Trinity
Professional Development for Educators

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

Spring 2019
Dear Educator,

Trinity’s Office of Continuing Education hopes to help you make a great start to 2019! Our spring schedule offers over 85 professional development courses for educators. These courses are intended for teachers, counselors, administrators, and other school personnel seeking to earn graduate level credit to meet in-service, recertification, and continuing education requirements. Those wishing to use these courses for recertification are encouraged to obtain prior approval from their respective school system or employer to ensure that the credits are suitable for this purpose.

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

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

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

Sincerely,

Katie Omenitsch, MBA
Director of Continuing Education

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

General Information and Policies .................................................................................................................. 4
Directions and Campus Map ............................................................................................................................. 7
**Course Schedule for Spring 2019** ................................................................................................................. 8

Course Descriptions

- Administration ................................................................................................................................................. 10
- Academic Literacy ......................................................................................................................................... 10
- Assessment of Students ............................................................................................................................... 10
- Character Education .................................................................................................................................... 10
- Classroom Management .............................................................................................................................. 10
- Counseling .................................................................................................................................................. 10
- Curriculum .................................................................................................................................................. 11
- Early Childhood Education .......................................................................................................................... 11
- Economics ................................................................................................................................................... 11
- Educational Psychology .............................................................................................................................. 11
- English as a Second Language ..................................................................................................................... 11
- Foreign Languages ....................................................................................................................................... 12
- Foundations ................................................................................................................................................ 12
- Geography .................................................................................................................................................. 12
- Health and Physical Education ................................................................................................................... 13
- History/Social Studies ................................................................................................................................. 13
- Human Growth and Development ............................................................................................................. 13
- Human Learning ......................................................................................................................................... 13
- Law and Education ..................................................................................................................................... 13
- Leadership .................................................................................................................................................. 14
- Mathematics ............................................................................................................................................... 14
- Methods ...................................................................................................................................................... 15
- Reading/English Language Arts .................................................................................................................. 15
- Science .......................................................................................................................................................... 16
- Special Education ........................................................................................................................................ 16
- Supervision .................................................................................................................................................. 17
- Technology ................................................................................................................................................... 18
- Writing .......................................................................................................................................................... 18

Spring Course Listing by Sector .................................................................................................................... 18
General Information and Policies

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

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

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

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

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

Attendance Policy
Continuing Education courses are at a graduate level in an intensive format to meet the scheduling needs of our full-time working students. The thirty hours of instruction are equivalent to a minimum of thirty one hour class meetings if the course took place over a full semester. Participation in class lectures, discussions, and other activities related to a particular course is an essential part of the instruction process. For this reason, your full attendance is required to pass our courses. If you know in advance of registering that you are unable to attend ALL scheduled meetings in full, do not register for that course; please consider taking the course in another session. If an emergency arises such as an illness, death in the family, or other unexpected emergency circumstance, the student is responsible for notifying the instructor as soon as possible and will be required to provide documentation to verify the emergency. Reporting the absence does not exempt a student from fulfilling all course requirements.

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

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

If an unexpected emergency occurs preventing a student in an online or hybrid class from submitting their online work on time, documentation of an unexpected emergency must be submitted to the Director for verification. If the absence is approved as excused, an extension deadline will be discussed. See the following website for more participation guidelines relating to online courses: www.trinitydc.edu/continuing-education/online-courses/.

Course Cancellations
The University reserves the right to cancel courses, change meeting places, or make other changes that the University deems appropriate. Every effort is made to notify participants prior to the start of the course. If a course is cancelled, all tuition and fees will be refunded unless the student selects another course to replace the canceled one.
Course Confirmation
Students who submit paper registration by fax or mail will receive a registration confirmation by mail. Students will be contacted if there are scheduling changes or if the course is canceled/full at the time of registration. Students who register online can print a schedule confirmation at the time of registration or later by returning to Self-Service (Trinity’s online student account portal) and clicking on the "Registration" tab.

Disability Services
Students requesting accommodations for support services must request these services at least 4 weeks prior to the start of a course. Visit the Disability Support Services website for more information: http://www.trinitydc.edu/disability/continuing-ed-students-visitors/.

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

Early Registration
Early registration helps to ensure course availability. Please register at least one week before the course start dates to avoid a $50 late registration fee. Registration discounts are only available if you register for credit courses online. The Online Registration Discount does not apply to the non-credit Praxis I Preparation courses. Refer to the current schedule on our homepage or our How to Register website for online registration deadlines for each session.

