



# Trinity

## Professional Development for Educators

SHORT TERM, INTENSIVE,  
GRADUATE LEVEL COURSES FOR

- ◆ Teachers
- ◆ Counselors
- ◆ Administrators

Spring  
2019





# Trinity

## Office of Continuing Education

**Main Hall – Room 464**  
125 Michigan Avenue, N.E.  
Washington, D.C. 20017

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 12<sup>th</sup> grade.

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

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

Sincerely,

*Katie Omenitsch, MBA*

Director of Continuing Education

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

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## Trinity: Office of Continuing Education

Main Hall 464, 125 Michigan Avenue, N.E., Washington, D.C. 20017

**Telephone:** 202-884-9300    **Fax:** 202-884-9084    **E-mail:** ContinuingEd@trinitydc.edu

## General Information 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](http://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/](http://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/](http://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.

**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/](http://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.

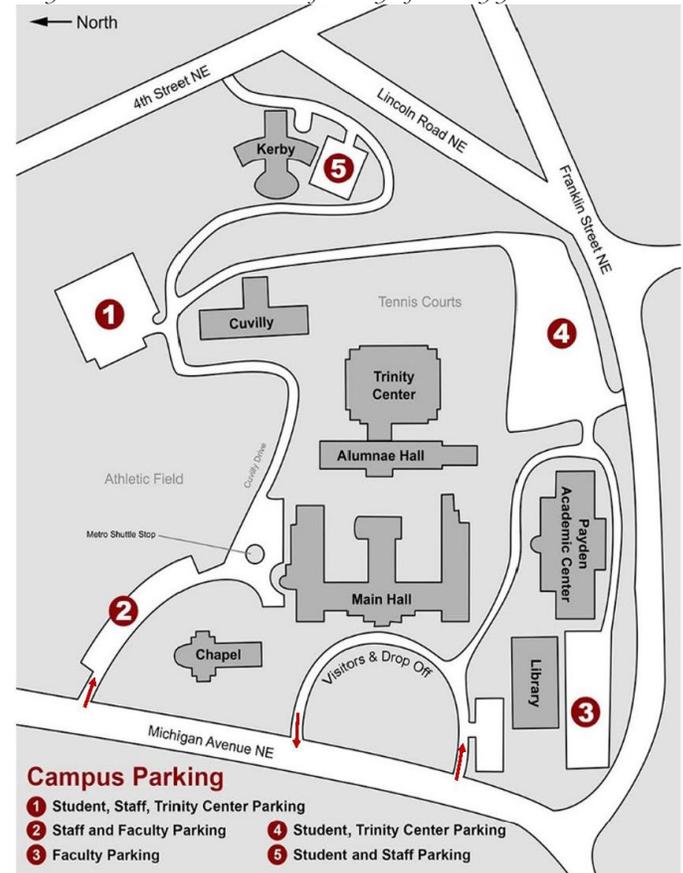
**Metrobus:** Trinity can be accessed by the Metrobus system. Lines H1, H2, H3, and H4, and 80 stop directly in front of Main Hall. Line D8 stops within easy walking distance of campus. Please visit [www.wmata.com](http://www.wmata.com) for more information on bus routes and schedules.

### \*Student Parking\*

**Parking is limited due to construction!**

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

*Continuing Education Parking Permits are free in Spring 2019. They will be distributed on the first day of class by your instructor.*



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

Exit from I-495 (the Washington Beltway) at Kenilworth Avenue/Route 201 South, toward Bladensburg. Continue on Kenilworth Avenue to Good Luck Road and turn left. Continue on Good Luck Road approximately 0.25 miles to the school on the right, set back from road.

