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.

**Saturdays: Nov. 5, 19, Dec. 3, 10, 2016**  
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)
EDU 876C Classroom Strategies for Teaching the Exceptional Child This course introduces the participant to instructional issues for the exceptional child. Participants will explore strategies that facilitate learning for children with various disabilities including students with learning, intellectual, 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.

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

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.

Online: Oct. 17 - Dec. 11, 2016 (Session 2)
Weekly participation for 8 weeks.

Technology

EDU 551S SMART Board for 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.

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

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.

Saturdays: Nov. 5, 19, Dec. 3, 10, 2016
Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

EDU 605W Wed Based Instruction in the Classroom This course focuses on incorporating the use of technology into current curriculum. Participants will learn how to enhance their instruction though the use of technology and online resources. The International Standards for Technology in Education will be reviewed. Participants will be able to update current lessons to meet today’s technology driven education demands.

Online: Oct. 17 - Dec. 11, 2016 (Session 2)
Weekly participation for 8 weeks.

Writing

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.

Trinity; 9:00 a.m. - 5:30 p.m. (Session 1)
## Fall Courses by Sector

### Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting</td>
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</tr>
<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education</td>
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<tr>
<td>EDU 945</td>
<td>Curriculum Development</td>
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### Assessment of Students

<table>
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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 700D</td>
<td>Performance Based Instruction/Assessment</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
</tr>
<tr>
<td>EDU 882</td>
<td>Educational Assessment of Learning Disabled Students</td>
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### Character Education

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<tr>
<td>EDU 979A</td>
<td>Character Education</td>
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### Classroom Management

<table>
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<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
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### Counseling

<table>
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<tr>
<td>COUN 615</td>
<td>Mental Hygiene</td>
</tr>
<tr>
<td>EDU 800</td>
<td>Juvenile Delinquency</td>
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### Curriculum

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### Early Childhood Education

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<tbody>
<tr>
<td>EDU 759A</td>
<td>Teaching Reading in EC</td>
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<tr>
<td>EDU 853</td>
<td>Curriculum Planning in EC</td>
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### Educational Psychology

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<tr>
<td>EDU 931</td>
<td>Principles of Teaching and Human Learning</td>
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### English as a Second Language

<table>
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<tbody>
<tr>
<td>EDU 799</td>
<td>Methods of Teaching Writing to LEP Students</td>
</tr>
<tr>
<td>EDU 978W</td>
<td>ESL/ESOL Methods and Strategies</td>
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### Foreign Language

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<tr>
<td>EDU 997W</td>
<td>Methods of Teaching World Languages</td>
</tr>
<tr>
<td>SPA 500</td>
<td>Spanish for Educators, Part I</td>
</tr>
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### Foundations

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<td>EDU 550F</td>
<td>Philosophy and Foundations of Education</td>
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### Health and Physical Education

<table>
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<tr>
<td>EDU 942</td>
<td>Childhood Obesity: Strategies for Prevention</td>
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### History/Social Studies

<table>
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<tr>
<td>EDU 662</td>
<td>History of the District of Columbia</td>
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### Human Growth and Development

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDU 589H</td>
<td>Human Growth &amp; Development: Secondary</td>
</tr>
<tr>
<td>EDU 663A</td>
<td>Child Growth &amp; Development: Elementary</td>
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### Human Learning

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### Law and Education

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<td>Legal Issues in Education</td>
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### Leadership

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### Mathematics

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<tr>
<td>EDU 911A</td>
<td>Math with Manipulatives</td>
</tr>
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<td>MAED 525</td>
<td>Algebra for Teachers, K - 6</td>
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### Multicultural Education

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<td>EDU 926</td>
<td>Multicultural Education</td>
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### Praxis Preparation

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 700A</td>
<td>Praxis Prep: Reading/Writing</td>
</tr>
<tr>
<td>EDU 700C</td>
<td>Praxis Prep: Mathematics</td>
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### Reading

<table>
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<tbody>
<tr>
<td>EDU 526A</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part I</td>
</tr>
<tr>
<td>EDU 666</td>
<td>Process and Acquisition of Reading</td>
</tr>
<tr>
<td>EDU 682</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part II</td>
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<td>EDU 704B</td>
<td>Instruction of Reading</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
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### Science

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<tbody>
<tr>
<td>BIO 520</td>
<td>Biology for Teachers, K-6</td>
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<tr>
<td>ENV 724</td>
<td>Earth Science for Teachers, K-6</td>
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### Special Education

<table>
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<tbody>
<tr>
<td>EDU 517C</td>
<td>Introduction to Inclusive Education</td>
</tr>
<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
</tr>
<tr>
<td>EDU 740A</td>
<td>Conferencing with Parents and Professionals</td>
</tr>
<tr>
<td>EDU 876C</td>
<td>Classroom Strategies for Teaching the Exceptional Child</td>
</tr>
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### Supervision