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 courses). Letter grades are issued at the end of the courses. Grades cannot be given over the telephone. Students who register online will be able to access their grades online within 72 hours of the completion of the course through Self-Service, Trinity’s Online Registration and Student Account Program. To request an official transcript, please visit the Enrollment Services website for directions. Please see the Grade Appeals section below for questions about appealing a final course grade. Incompletes are not available for Continuing Education courses. If course work is not finished due to a documented unexpected emergency, students may be given no longer than a ten day extension to complete any missed work during the time of the emergency. If a course grade is due prior to the extension end date, students will receive the grade earned to that point until the instructor submits a grade change. Late work will not be accepted without a documented unexpected emergency. All course work is to be original and not part of any other assignments for other courses. The content of ALL assignments (papers, article reviews, PowerPoint presentations, etc.) must be properly cited in APA style citation. Failure to use proper citation in any graded assignment or activity may result in a finding of plagiarism leading to a failing grade without tuition reimbursement. Students failing a course due to plagiarism will be ineligible to apply for EDU 890A Educational Administrative Internship.

www.trinitydc.edu • 202-884-9300

5
Parking on Campus
Permits are required to park on Trinity’s campus. A special free permit for Continuing Education students will be distributed by the instructor at the start of the first class meeting. There is no charge for this permit. Permits are not required for off-site locations. For more information and a map of parking lots at Trinity, please visit our website: www.trinitydc.edu/continuing-education/directions-to-class-locations/ or see page 7.

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

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

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

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

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

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

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

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

**Northwest:** From I-495, take Exit 31B, Georgia Ave. South. Proceed approximately 6 miles, crossing the MD/DC line. Turn left on Harvard St. At the next traffic light make a slight left 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.

**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 Spring 2019. They will be distributed on the first day of class by your instructor.
### Session 1
4 Saturdays: 9:00 a.m. - 5:30 p.m.
**Jan. 12, 19, 26, Feb. 2, 2019**
*Snow Make up: 2/6/19, 4:45 - 10 p.m.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 502B</td>
<td>Enhancing the Classroom Instruction in Urban Schools</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 587</td>
<td>Students in Crisis: Issues of Abuse and Violence</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 597A</td>
<td>Supervision and PD in a K-12 Setting</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 666</td>
<td>Process and Acquisition of Reading</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 686B</td>
<td>Physical Geography, K-8</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 700A</td>
<td>Praxis Prep: Reading/Writing</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 876C</td>
<td>Classroom Strategies for Teaching the Exceptional Child</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 887</td>
<td>Legal Issues in Special Education</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 956</td>
<td>Health and Nutrition for Children</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 972</td>
<td>Language Learning</td>
<td>Parkdale</td>
</tr>
<tr>
<td>MAED 538M</td>
<td>History of Mathematics</td>
<td>Parkdale</td>
</tr>
<tr>
<td>PHSC 501</td>
<td>Physical Science for Elementary and Middle School Teachers</td>
<td>Trinity</td>
</tr>
<tr>
<td>SPA 500</td>
<td>Spanish for Educators, Part I</td>
<td>Parkdale</td>
</tr>
</tbody>
</table>

### Session 2
8 Weeks
**Jan. 14 - Mar. 10, 2019**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 517C</td>
<td>Introduction to Inclusive Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part I</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 540B</td>
<td>Methods of Teaching Writing in the Content Area</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 550F</td>
<td>Foundations and Philosophy of Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 553L</td>
<td>Teaching the 21st Century Learner</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 700D</td>
<td>Introduction to Performance-Based Instruction/ Assessment</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 759A</td>
<td>Teaching Reading in Early Childhood</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 790A</td>
<td>Organization and Leadership of Schools through Administration</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 876C</td>
<td>Classroom Strategies for Teaching the Exceptional Child</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 881A</td>
<td>Behavior Management for the Special Needs Student</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 911E</td>
<td>Fundamental Economics</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 931</td>
<td>Principles of Teaching and Human Learning</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 945</td>
<td>Curriculum Development</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 997A</td>
<td>Methods of Teaching World Languages</td>
<td>Online</td>
</tr>
<tr>
<td>MAED 556</td>
<td>Discrete Math for Teachers, K-6</td>
<td>Online</td>
</tr>
</tbody>
</table>

