

THE CATHOLIC UNIVERSITY OF AMERICA
Washington, D. C.

DEPARTMENT OF EDUCATION
PROFESSIONAL DEVELOPMENT WORKSHOPS & INSTITUTES

Website: <http://education.cua.edu/workshops/workshops.cfm>

COURSE CONTENT AREAS
AND
COURSE DESCRIPTIONS



The Catholic University of America
PROFESSIONAL DEVELOPMENT WORKSHOPS & INSTITUTES
CONTENT AREAS AND DESCRIPTIONS OF COURSES
(Course Descriptions begin on page 5)

FOUNDATIONAL COURSES

EDU 509: School Law for Teachers: Legal Issues in Education and Special Education

EDU 519: Issues in Multicultural Education

EDU 531: Working with Drug and Alcohol Addicted Students: Prevention and Strategies for Educators

EDU 541: Current Issues of Race, Class and Gender in Education

EDU 716: Foundations of Education: Historical, Philosophical, and Sociological Roles of Education

EDU 730: Educational Psychology: Principles of Teaching and Learning

EDU 810: Ethical Issues in Education

EDU 825: Methods for Teaching Character Education

ADMINISTRATION

EDU 526: Current Issues in School and Education Leadership

EDU 708: Evaluation of Educational Technology Platforms: The School Leader's Role [*Administration elective*]

EDU 713: Group Dynamics (*Not required for Administrator 1 Certification in Maryland*)

EDU 714: Curriculum Development for Administrators: Instructional Design and Evaluation

EDU 715: School Law & Policy for Educational Administrators

EDU 723: School and Personnel Administration

EDU 807: Clinical Supervision of Teachers

EDU 809: School Finance

EDU 898: Practicum in Administrative Leadership

ASSESSMENT - General

EDU 503: Educational Tests & Measurements

ASSESSMENT – Special Areas

EDU 501: Special Education Assessment (Grades K-12)

EDU 537: Methods for Managing ADD/ADHD Students (*may meet Special Ed Assessment requirement for some school systems*)

EDU 560: Classroom Management & Discipline (*may meet Special Ed Assessment requirement for some school systems*)

EDU 712: Reading Assessment in the Classroom

EDU 828: Bilingual Assessment

CLASSROOM MANAGEMENT

EDU 560: Classroom Management & Discipline

COUNSELING

EDU 537: Methods for Managing ADD/
ADHD Students

EDU 600: Advanced Childhood and
Adolescent Diagnosis and Treatment

EDU 601: Advanced Techniques of Counseling

EDU 602: Marriage & Family Counseling

EDU 603: DSM-IV TR Diagnosis & Treatment

EDU 604: Childhood & Adolescent
Diagnosis & Treatment

EDU 605: Methods of Counseling

EDU 606: Ethics in Counseling: Professional,
Legal and Ethical Responsibilities

EDU 607: Life Transitions: Counseling Issues
for Adults and Adolescents

EDU 608: Group Process: Issues in Education
& Counseling

EDU 609: Psychopharmacology for Counselors

EDU 617: Supervision of School
Counseling Services

EDU 618: Handling School Crises: Strategies
for Counselors and Administrators

EDU 619: Teens and Negative Coping
Behaviors: Counselor Intervention Strategies
That Work

EDU 620: Methods and Strategies for
Dealing with At-Risk Students: Crisis
Intervention

EDU 621: Juvenile Delinquency

EDU 622: Family Systems & Dynamics

EDU 623: Career Counseling and Development:
Theories & Techniques

EDU 624: Research in Counseling

EDU 625: Social and Cultural
(Multicultural) Foundations of Counseling

EDU 627: Drug, Alcohol and Substance
Abuse Counseling

EDU 628: Working with Families from a
Cultural Perspective

EDU 629: Theories & Techniques of
Counseling

EDU 630: Special Education Topics for
Counselors

EDU 631: Brain Based Teaching and
Learning

EDU 632: Human Development and
Learning

EDU 633: DSM-IV Diagnosis and
Treatment and Introducing DSM V

EDU 634: DSM 5 Diagnosis and Treatment

EDU 719: Mental Hygiene: Principles of
Mental Health

EDU 830: Cross-Cultural Communication

CURRICULUM DESIGN

EDU 614: Developing Middle School Curriculum

EDU 714: Curriculum Development for
Administrators: Instructional Design and
Evaluation