**Session 1**

4 Saturdays: 9:00 a.m. - 5:30 p.m.

**Jan. 12, 19, 26, Feb. 2, 2019\****\*Snow Make up: 2/6/19, 4:45 - 10 p.m.*

EDU 502B	Enhancing the Classroom Instruction in Urban Schools	Trinity
EDU 530B	Methods of Teaching Reading in the Content Area: Secondary, Part I	Parkdale
EDU 587	Students in Crisis: Issues of Abuse and Violence	Trinity
EDU 597A	Supervision and PD in a K-12 Setting	Parkdale
EDU 666	Process and Acquisition of Reading	Parkdale
EDU 686B	Physical Geography, K-8	Trinity
EDU 700A	Praxis Prep: Reading/Writing	Trinity
EDU 876C	Classroom Strategies for Teaching the Exceptional Child	Parkdale
EDU 887	Legal Issues in Special Education	Parkdale
EDU 930A	Classroom Management and Discipline	Parkdale
EDU 956	Health and Nutrition for Children	Parkdale
EDU 972	Language Learning	Parkdale
MAED 538M	History of Mathematics	Parkdale
PHSC 501	Physical Science for Elementary and Middle School Teachers	Trinity
SPA 500	Spanish for Educators, Part I	Parkdale

**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.*

EDU 520H	World History II	Trinity
EDU 526A	Children's Literature/Materials for Reading	Trinity
EDU 531A	Academic Literacy for the STEM and Career Technology Educator	Trinity
EDU 568R	Philosophy and Practice of Reggio Emilia	Parkdale
EDU 663A	Child Growth and Development: Elem.	Parkdale
EDU 680A	Leadership for the 21st Century	Parkdale
EDU 682	Methods of Teaching Reading in the Content Area: Secondary, Part II	Parkdale
EDU 694	Methods of Secondary Teaching	Parkdale
EDU 700C	Praxis Prep: Mathematics	Trinity
EDU 704A	Methods of Teaching Children with Autism	Parkdale
EDU 724	ESOL Tests & Measurements	Parkdale
EDU 734B	Assessment for Reading Instruction	Parkdale
EDU 911A	Mathematics with Manipulatives	Trinity
EDU 921	Understanding Bullying: Managing Behavior and Teaching Tolerance	Parkdale
SPA 501	Spanish for Educators, Part II	Parkdale

**Session 2**

8 Weeks

**Jan. 14 - Mar. 10, 2019****Online**

EDU 517C	Introduction to Inclusive Education	Online
EDU 530B	Methods of Teaching Reading in the Content Area: Secondary, Part I	Online
EDU 540B	Methods of Teaching Writing in the Content Area	Online
EDU 550F	Foundations and Philosophy of Education	Online
EDU 553L	Teaching the 21st Century Learner	Online
EDU 597A	Supervision and PD in a K-12 Setting	Online
EDU 666	Process and Acquisition of Reading	Online
EDU 700D	Introduction to Performance-Based Instruction/ Assessment	Online
EDU 759A	Teaching Reading in Early Childhood	Online
EDU 790A	Organization and Leadership of Schools through Administration	Online
EDU 876C	Classroom Strategies for Teaching the Exceptional Child	Online
EDU 881A	Behavior Management for the Special Needs Student	Online
EDU 911E	Fundamental Economics	Online
EDU 930A	Classroom Management and Discipline	Online
EDU 931	Principles of Teaching and Human Learning	Online
EDU 945	Curriculum Development	Online
EDU 997W	Methods of Teaching World Languages	Online
MAED 556	Discrete Math for Teachers, K-6	Online

**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****Online**

BIO 520	Biology for Teachers, K-6	Online
EDU 526A	Children's Literature/Materials for Reading	Online
EDU 530C	Methods of Teaching Reading in the Content Area: Elementary	Online
EDU 561W	Methods and Strategies for Inclusion	Online
EDU 589H	Human Growth and Development: Sec.	Online
EDU 680A	Leadership for the 21st Century	Online
EDU 682	Methods of Teaching Reading in the Content Area: Secondary, Part II	Online
EDU 684E	Curriculum and Instruction Methods: Elem.	Online
EDU 704B	Instruction of Reading	Online
EDU 734B	Assessment for Reading Instruction	Online
EDU 856A	Legal Issues in Education	Online
EDU 882	Educational Assessment of Learning Disabled Students	Online
EDU 893S	Introduction to Special Education	Online
EDU 917	Teaching Writing to Children	Online
EDU 978W	ESL/ESOL Methods and Strategies	Online
MAED 696	Probability and Statistics	Online