---

### Session 3
4 Saturdays: 9:00 a.m. - 5:30 p.m.
**Feb. 9, 23, Mar. 2, 9, 2019**
*Snow Make up: 3/13/19, 4:45 - 10 p.m.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 520H</td>
<td>World History II</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 526A</td>
<td>Children’s Literature/Materials for Reading</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 568R</td>
<td>Philosophy and Practice of Reggio Emilia</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 663A</td>
<td>Child Growth and Development: Elem.</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 680A</td>
<td>Leadership for the 21st Century</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 682</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part II</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 694</td>
<td>Methods of Secondary Teaching</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 700C</td>
<td>Praxis Prep: Mathematics</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 704A</td>
<td>Methods of Teaching Children with Autism</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 724</td>
<td>ESOL Tests &amp; Measurements</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 911A</td>
<td>Mathematics with Manipulatives</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 921</td>
<td>Understanding Bullying: Managing Behavior and Teaching Tolerance</td>
<td>Parkdale</td>
</tr>
<tr>
<td>SPA 501</td>
<td>Spanish for Educators, Part II</td>
<td>Parkdale</td>
</tr>
</tbody>
</table>

---

**Are you ready for online learning?**

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

- Using the web – you will need access 3 times a week anytime of the day
- Viewing online videos, podcasts, PowerPoint presentations and MS Office documents
- Uploading/attaching documents
- Completing web-based forms, much like completing a survey or paying bills online
### Session 4
8 Weeks  
Mar. 18 - May 12, 2019

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 520</td>
<td>Biology for Teachers, K-6</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 526A</td>
<td>Children's Literature/Materials for Reading</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 530C</td>
<td>Methods of Teaching Reading in the Content Area: Elementary</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 589H</td>
<td>Human Growth and Development: Sec.</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: Secondary, Part II</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 684E</td>
<td>Curriculum and Instruction Methods: Elem.</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 704B</td>
<td>Instruction of Reading</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 882</td>
<td>Educational Assessment of Learning Disabled Students</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 893S</td>
<td>Introduction to Special Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 917</td>
<td>Teaching Writing to Children</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 978W</td>
<td>ESL/ESOL Methods and Strategies</td>
<td>Online</td>
</tr>
<tr>
<td>MAED 696</td>
<td>Probability and Statistics</td>
<td>Online</td>
</tr>
</tbody>
</table>

### Session 5
4 Saturdays: 9:00 a.m. - 5:30 p.m.  
Mar. 16, 23, 30, Apr. 6, 2019*  
*Snow Make up: 4/10/19, 4:45 - 10 p.m.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 547C</td>
<td>Interpersonal Communication Skills</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 589H</td>
<td>Human Growth and Development: Secondary</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 688</td>
<td>Methods of Teaching Social Studies, K-12</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 701B</td>
<td>Transitions for Students with Disabilities</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 800</td>
<td>Juvenile Delinquency</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 851A</td>
<td>Using Play and Creative Activity in Early Childhood</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 896A</td>
<td>Corrective Strategies for Remediating Reading</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 917</td>
<td>Teaching Writing to Children</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 931</td>
<td>Principles of Teaching and Human Learning</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 976C</td>
<td>Power Point for Educators</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 989A</td>
<td>Teaching Reading to Limited English Proficiency Students</td>
<td>Parkdale</td>
</tr>
<tr>
<td>MAED 525</td>
<td>Algebra for Teachers, K-6</td>
<td>Trinity</td>
</tr>
<tr>
<td>SPA 503</td>
<td>Spanish for Educators, Part IV</td>
<td>Parkdale</td>
</tr>
</tbody>
</table>

### Non-Credit Courses!

**Praxis Core Preparation Courses**

**EDU 700A Praxis I Reading/Writing**  
Saturday: Jan. 12, 19, 26, Feb. 2, 2019*  
*Snow Make-up: 2/6/19 4:45-10pm  
Trinity; 9:00 am - 5:30 pm (Session 1)

**EDU 700C Praxis I Mathematics**  
Saturday: Feb. 9, 23, Mar. 2, 9, 2019*  
*Snow Make-up: 3/13/19 4:45-10pm  
Trinity; 9:00 am - 5:30 pm (Session 3)

**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.
**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.

*Saturday: Feb. 9, 23, Mar. 2, 9, 2019*

*Snow Make-up: 3/13/19 4:45-10pm*
Trinity; 9:00 am - 5:30 pm (Session 3)

**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.

*Online: Jan. 14 - Mar. 10, 2019* (Session 2)
Weekly participation for 8 weeks.