EDU 718: Curriculum Design and
Development for Teachers

EDU 811: Special Education: Curriculum &
Methods

**ENGLISH AS A SECOND LANGUAGE
(ESOL)/WORLD LANGUAGES**

- EDU 515: Spanish for Educators, Level 1
- EDU 711: Spanish for Educators, Level 5 –
Advanced Conversation
- EDU 726: Spanish for Educators, Level 2
- EDU 727: Spanish for Educators, Level 3
- EDU 728: Spanish for Educators, Level 4 -
Hispanic Culture
- EDU 729: Developmental Literacy for
Language Minority Students
- EDU 740: Spanish for Educators, Level 6 -
Advanced Grammar
- EDU 750: Technology in World Languages
- EDU 812: ESL/ESOL Methods, Theory,
Practice and Curriculum Development
- EDU 814: Foundations of English as a
Second Language and Bilingual Education
- EDU 816: Methods of Teaching Reading to
LEP/ESOL Students
- EDU 817: General Linguistics
- EDU 819: Language Learning
- EDU 820: Methods of Teaching Writing to
LEP/ESOL Students
- EDU 828: Bilingual Assessment
- EDU 829: Second Language Acquisition
- EDU 832: ESOL Tests & Measurements
- EDU 871: English Linguistics

HUMAN DEVELOPMENT

- EDU 507: Child Growth and Development
- EDU 610: Understanding Adolescent
Development
- EDU 631: Brain Based Teaching and
Learning
- EDU 632: Human Development and
Learning
- EDU 815: Human Growth and Development

INSTRUCTIONAL TECHNOLOGY

- EDU 511: Introduction to Educational
Technology: Using Technology to Enhance
Classroom Learning
- EDU 708: Evaluation of Educational Technology
Platforms: The School Leader's Role
- EDU 709: Integration of Technologies
Across All Curricular Disciplines
- EDU 720: Introduction to Classroom
Computer Technology
- EDU 750: Technology in World Languages

DC HISTORY

- EDU 520: History of Washington, DC, Part 1
- EDU 530: History of Washington, DC, Part 2
- Neighborhoods

MATHEMATICS - METHODS

- EDU 525: Methods for Teaching
Elementary Math and Standardized Testing
- EDU 650: Methods for Teaching
Elementary Math with Manipulatives
- EDU 724: Methods for Teaching Secondary
Mathematics

MATHEMATICS - CONTENT

EDU 833: Algebra for Teachers K-6

EDU 834: Modern Geometry

EDU 835: Abstract Algebra I

EDU 836: Elementary & Middle School
Algebra Utilizing NASA Activities

EDU 837: Linear Algebra

EDU 838: Problem-Solving Concepts &
Applications

METHODS OF TEACHING

EDU 710: Teaching Methodology for
Elementary Level

EDU 822: Teaching Methodology for
Secondary Level

PHYSICAL EDUCATION

EDU 580: Current Trends and Best
Practices in Secondary Physical Education

READING

EDU 505: Methods for Teaching Secondary
Reading in the Content Areas, Part I

EDU 528: Methods for Teaching Secondary
Reading in the Content Areas, Part II

EDU 532: Methods for Teaching
Elementary Reading in the Content Areas

EDU 613: Process and Acquisition in
Reading

EDU 712: Reading Assessment in the
Classroom

EDU 821: Children's Literature/Materials
for Reading

SCIENCE - METHODS

EDU 510: Methods for Teaching
Elementary School Science

EDU 826: Methods for Teaching Secondary
Science

SCIENCE – CONTENT

EDU 677: Using FOSS Kits to Teach
Science at the Elementary Level

EDU 678: Life Science for Middle School
Teachers

EDU 679: Comets, Origins, and Life:
Interdisciplinary Science in the Secondary
Classroom