**Session 6**

4 Saturdays: 9:00 a.m. - 5:30 p.m.

**Apr. 13, 27, May 4, 11, 2019**

EDU 500E	American Literature, 1860 – Present	Trinity
EDU 503S	Health and Physical Safety for Educators	Parkdale
EDU 530C	Methods of Teaching Reading in the Content Area: Elementary	Parkdale
EDU 553A	Microsoft Word	Trinity
EDU 568A	Methods and Materials for EC	Trinity
EDU 644B	Developing Useful Individual Ed. Plans	Parkdale
EDU 696	General Linguistics	Trinity
EDU 700D	Introduction to Performance-Based Instruction/ Assessment	Parkdale
EDU 790A	Organization and Leadership of Schools through Administration	Parkdale
EDU 853	Curriculum Planning in Early Childhood	Parkdale
EDU 882	Educational Assessment of Learning Disabled Students	Parkdale
EDU 945	Curriculum Development	Parkdale
EDU 979A	Character Education	Parkdale
ENV 725A	Environmental Science, K-6	Trinity
SPA 504	Spanish for Educators, Part IV	Parkdale

**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.*

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

**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/](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.

**Administration**

- EDU 597A** Supervision and Professional Development in a K-12 Setting (p. 17)
- EDU 680A** Leadership for the 21<sup>st</sup> Century (p.14)
- EDU 790A** Organization & Leadership of Schools through Administration (p.14)
- EDU 856A** Legal Issues in Education (p.13)
- EDU 945** Curriculum Development (p.11)

**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)

**Assessment of Students**

**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)

**Early Childhood Education****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**  
See Human Learning on page 13.

**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 where 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)

**Leadership**

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

**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)

**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. 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.

### Methods

#### **EDU 684E Curriculum and Instruction Methods:**

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

**Online: Mar. 18 - May 12, 2019** (Session 4)

Weekly participation for 8 weeks.

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

**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)

### Reading/English Language Arts

**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 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.

**Saturday: Apr. 13, 27, May 4, 11, 2019**

Parkdale; 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 learning to write observable, measurable goals and objectives. The standards of these goals will meet the requirements as set by the Individuals with Disabilities Education Improvement Act (2004). Discussion will be on the components of the Individualized Education Plan and meeting students' needs that satisfy the Free Appropriate Public Education (FAPE) mandates as set forth in IDEIA 2004.

**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 children diagnosed with Autism Spectrum Disorders. Students will explore best practices and learn about the various disorders and the characteristics associated with each diagnosis in the spectrum. The student will utilize either case study or a student of their choice (diagnosed with ASD) to develop specific teaching strategies to better serve this student in his/her current setting. Activities on schedules of development (written, picture), task analysis and the use of auditory/visual cues will be provided for children with ASD.

**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, 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 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, 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.

**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****Administration**

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

**Academic Literacy**

EDU 531A	Academic Literacy for the STEM and Career Technology Educator
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**Assessment of Students**

EDU 700D	Performance Based Assessment
EDU 734B	Assessment for Reading Instruction
EDU 882	Educational Assessment for LD Students

**Character Education**

EDU 979A	Character Education
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**Classroom Management**

EDU 930A	Classroom Management and Discipline
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**Counseling**

EDU 587	Students in Crisis: Issues of Abuse and Violence
EDU 800	Juvenile Delinquency

**Curriculum**

EDU 945	Curriculum Development
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**Early Childhood Education**