*Saturday: Apr. 13, 27, May 4, 11, 2019*
Parkdale; 9:00 am - 5:30 pm (Session 6)

**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.

*Saturday: Feb. 9, 23, Mar. 2, 9, 2019*

*Snow Make-up: 3/13/19 4:45-10pm*
Parkdale; 9:00 am - 5:30 pm (Session 3)

*Online: Mar. 18 - May 12, 2019* (Session 4)
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: Mar. 18 - May 12, 2019* (Session 4)
Weekly participation for 8 weeks.

*Saturday: Apr. 13, 27, May 4, 11, 2019*
Parkdale; 9:00 am - 5:30 pm (Session 6)

**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.

*Saturday: Apr. 13, 27, May 4, 11, 2019*
Parkdale; 9:00 am - 5:30 pm (Session 6)

**Classroom Management**

**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: Jan. 12, 19, 26, Feb. 2, 2019*

*Snow Make-up: 2/6/19 4:45-10pm*
Parkdale; 9:00 am - 5:30 pm (Session 1)

*Online: Jan. 14 - Mar. 10, 2019* (Session 2)
Weekly participation for 8 weeks.

**Counseling**

**EDU 587 Students in Crisis: Issues of Abuse and Violence** This course explores the changing nature of schools and the proactive response that educators must make to counteract the negative impact of alcohol and drug usage, child abuse, and violence. The course offers counselors, administrators, and teachers practical methods to teach children and adolescents appropriate and effective ways to cope with various stressors. Topics include the student assistance program to address drug and alcohol issues, problem-solving techniques, decision-making, coping skills, conflict resolution without violence, cults, and alternatives to violence.

*Saturday: Jan. 12, 19, 26, Feb. 2, 2019*

*Snow Make-up: 2/6/19 4:45-10pm*
Trinity; 9:00 am - 5:30 pm (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.

*Saturday: Mar. 16, 23, 30, Apr. 6, 2019*

*Snow Make-up: 4/10/19 4:45-10pm*
Parkdale; 9:00 am - 5:30 pm (Session 5)
**Curriculum**

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: Jan. 14 - Mar. 10, 2019** (Session 2)
Weekly participation for 8 weeks.

**Saturday: Apr. 13, 27, May 4, 11, 2019**
Parkdale; 9:00 am - 5:30 pm (Session 6)

**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.

**Saturday: Apr. 13, 27, May 4, 11, 2019**
Trinity; 9:00 am - 5:30 pm (Session 6)

**EDU 568R Philosophy and Practice of Reggio Emilia**
This course will provide an overview of the philosophy, principles, practical applications, and adaptations of the Reggio Emilia approach in early childhood. The Reggio Emilia approach to teaching young children emphasizes the inherent development of children including the close relationships that they share with their surroundings at the center of its philosophy. Course participants will explore this philosophy through literature, active participation and discussion.

**Saturday: Feb. 9, 23, Mar. 2, 9, 2019**
*Snow Make-up: 3/13/19 4:45-10pm*
Parkdale; 9:00 am - 5:30 pm (Session 3)

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

**Online: Jan. 14 - Mar. 10, 2019** (Session 2)
Weekly participation for 8 weeks.

**EDU 851A Using Play and Creative Activities 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.

**Saturday: Mar. 16, 23, 30, Apr. 6, 2019**
*Snow Make-up: 4/10/19 4:45-10pm*
Parkdale; 9:00 am - 5:30 pm (Session 5)

**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.

**Saturday: Apr. 13, 27, May 4, 11, 2019**
Parkdale; 9:00 am - 5:30 pm (Session 6)

**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: Jan. 14 - Mar. 10, 2019** (Session 2)
Weekly participation for 8 weeks.

**EDUCATIONAL PSYCHOLOGY**

EDU 921 Understanding Bullying: Managing Behavior & Teaching Tolerance Bullying has become a growing problem in today’s schools. Teachers, counselors and administrators are faced with the rise in incidents 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 school, work and cyber bullying. Participants will develop strategies to reduce bullying and teach tolerance wherever possible.

**Saturday: Feb. 9, 23, Mar. 2, 9, 2019**
*Snow Make-up: 3/13/19 4:45-10pm*
Parkdale; 9:00 am - 5:30 pm (Session 3)

**EDU 931 Principles of Teaching and Human Learning**

**English as a Second Language**

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.