EDU 680: Chemistry for Secondary
Teachers: Grades 7-12

EDU 681: Introductory Physical Science
with Photons, Currents, and Relativity
(Grades 6-12)

EDU 692: Teaching Elementary & Middle
School Science Utilizing NASA Research
and Technology

EDU 693: Using FOSS Kit to Teach
Measurement in Science at the Elementary and
Middle Level (Grades 1-8)

SPECIAL EDUCATION

EDU 501: Special Education Assessment
(Grades K-12)

EDU 504: Introduction to Special
Education: Characteristics of Special
Education Students

EDU 509: School Law for Teachers: Legal
Issues in Educational and Special Education

EDU 521: Methods for Developing
Communication Skills: Conferencing,
Collaboration, and Case Management

SPECIAL EDUCATION (cont.)

EDU 524: Career Counseling and Post-Secondary Transition Planning

EDU 537: Methods for Managing ADD/ADHD Students

EDU 538: Special Education Methods & Strategies: Elementary Level (K-6)

EDU 539: Special Education Methods & Strategies: Secondary Level (6-12)

EDU 540: Legal Issues in Special Education

EDU 550: Individualized Education Program (IEP) Implementation, Part 1

EDU 551: Individualized Education Program (IEP) Implementation, Part 2

EDU 552: Special Education Transition for Students with Disabilities

EDU 553: Behavior Management Process for Special Needs Students

EDU 554: Characteristics of Students with Learning Disabilities

EDU 555: Characteristics of Students with Emotional and Behavioral Disorders

EDU 556: Characteristics of and Service to Students with Severe Disabilities

EDU 557: Socio-cultural and Vocational Aspects of Disabilities

EDU 558: Modification & Adaptation of Curriculum & Instruction for Exceptional Children

EDU 560: Classroom Management and Discipline

EDU 640: Inclusion: Special Education in the Mainstream

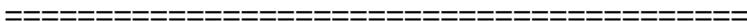
EDU 731: Psychology of Exceptional Children

EDU 811: Special Education: Curriculum and Methods

PRAXIS PREPARATION

EDU 573: PRAXIS II (ESOL) Preparation Course

EDU 574: Special Education Praxis II Preparation Course.



**PROFESSIONAL DEVELOPMENT WORKSHOPS & INSTITUTES
COURSE DESCRIPTIONS**

EDU 501: Special Education Assessment (Grades K-12) [Assessment; Special Education]
This course will introduce and explore formal and informal diagnostic techniques for testing students using both norm- and criterion-referenced instruments. The Woodcock-Johnson Tests of Achievement, WRAT, Key Math, TOWL, TOAL, and VMI are among the tests that will be presented. Administration, scoring and interpretation will be addressed during this class. (Access to tests and students for testing purposes is required).

EDU 503: Educational Tests and Measurements [Assessment]

Educators are faced with increasing demands for teaching, based on testing. This course provides teachers with a framework for reading, interpreting, and applying test-based data. Testing construction, statistics and evaluations are discussed. Test preparation and test-based curriculum design are addressed.

EDU 504: Introduction to Special Education: Characteristics of Special Education Students [Special Education]

This course is designed to introduce aspects of special education including: characteristics of students who are learning disabled, emotionally impaired, mentally retarded, physically disabled, blind, and/or deaf. Students will explore the requirements of IDEA and PL504, development of IEPs and compliance. Special education classroom observations and teacher interviews (field experiences) are required.

EDU 505: Methods for Teaching Secondary Reading in the Content Areas, Part I [Methods; Reading]

This course is designed to introduce secondary school teachers to the various approaches to teaching reading and writing in the content areas. Focus areas include: assessment of student reading, motivational strategies - both intrinsic and extrinsic, incorporating practical application of skills in the classroom, and an examination of reading philosophy and literature for secondary level students.