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</tr>
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### Technology

<table>
<thead>
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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 553A</td>
<td>Microsoft Word</td>
</tr>
<tr>
<td>EDU 605W</td>
<td>Web Based Instruction in the Classroom</td>
</tr>
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### Writing

<table>
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<td>Teaching Writing to Children</td>
</tr>
</tbody>
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DISCOVER your STRENGTH with a master’s degree from Trinity’s School of Education

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

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

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

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

Trinity

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Non-Credit Courses

Health Trainings

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

  Saturday: October 15, 2016
  Trinity; 9:00 a.m. – 12:00 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: Sept. 10 – Nov. 19, 2016
  (No Class Meetings Oct. 8 or Nov. 12)
  Trinity; 10:00 a.m. – 3:00 p.m.

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

  Saturdays: Nov. 5, 19, Dec. 3, 10, 2016
  Trinity; 9:00 a.m. - 5:30 p.m. (Session 3)

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

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

Online Courses

Are you ready for online learning?

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

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

Visit our website for more information about important course details and expectations:
  http://www.trinitydc.edu/continuing-education/online-courses/
$50 Tuition Discount with Online Registration!

Please follow the directions below or visit:
http://www.trinitydc.edu/continuing-education/registration/
for more information about how to register for a Continuing Education course online.

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

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

If Yes:

Part I (for Returning Students):
- Proceed to our Login/Password request website:
  http://www.trinitydc.edu/continuing-
  education/login-request/
- Complete the Online Login/Password Request Form on page 30 and submit by fax, mail or in person to the Office of Continuing Education.
- Your Login ID and Password will be sent to your email address within 2 business days.

Proceed to Part II.

If No:

Part I (for New Student Admission):
- 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.
- Your Login ID and Password will be sent to your email address within 2 business days.

Proceed to Part II.

Part II: Online Registration for students with Login and Password

1. Enter your Login ID and Password at the following website: http://selfservice.trinitydc.edu.

2. Once logged in, click on the Registration tab at the top of the page and then choose Continuing Education Courses. On the next page, click Find Courses.

3. Click on Search to bring up all courses. (Or enter a course number if you want to search for a specific course.)

4. Choose course(s) by clicking on Add to the right of the course(s) you want. If the course in the next pop-up box is correct, click Proceed to Registration.

5. The course you wish to register for should appear under Courses to Add. If so, click Next. If not, click Previous and search again.

6. Click Next and a pop-up window will appear. Click Continue. Enter your credit card information and click Continue. If your information is correct, click Confirm.

7. You will then see the message Payment successfully processed. Click Close. Finally you will see a message that says Congratulations! You have completed your registration for Continuing Education.
Online Login/Password Request Form
(or Change of Address)

*This is not a Registration Form*

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

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

- Request online login ID and password
- Request address change

Last Name: ___________________________  First Name: ___________________________

Gender: __________________________   Address 1: ____________________________

Address 2: __________________________   City: _____________________________  State: __________  Zip: __________

Email: ____________________________  Phone (Day): ____________________________

Phone (Night): ____________________________  Social Security #: __________

Date of Birth: ____________________________

Where do you teach?: ____________________________

Admission/Degree Confirmation

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

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

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


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

_________________________________________  __________________________
Signature Date

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/

For Credit 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.

Non Credit Registration Information:

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

4 Saturdays
9:00 a.m. – 5:30 p.m.

Session 1: September 24, October 1, 15, 29, 2016
Session 3: November 5, 19, December 3, 10, 2016

Session 2: October 17 - December 11, 2016

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Fall 2016 Registration Form

Register online in Fall 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:


_____ Ed.D.  _____ Ph.D.  _____ J.D.  _____ Other

**STEP 3** Payment Method (must be submitted to register)

☐ Check (payable to Trinity)  ☐ Money Order  ☐ Employer*

**Employer:**

Billing Authorization must be attached. (See Policies)

If DCPS→ Attach a copy of your DCPS Form 1000

If DCPS→ Name of School:__________________________

**Credit Card:**

☐ American Express  ☐ Discover

☐ Master Card  ☐ Visa

Acct. #:  _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Expiration Date:  _ _ / _ _

Security Code (3 digits on back; 4 on front for AMEX):  _ _ _ _

**STEP 4**

Please complete the table below:

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

Late Registration fee?  (See Non-refundable Fees)  → $50

**Total**

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

Signature:_____________________

Date:_____________________

**STEP 6**

Return this form with payment to: Trinity – Office of Continuing Education (Main Hall 464)

125 Michigan Avenue, N.E.  Washington, D.C.  20017

Phone: 202-884-9300  Fax: 202-884-9084  Email: ContinuingEd@Trinitydc.edu

www.trinitydc.edu  • 202-884-9300