**Saturday: Apr. 13, 27, May 4, 11, 2019**
Trinity; 9:00 am - 5:30 pm (Session 6)

**EDU 724 ESOL Tests & Measurements**
This course explores issues, concepts, and methods concerning ESOL testing and measurements.

**Saturday: Feb. 9, 23, Mar. 2, 9, 2019**
*Snow Make-up: 3/13/19 4:45-10pm*
Parkdale; 9:00 am - 5:30 pm (Session 3)

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

**Saturday: Jan. 12, 19, 26, Feb. 2, 2019**
*Snow Make-up: 2/6/19 4:45-10pm*
Parkdale; 9:00 am - 5:30 pm (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.

Online: Mar. 18 - May 12, 2019 (Session 4)
Weekly participation for 8 weeks.

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

Saturday: Mar. 16, 23, 30, Apr. 6, 2019*
*Snow Make-up: 4/10/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 5)

Foreign Languages

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.

Online: Jan. 14 - Mar. 10, 2019 (Session 2)
Weekly participation for 8 weeks.

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.

Saturday: Jan. 12, 19, 26, Feb. 2, 2019*
*Snow Make-up: 2/6/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 1)

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.

Saturday: Feb. 9, 23, Mar. 2, 9, 2019*
*Snow Make-up: 3/13/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 3)

SPA 503 Spanish for Educators Part III This course, a continuation of SPA 501, offers practical instruction in Spanish with a focus on application of conversational Spanish for teachers, counselors, administrators, and other employees at schools were Spanish is the first language of many students. Fundamentals of Spanish speech and word order will familiarize readers with often-used words and phrases that relate directly to school situations. This course offers help for counseling in Spanish on issues related to health care, career guidance, college assistance, educational administration, special-needs, and extracurricular activities.

Saturday: Mar. 16, 23, 30, Apr. 6, 2019*
*Snow Make-up: 4/10/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (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: Apr. 13, 27, May 4, 11, 2019
Parkdale; 9:00 am - 5:30 pm (Session 6)

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.

Online: Jan. 14 - Mar. 10, 2019 (Session 2)
Weekly participation for 8 weeks.

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.

Saturday: Jan. 12, 19, 26, Feb. 2, 2019*
*Snow Make-up: 2/6/19 4:45-10pm
Trinity; 9:00 am - 5:30 pm (Session 1)
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.

Saturday: Apr. 13, 27, May 4, 11, 2019
Parkdale; 9:00 am - 5:30 pm (Session 6)

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.
Saturday: Jan. 12, 19, 26, Feb. 2, 2019
*Snow Make-up: 2/6/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 1)

History/Social Studies
EDU 520H World History II
This course is a survey of western civilization from 1500 to the present with a focus on the historical impacts of religion, government, socioeconomic structures, scientific development 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.
Saturday: Feb. 9, 23, Mar. 2, 9, 2019
*Snow Make-up: 3/13/19 4:45-10pm
Trinity; 9:00 am - 5:30 pm (Session 3)

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.
Saturday: Mar. 16, 23, 30, Apr. 6, 2019
*Snow Make-up: 4/10/19 4:45-10pm
Trinity; 9:00 am - 5:30 pm (Session 5)

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: Mar. 18 - May 12, 2019 (Session 4)
Weekly participation for 8 weeks.
Saturday: Mar. 16, 23, 30, Apr. 6, 2019
*Snow Make-up: 4/10/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 5)

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.
Saturday: Feb. 9, 23, Mar. 2, 9, 2019
*Snow Make-up: 3/13/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 3)

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.
Online: Jan. 14 - Mar. 10, 2019 (Session 2)
Weekly participation for 8 weeks.
Saturday: Mar. 16, 23, 30, Apr. 6, 2019
*Snow Make-up: 4/10/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 5)

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: Mar. 18 - May 12, 2019 (Session 4)
Weekly participation for 8 weeks.
Saturday: Mar. 16, 23, 30, Apr. 6, 2019
*Snow Make-up: 4/10/19 4:45-10pm
Trinity; 9:00 am - 5:30 pm (Session 5)

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.
Saturday: Jan. 12, 19, 26, Feb. 2, 2019
*Snow Make-up: 2/6/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 1)

www.trinitydc.edu • 202-884-9300
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.

Saturday: Jan. 12, 19, 26, Feb. 2, 2019*
*Snow Make-up: 2/6/19 4:45-10pm
Trinity; 9:00 am - 5:30 pm (Session 1)

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.