EDU 507: Child Growth and Development [Human Development]

This course will be an overview of the physical, social, emotional, and cognitive aspects of human development from infancy through adolescence. Major theorists and developmental theories, and their impact on learning will be addressed.

EDU 509: School Law for Teachers: Historical, Philosophical and Legal Issues in Education & Special Education [Foundations; Special Education]

This course addresses current legal issues faced by teachers in schools. Topics discussed include: the legal foundations of U.S. public schools; the general principles of statutory and case law; the application of judicial decisions to educational environments; the legal rights and responsibilities of both teachers and students. The course also includes a component of Special Education law.

EDU 510: Methods for Teaching Elementary School Science [Methods; Science]

This course provides participants with a framework for teaching general science at the elementary level. Topics from "Electricity" to "Animal Science" are covered. The course is designed with a "hands-on" approach in mind, and emphasizes practical teaching strategies including direct observation of phenomena in the classroom. This course will allow teachers to "try out" instructional approaches and develop strategies for science programs that relate to and satisfy curriculum expectations.

EDU 511: Introduction to Educational Technology: Using Technology to Enhance Classroom Learning [Instructional Technology]

This course provides an introduction to educational technology in the classroom. Participants will learn about the different ways in which technology can improve and enhance students' learning experience. Topics addressed include using the internet; web page design; web-based communication, and other media tools. In addition, students will have the opportunity to learn about new educational software that is currently available to help with classroom tasks such as attendance, grading, and testing. The focus of the class is on "hands-on" learning.

EDU 515: Spanish for Educators, Level 1 [ESOL/World Languages]

This course provides a foundation for communication between English speaking teachers/counselors and parents. Participants practice listening, speaking, reading, and writing through integrated oral and cultural activities. Real school situations are presented. The course provides instruction for making requests, school supplies, subjects, asking for and giving directions, families, parent-teacher conferences, making appointments, discipline and both regular and irregular verb conjugations. Cultural implications for Hispanic students will also be discussed.

EDU 519: Issues in Multicultural Education [Foundations]

This course will explore the practical and theoretical issues involved in counseling and educating individuals and groups from diverse cultural backgrounds. Emphasis will be placed on the development of awareness, knowledge and skills, which promote effective cross-cultural education and interpersonal relations. The impact of the historical, social and political forces on the behavior of the individual will be examined.

EDU 520: History of Washington, D.C., Part I [History; Social Studies]

This course will explore the rich history of Washington, D.C., from the debate over choosing this area to the present. The main topics will include the establishment of the capital from the 1700s until the early 1800s, the capital during the Civil War, slavery and freedom, emancipation and its aftermath, building monumental Washington, and the growth of the city from World War I to the present. There will be tours of selected historical sites and exploration of research materials available only in D.C.

EDU 521: Methods for Developing Communication Skills: Conferencing, Collaboration, and Case Management [Special Education; Methods]

Teachers serve as professional liaisons, conference managers, case managers, and child advocates in a variety of settings. Students with identified disabilities as well as students who are in the process of identification require specific strategies in order to successfully serve them, and in this course, participants will receive guidelines and practical situation experience for working with other professionals, administrators, counselors and parents as it relates to students with disabilities. Team teaching and case management of students with disabilities will be addressed.

EDU 524: Career Counseling and Post-Secondary Transition Planning [Special Education]

This course provides an overview of the transition programs of students with special needs, and how one collaborates with the student, the student's family, the student's past and present educators, workforce/trade representatives, and others to create a successful plan for the student to become a contributing member of society.

EDU 525: Methods for Teaching Elementary Math and Standardized Testing [Mathematics - Methods]

This course focuses on content and methods of teaching mathematical concepts and arithmetical skills at the elementary level. In addition, course discussion will address standardized tests that are increasingly used to determine academic achievement in elementary school students. This course provides preparation information for students taking state or county mandated achievement tests. Strategies are easily incorporated into daily math instruction.