EDU 568A	Methods and Materials for Early Childhood
EDU 568R	Philosophy and Practice of Reggio Emilia
EDU 759A	Teaching Reading in Early Childhood
EDU 851A	Using Play and Creative Activity in Early Childhood
EDU 853	Curriculum Planning in Early Childhood

**Economics**

EDU 911E Fundamental Economics

**Educational Psychology**

EDU 921 Understanding Bullying: Managing Behavior and Teaching Tolerance  
 EDU 931 Teaching and Learning Principles

**English as a Second Language**

EDU 696 General Linguistics  
 EDU 724 ESOL Tests & Measurements  
 EDU 972 Language Learning  
 EDU 978W ESL/ESOL Methods and Strategies  
 EDU 989A Teaching Reading to LEP Students

**Foreign Languages**

EDU 997W Methods of Teaching World Languages  
 SPA 500 Spanish for Educators, Part I  
 SPA 501 Spanish for Educators, Part II  
 SPA 503 Spanish for Educators, Part III  
 SPA 504 Spanish for Educators, Part IV

**Foundations**

EDU 550F Philosophy &amp; Foundation of Education

**Geography**

EDU 686B Physical Geography, K-8

**Health and Physical Education**

EDU 503S Health and Physical Safety for Educators  
 EDU 956 Health and Nutrition for Children

**History/Social Studies**

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

**Human Growth and Development**

EDU 589H Human Growth & Development: Sec.  
 EDU 663A Child Growth and Development: Elem.

**Human Learning**

EDU 931 Teaching and Learning Principles

**Law and Education**

EDU 856A Legal Issues in Education  
 EDU 887 Legal Issues in Special Education

**Leadership**

EDU 502B Enhancing Class. Instr. in Urban Schools  
 EDU 547C Interpersonal Communication Skills  
 EDU 680A Leadership for the 21st Century  
 EDU 790A Org. & Lead. of Schools through Admin.

**Mathematics**

EDU 911A Math with Manipulatives  
 MAED 525 Algebra for Teachers, K-6  
 MAED 538M History of Mathematics  
 MAED 556 Discrete Math for Teachers, K-6

MAED 696 Probability &amp; Statistics

**Methods**

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

**Reading/Language Arts**

EDU 500E American Literature, 1860 – Present  
 EDU 526A Children's Literature  
 EDU 530B Methods of Teaching Reading in the Content Area: Secondary, Part I  
 EDU 530C Methods of Teaching Reading in the Content Area: Elementary  
 EDU 666 Process and Acquisition of Reading  
 EDU 682 Methods of Teaching Reading in the Content Area: Secondary, Part II  
 EDU 704B Instruction of Reading  
 EDU 734B Assessment for Reading Instruction  
 EDU 759A Teaching Reading in Early Childhood  
 EDU 896A Corrective Strategies for Remediating Reading

**Science**

BIO 520 Biology for Teachers, K-6  
 ENV 725A Environmental Science, K-6  
 PHSC 501 Physical Science for Elementary and Middle School Teachers

**Special Education**

EDU 517C Introduction to Inclusive Education  
 EDU 561W Methods and Strategies for Inclusion  
 EDU 644B Developing Useful Individual Education Plans  
 EDU 701B Transitions for Students with Disabilities  
 EDU 704A Methods of Teaching Children with Autism  
 EDU 876C Classroom Strategies for Teaching the Exceptional Child  
 EDU 881A Behavior Management for the Special Needs Student  
 EDU 882 Educational Assessment of LD Students  
 EDU 887 Legal Issues in Special Education  
 EDU 893S Introduction to Special Education

**Supervision**

EDU 597A Supervision and Professional Development in a K-12 Setting

**Technology**

EDU 553A Microsoft Word  
 EDU 553L Teaching the 21<sup>st</sup> Century Learner  
 EDU 976C Power Point for Educators

**Writing**

EDU 540B Methods of Teaching Writing in the Content Area  
 EDU 917 Teaching Writing to Children