Saturday: Mar. 16, 23, 30, Apr. 6, 2019*
*Snow Make-up: 4/10/19 4:45-10pm
Trinity; 9:00 am - 5:30 pm (Session 5)

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.

Saturday: Feb. 9, 23, Mar. 2, 9, 2019*
*Snow Make-up: 3/13/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 3)
Online: Mar. 18 - May 12, 2019 (Session 4)
Weekly participation for 8 weeks.

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: Jan. 14 - Mar. 10, 2019 (Session 2)
Weekly participation for 8 weeks.
Saturday: Apr. 13, 27, May 4, 11, 2019
Parkdale; 9:00 am - 5:30 pm (Session 6)

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. Every class includes 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.

Saturday: Feb. 9, 23, Mar. 2, 9, 2019*
*Snow Make-up: 3/13/19 4:45-10pm
Trinity; 9:00 am - 5:30 pm (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. 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.

Saturday: Mar. 16, 23, 30, Apr. 6, 2019*
*Snow Make-up: 4/10/19 4:45-10pm
Trinity; 9:00 am - 5:30 pm (Session 5)

MAED 538M History of Mathematics 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.

Saturday: Jan. 12, 19, 26, Feb. 2, 2019*
*Snow Make-up: 2/6/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 1)

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

Online: Jan. 14 - Mar. 10, 2019 (Session 2)
Weekly participation for 8 weeks.
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.

Online: Mar. 18 - May 12, 2019 (Session 4)
Weekly participation for 8 weeks.

EDU 526A Children’s Literature/Materials for Reading  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.

Saturday: Feb. 9, 23, Mar. 2, 9, 2019*
*Snow Make-up: 3/13/19 4:45-10pm
Trinity; 9:00 am - 5:30 pm (Session 3)

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

Saturday: Jan. 12, 19, 26, Feb. 2, 2019*
*Snow Make-up: 2/6/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 1)
Online: Jan. 14 - Mar. 10, 2019 (Session 2)
Weekly participation for 8 weeks.

EDU 530C Methods of Teaching Reading in the Content Area: Elementary  This course addresses the critical issues of teaching students to transfer reading knowledge to enhance reading across the curriculum. Special attention is given to processing, organizing, and retrieving skills associated with the reading process. Participants will learn to identify and integrate education technology resources in Reading in the Content.

Online: Mar. 18 - May 12, 2019 (Session 4)
Weekly participation for 8 weeks.

EDU 500E American Literature, 1860 – Present  This course examines the past 150 years of American literature. Focus is given to the vast social, political, and philosophical changes in the United States that influenced literature. Course study will include major literary movements, works, and authors.

Saturday: Apr. 13, 27, May 4, 11, 2019
Trinity; 9:00 am - 5:30 pm (Session 6)

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.

Saturday: Jan. 12, 19, 26, Feb. 2, 2019*
*Snow Make-up: 2/6/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 1)
Online: Jan. 14 - Mar. 10, 2019 (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.

- **Saturday: Feb. 9, 23, Mar. 2, 9, 2019***
  - *Snow Make-up: 3/13/19 4:45-10pm*
  - Parkdale; 9:00 am - 5:30 pm (Session 3)
- **Online: Mar. 18 - May 12, 2019** (Session 4)
  - Weekly participation for 8 weeks.

**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.

- **Online: Mar. 18 - May 12, 2019** (Session 4)
  - Weekly participation for 8 weeks.

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

**EDU 759A Teaching Reading in Early Childhood** See Early Childhood Education on page 11.

**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.

- **Saturday: Mar. 16, 23, 30, Apr. 6, 2019***
  - *Snow Make-up: 4/10/19 4:45-10pm*
  - Parkdale; 9:00 am - 5:30 pm (Session 5)

**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.

- **Online: Mar. 18 - May 12, 2019** (Session 4)
  - Weekly participation for 8 weeks.

**ENV 725A Environmental Science, K-6** This course will examine materials and new approaches for teaching environmental science to students in grades K-6. The process of scientific inquiry and discovery will be emphasized 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 instruction. The course topics include investigations of environmental problems and issues; students will discuss global warming and how the living environment is comprised of interrelated dynamic systems.