EDU 526: Current Issues in School and Education Leadership [Administration]

This course will examine the issues that educators in leadership positions face today. Topics addressed include: supervision skills and responsibilities, effective use of technology, personnel management, supplementary learning centers, home schooling, special needs students, discipline, effective communication, and learning styles. In addition, participants will be encouraged to utilize current literature and internet resources to enhance the identification, causes, and strategies for dealing with problems and concerns confronting school administrators.

EDU 528: Methods for Teaching Secondary Reading in the Content Areas, Part II [Methods; Reading]

This course expands on the content and methods covered in Part I (EDU 505). Secondary content area teachers focus on the development of reading skills through the general curriculum. The areas of expanding reading process, development will be emphasized. Reading skills addressed include: organizing facts, retrieving information, sequencing information, determining cause-effect relationships and comprehending information. Practical application of skills and an assessment of the application will be required of all participants.

EDU 530: History of Washington, D.C., Part II - District Neighborhoods [History; Social Studies]

In 1791, the District of Columbia consisted of only three neighborhoods and the Federal City. Pierre L'Enfant's plan for the city was never fully realized due to lack of federal funding. Consequently the city grew through the development of other communities unique in their history and character. This course will concentrate on the history of the following neighborhoods: 1. Georgetown, Capitol Hill, Foggy Bottom 2. Tenleytown, Brightwood, Anacostia 3. Dupont Circle, Shaw, Mount Pleasant, LeDroit Park, and Deanwood 4. Takoma Park, Brookland, Kalorama 5. Benning Heights, Adams Morgan, Shepard Park.

EDU 531: Working with Drug and Alcohol Addicted Students: Prevention and Strategies for Educators [Foundations]

This course is designed to introduce educators, counselors and administrators to all aspects of addictions. Stages of addiction and the role of assessment, referrals and intervention will be discussed. Strategies for the prevention and treatment of substance and alcohol addictions will be explored. Lecture, discussion, activities and case studies will be used to explore these topics.

EDU 532: Methods for Teaching Elementary Reading in the Content Areas [Methods; Reading – Elementary]

This course focuses on developing and strengthening skills associated with the reading process. Emphasis will be placed on helping participants learn methods of effective reading instruction at the elementary level. Participants will also develop a repertoire of current, research-based strategies that can be used to promote literacy across the curriculum, and will be given opportunities to apply their knowledge in discussions, hands-on activities, and by creating assessments and lesson plans that demonstrate professional competencies in reading instruction in the content areas.

EDU 537: Methods for Managing ADD/ADHD Students [Counseling; Special Education]

This course offers teachers practical techniques for dealing with ADD/ADHD students in grade levels K-12. Emphasis is placed on developing an understanding of attention deficit disorder, and how it impacts the academic and social development of children and adolescents. The course is designed to assist counselors, administrators, special education coordinators, and teachers in developing a better understanding of the symptoms of the disorders and ways to assist children or adolescents who presents with ADHD. Strategies for addressing the educational and behavioral needs of these students will be presented. Discussion will offer practical ways for educators to empower these students with the coping skills, academic strategies, and problem-solving techniques needed to enhance achievement.

EDU 538: Special Education Methods & Strategies: Elementary Level (K-6) [Special Education]

This course will review theories of educational psychology for elementary school-aged students. It will introduce a spectrum of learning differences with respect to students identified with special education needs. The course will offer an overview of the main areas of learning/behavioral diagnoses for which an individualized educational plan (IEP) is written to make classroom instruction accessible. Students will review and demonstrate a variety of teaching techniques, and will learn to use assessment data. Also included will be material to familiarize teachers with different learning styles within a spectrum of normal to special needs. This focus will prepare educators to teach to a student's strength even though he/she may be diagnosed as learning or behaviorally challenged. Special education classroom observations and teacher interviews (field experiences) are required.

EDU 539: Special Education Methods & Strategies: Secondary Level (6-12) [Special Education]

This course will provide participants with "hands on" and theoretical materials based on cumulative study of best practices informed by adolescent and young adult psychological and behavioral development. Participants will have opportunity to use a variety of organizational, teaching and classroom management strategies and to examine the process of collaboration with other involved professionals and parents. Discussion will include theories of adolescent development of Maslow, Erikson and Freud as well as contemporary educational, psychological theories and their application. Special focus will be given to transitional educational and services to adolescents including how vocational rehabilitation laws provide post-secondary services for adolescents with special education diagnoses. Special education classroom and teacher interviews (field experience) are required.

EDU 540: Legal Issues in Special Education [Special Education]

This course addresses historical and legal issues pertaining to special education. An in-depth study of state and federal laws and will analyze litigation in the field. The evolution of current laws as they pertain to children who need early intervention services, special education and related services, e.g., the Individuals with Disability Education Act (IDEA) and the Americans with Disabilities Act (ADA), and their impact on stakeholders will be examined. Simulations of special education law violations will be investigated to give the student opportunities to apply knowledge of these laws to real life situations. Students will also engage in activities that examine the ethical implications of special education.

EDU 541: Current Issues of Race, Class and Gender in Education [Foundations]

This workshop will explore the most salient issues related to the education of African American and Latino American students. A central focus of the workshop will be the relationships between specific issues of diversity and the educational experiences of students in urban and near urban America.

EDU 550: Individualized Education Program (IEP) Implementation, Part 1 [Special Education]

This course reviews the pre-eligibility process, eligibility process, developing an Individualized Program (IEP) focusing on developing the Present Levels of Performance, IEP Goals, Accommodations and Modifications to students' curriculum, and testing measures), and monitoring the student's progress in their disability area.

EDU 551: Individualized Education Program (IEP) Development Part 2 [Special Education]

This course reviews the areas of disability, and how Special Education Programs service those many disabilities. The Disability Areas of Learning Disabilities, Emotional Disabilities, Mildly Cognitively Impaired, Moderately Cognitively Impaired, Autism Spectrum, Severely Disabled, Other Health Impaired, Special Education, and other disability Labels. Having taken the pre-requisite for this course, EDU 550 (*see above*), the student will be fully aware of the Eligibility and IEP process, and will use the knowledge from the combined courses to use as a baseline to create a reflective analysis of the special education programs of their individual school and school division's special education programs.

EDU 552: Developing Transitioning Plans for Special Needs Students [Special Education]

This course provides an overview of the transition programs of students with special needs, and how one collaborates with the student, the student's family, the student's past and present educators, workforce/trade representatives, and others to create a successful plan for the student to become a contributing member of society.

EDU 553: Behavior Management for Special Needs Students [Special Education]

The essential question for this course will be: "How does the Functional Behavior Assessment (FBA) and Behavior Intervention Process (BIP) work and can we develop FBAs and BIPs that positively affect students in our schools?" The purpose of this course is to engage participants in an ongoing inquiry about what it means to teach all students with special needs.

EDU 554: Characteristics of Students with Learning Disabilities [Special Education]

This course is designed to explore the theoretical background and specific conditions pertinent to students with learning disabilities. The class will examine the impact of learning disabilities on the academic performance and the social abilities and difficulties of the learning disabled student. Research-based strategies for mainstreaming the learning disabled student and providing appropriate programming are covered.

EDU 555: Characteristics of Students with Emotional and Behavioral Disorders [Special Education]

This course addresses the many issues surrounding students with emotional and/or behavioral difficulties. Topics addressed include federal, state and local regulations, identification of students; learner characteristics, and program models. Additional attention will be paid to behavioral techniques, classroom management skills, and instructional practices.

EDU 556: Characteristics of and Service to Students with Severe Disabilities [Special Education]

This course focuses on clearly defining and identifying, current best practices in curriculum and methods for students with severe disabilities. The course will discuss the inclusion of specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities. Discussion of assessment and alternative assessment will also be discussed.