- **Saturday: Apr. 13, 27, May 4, 11, 2019**
  - Trinity; 9:00 am - 5:30 pm (Session 6)

**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).

- **Saturday: Jan. 12, 19, 26, Feb. 2, 2019***
  - *Snow Make-up: 2/6/19 4:45-10pm*
  - Trinity; 9:00 am - 5:30 pm (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: Jan. 14 - Mar. 10, 2019** (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.

- **Online: Mar. 18 - May 12, 2019** (Session 4)
  - Weekly participation for 8 weeks.

- **Saturday: Mar. 16, 23, 30, Apr. 6, 2019***
  - *Snow Make-up: 4/10/19 4:45-10pm*
  - Parkdale; 9:00 am - 5:30 pm (Session 5)
EDU 644B Developing Useful Individual 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 on 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 IDEA 2004.

Saturday: Apr. 13, 27, May 4, 11, 2019
Parkdale; 9:00 am - 5:30 pm (Session 6)

EDU 701B Transition 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.

Saturday: Mar. 16, 23, 30, Apr. 6, 2019*
*Snow Make-up: 4/10/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 5)

EDU 704A Methods of Teaching Children with Autism Spectrum Disorders  This course will concentrate on strategies for special and regular education teachers to work successfully with students 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.

Saturday: Feb. 9, 23, Mar. 2, 9, 2019*
*Snow Make-up: 3/13/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 3)

EDU 882 Educational Assessment of Learning Disabled Students  See Assessment on page 10.

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

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.

Saturday: Jan. 12, 19, Feb. 2, 2019*
*Snow Make-up: 2/6/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 1)
Online: Jan. 14 - Mar. 10, 2019 (Session 2)
Weekly participation for 8 weeks.

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.

Online: Jan. 14 - Mar. 10, 2019 (Session 2)
Weekly participation for 8 weeks.

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).

Online: Mar. 18 - May 12, 2019 (Session 4)
Weekly participation for 8 weeks.

Supervision

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.

Saturday: Jan. 12, 19, Feb. 2, 2019*
*Snow Make-up: 2/6/19 4:45-10pm
Parkdale; 9:00 am - 5:30 pm (Session 1)
Online: Jan. 14 - Mar. 10, 2019 (Session 2)
Weekly participation for 8 weeks.

www.trinitydc.edu • 202-884-9300
Technology

**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.

**Saturday: Apr. 13, 27, May 4, 11, 2019**
Trinity; 9:00 am - 5:30 pm (Session 6)

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

**Online: Jan. 14 - Mar. 10, 2019** (Session 2)
Weekly participation for 8 weeks.

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

**Saturday: Mar. 16, 23, 30, Apr. 6, 2019**
*Snow Make-up: 4/10/19 4:45-10pm*
Trinity; 9:00 am - 5:30 pm (Session 5)

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.