EDU 557: Socio-cultural and Vocational Aspects of Disabilities [Special Education]

This course addresses the issues concerning special needs populations as they transition from school to the work environment. Participants will consider the social and cultural meaning of work, the vocational development theories of occupational choice, and labor market information to current methods of job development, selective placement and follow-up of individuals with special needs. Participants will discuss and research vocational evaluation and assessment, work adjustment, personal-social adjustment, and independent living services for persons with disabilities and special needs. Life/work options including rehabilitation, cooperative, group, professional supported facilities or independent living facilities will be considered and evaluated.

EDU 558: Modification & Adaptation of Curriculum & Instruction for Exceptional Children [Special Education]

This course examines the framework and practical applications for accommodating, adapting, and/or modifying curriculum and related materials to increase instructional access for individual children with exceptional learning needs. Participants will learn to develop curricula for students in K-12 school environments using a variety of approaches, and will design and/or modify lesson plans as well as prepare a research review in a relative area of interest.

EDU 560: Classroom Management and Discipline [Classroom Management; Special Education]

The course is designed to provide educators with an intensive analysis of classroom behavior and appropriate interventions informed by effective best practices in both regular and special education classrooms K-12. Participants will explore the principles and techniques of group organization and instruction, ways of establishing group cohesion, positive relationships and learning environments, and theories and methods of dealing with individual learning and behavior problems. They will learn to apply knowledge of behavior management to the solution of real classroom difficulties experienced by classroom teachers. Special education classroom observations and teacher interviews are required (field experience).

EDU 580: Current Trends and Best Practices in Secondary Physical Education [Physical Education]

This course will explore best practices and emerging trends in secondary physical education classrooms. As resources decrease for physical education programs: class sizes growing, fewer teachers, block scheduling, material budget costs, and lack of focus paid to the physical education classes due to the hyper-focus on “Race to the Top” tenements. To compound this, students themselves are more obese than any point in history and are more inclined to play video games than participate in physical activity. This class allows professionals to discuss best practices and get concrete examples of master lessons and mastery based outcomes for students who participate in their classes. In addition, participants will be encouraged to utilize current literature and internet resources to enhance the identification, causes, and strategies for dealing with problems and concerns confronting physical education professionals.

EDU 600: Advanced Childhood and Adolescent Diagnosis and Treatment [Counseling]

This course will consider therapeutic methods relevant to the treatment of specific disorders, including mood disorders, externalizing disorders, and developmental disorders. The challenges presented by the extensive use of social media and the negative effects that may result will be addressed. Treatment strategies including psychotropic medications for each will be discussed. Professional issues related to different treatment settings will be addressed.

EDU 601: Advanced Techniques of Counseling [Counseling]

This course provides an in-depth survey of a specific psychotherapeutic modality for the student who wishes to develop further skills and learn the latest research and techniques in a specialized area. Different approaches, for example, brief solution-focused, gestalt therapy, behavioral therapy, cognitive psychotherapy, and others will be highlighted.

EDU 602: Marriage & Family Counseling [Counseling]

In this course, students will examine the relationship between spouses, family members and the community. Psychological and sociological aspects of family attitudes, behaviors, expectations, and values, as well as techniques of parent education and other counselor-family contacts will also be addressed.

EDU 603: DSM-IV TR Diagnosis and Treatment [Counseling]

This course provides a foundation for professional involvement of teachers, administrators, and school counselors in the process of identification through the DSM-IV, as well as an understanding of how diagnosis determines treatment plans and the appropriate interventions required by school personnel. Participants will also consider theories, models and concepts from education, mental health, medical conditions, and psychosocial and environmental factors.