**Online: Jan. 14 - Mar. 10, 2019** (Session 2)
Weekly participation for 8 weeks.

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

**Online: Mar. 18 - May 12, 2019** (Session 4)
Weekly participation for 8 weeks.

**Saturday: Mar. 16, 23, 30, Apr. 6, 2019**
*Snow Make-up: 4/10/19 4:45-10pm*
Parkdale; 9:00 am - 5:30 pm (Session 5)

Spring Courses by Sector

<table>
<thead>
<tr>
<th>Administration</th>
<th>Classroom Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 597A Supervision and Professional Development in a K-12 Setting</td>
<td>EDU 930A Classroom Management and Discipline</td>
</tr>
<tr>
<td>EDU 680A Leadership for the 21st Century</td>
<td></td>
</tr>
<tr>
<td>EDU 790A Organization &amp; Leadership of Schools through Administration</td>
<td></td>
</tr>
<tr>
<td>EDU 856A Legal Issues in Education</td>
<td></td>
</tr>
<tr>
<td>EDU 945 Curriculum Development</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Literacy</th>
<th>Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 531A Academic Literacy for the STEM and Career Technology Educator</td>
<td>EDU 587 Students in Crisis: Issues of Abuse and Violence</td>
</tr>
<tr>
<td>EDU 700D Performance Based Assessment</td>
<td>EDU 800 Juvenile Delinquency</td>
</tr>
<tr>
<td>EDU 734B Assessment for Reading Instruction</td>
<td></td>
</tr>
<tr>
<td>EDU 882 Educational Assessment for LD Students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Students</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 568A Methods and Materials for Early Childhood</td>
<td>EDU 945 Curriculum Development</td>
</tr>
<tr>
<td>EDU 568R Philosophy and Practice of Reggio Emilia</td>
<td></td>
</tr>
<tr>
<td>EDU 759A Teaching Reading in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>EDU 851A Using Play and Creative Activity in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>EDU 853 Using Play and Creative Activity in Early Childhood</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood Education</th>
<th>Character Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 853 Curriculum Planning in Early Childhood</td>
<td>EDU 979A Character Education</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>MAED 696</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>EDU 911E</td>
<td></td>
</tr>
<tr>
<td><strong>Educational Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 921</td>
<td>EDU 684E</td>
</tr>
<tr>
<td>EDU 931</td>
<td>EDU 694</td>
</tr>
<tr>
<td><strong>English as a Second Language</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 696</td>
<td></td>
</tr>
<tr>
<td>EDU 724</td>
<td></td>
</tr>
<tr>
<td>EDU 972</td>
<td></td>
</tr>
<tr>
<td>EDU 978W</td>
<td></td>
</tr>
<tr>
<td>EDU 989A</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Languages</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 997W</td>
<td></td>
</tr>
<tr>
<td>SPA 500</td>
<td></td>
</tr>
<tr>
<td>SPA 501</td>
<td></td>
</tr>
<tr>
<td>SPA 503</td>
<td></td>
</tr>
<tr>
<td>SPA 504</td>
<td></td>
</tr>
<tr>
<td><strong>Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 550F</td>
<td></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 686B</td>
<td></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 503S</td>
<td></td>
</tr>
<tr>
<td>EDU 956</td>
<td></td>
</tr>
<tr>
<td><strong>History/Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 520H</td>
<td></td>
</tr>
<tr>
<td>EDU 688</td>
<td></td>
</tr>
<tr>
<td><strong>Human Growth and Development</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 589H</td>
<td></td>
</tr>
<tr>
<td>EDU 663A</td>
<td></td>
</tr>
<tr>
<td><strong>Human Learning</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 931</td>
<td></td>
</tr>
<tr>
<td><strong>Law and Education</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 856A</td>
<td></td>
</tr>
<tr>
<td>EDU 887</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 502B</td>
<td></td>
</tr>
<tr>
<td>EDU 547C</td>
<td></td>
</tr>
<tr>
<td>EDU 680A</td>
<td></td>
</tr>
<tr>
<td>EDU 790A</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 911A</td>
<td></td>
</tr>
<tr>
<td>MAED 525</td>
<td></td>
</tr>
<tr>
<td>MAED 538M</td>
<td></td>
</tr>
<tr>
<td>MAED 556</td>
<td></td>
</tr>
<tr>
<td><strong>Methodology</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 500E</td>
<td></td>
</tr>
<tr>
<td>EDU 526A</td>
<td></td>
</tr>
<tr>
<td>EDU 530B</td>
<td></td>
</tr>
<tr>
<td>EDU 530C</td>
<td></td>
</tr>
<tr>
<td>EDU 666</td>
<td></td>
</tr>
<tr>
<td>EDU 682</td>
<td></td>
</tr>
<tr>
<td>EDU 704B</td>
<td></td>
</tr>
<tr>
<td>EDU 734B</td>
<td></td>
</tr>
<tr>
<td>EDU 759A</td>
<td></td>
</tr>
<tr>
<td>EDU 896A</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 520</td>
<td></td>
</tr>
<tr>
<td>ENV 725A</td>
<td></td>
</tr>
<tr>
<td>PHSC 501</td>
<td></td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 517C</td>
<td></td>
</tr>
<tr>
<td>EDU 561W</td>
<td></td>
</tr>
<tr>
<td>EDU 644B</td>
<td></td>
</tr>
<tr>
<td>EDU 701B</td>
<td></td>
</tr>
<tr>
<td>EDU 704A</td>
<td></td>
</tr>
<tr>
<td>EDU 876C</td>
<td></td>
</tr>
<tr>
<td>EDU 881A</td>
<td></td>
</tr>
<tr>
<td>EDU 882</td>
<td></td>
</tr>
<tr>
<td>EDU 887</td>
<td></td>
</tr>
<tr>
<td>EDU 893S</td>
<td></td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 597A</td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 553A</td>
<td></td>
</tr>
<tr>
<td>EDU 553L</td>
<td></td>
</tr>
<tr>
<td>EDU 976C</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 540B</td>
<td></td>
</tr>
<tr>
<td>EDU 917</td>
<td></td>
</tr>
</tbody>
</table>