EDU 604: Childhood & Adolescent Diagnosis & Treatment [Counseling]

This course addresses the social, psychological, and physical characteristics of growth and development, and the particular problems and stresses involved in the transition from childhood to adulthood. Such problems may present themselves in a variety of ways and in multiple settings including home and school. Strategies for diagnosis and treatment of these problems in different contexts will be presented and discussed.

EDU 605: Methods of Counseling [Counseling]

This course provides an overview of the history of and approaches to counseling that illustrate the development of counseling services in educational agencies and mental health settings. Methods, principles and practices employed by the counselor in the analysis of the individual and in-group counseling are addressed. Focus areas include: personal-social, educational, vocational information in counseling; placement counseling; referral procedures; and current counseling issues and trends.

EDU 606: Ethics in Counseling: Professional, Legal and Ethical Responsibilities [Counseling]

This course explores the ethical, legal and professional issues facing counselors in a variety of settings including schools, educational agencies and mental health settings. Information regarding the ethics of practice, professional identity and responsibility, and current legal issues in counseling is presented and discussed. Special emphasis is placed on helping students identify ethical and legal issues in their practice, and then providing them with the knowledge, skills and tools to appropriately address them. Key areas of inquiry include: the role of ethical codes and standards; the obligation (and its potential limits) to protect confidentiality; client and counselor rights and responsibilities; professional relationships and boundaries; practice specialization, and relationships with third-parties (e.g., employers, insurance companies, etc.)

EDU 607: Life Transitions: Counseling Issues for Adults and Adolescents [Counseling]

This course covers the theoretical aspects of negotiating life's changes. Research supports the constant flux in adulthood, and today's youth are also subject to the myriad changes inherent in their culture. Transitions are numerous and vary in the degree of their impact. This workshop will address the type, context, and impact of life changes. Practical strategies for helping oneself and others can be mastered. Counselors and educators will find that the tools are applicable for assisting students navigate the move from elementary to middle, middle to high school, and secondary school to college or the world of work.

EDU 608: Group Process: Issues in Education & Counseling [Counseling]

This course will give the student a broad knowledge of group process and dynamics, with an emphasis on group work in school settings. The topics covered will include group theory, stages of development, ethics, methods and the fundamentals of group leadership, and group techniques.

EDU 609: Psychopharmacology for Counselors [Counseling]

The use of psychotropic drugs is much more common today due to managed care, shortage of psychiatrists, cost containment, and other issues. Professional counselors, school counselors, social workers need to be aware of the medications clients are taking and aware of ethical considerations, limitation of the medications, and the effect of the medications on client behavior. This workshop will provide an overview of principles of psychopharmacology, neuroanatomy, and will focus on some of the major conditions for which medications are proscribed (depression, anxiety disorders, and other disorders such as eating, personality, and ADHD).

EDU 610: Understanding Adolescent Development [Human Development]

Adolescent development is complex and challenging. This course will consider adolescent development from a theoretical perspective with an emphasis on the biological, physiological, cognitive, social, and personality transitions at various stages of development. The impact of family, peer groups, education, and work contexts will be addressed. Gender differences in development will be explored. The research indicating the critical importance of parental support in positive ego development will be reviewed. Participants will learn to see adolescents in light of developmental challenges. The course will include lectures, discussions, readings, audio visuals, and group activities.

EDU 613: Process and Acquisition in Elementary Reading [Reading]

This class will explore the assessment of student reading, cognitive acquisition of reading skills, strategies used in reading and the process of language development. Current research issues in language development, phonemic awareness, and phonics in the reading process will be addressed. Participants will look at how to implement a balanced program of phonics, semantics, and syntactic skills in teaching reading. In addition, by providing the fundamentals for building strong reading programs, the course will address cross-cultural connections as they relate to the acquisition of reading skills for all children.

EDU 614: Developing Middle School Curriculum [Curriculum Design]

This class will address the theory and development of middle school programs. Student characteristics, principles of learning and motivation will also be addressed. Examples of instructional design will be presented.

EDU 617: Supervision of Counseling [Counseling]

This course introduces the counselor to the knowledge and skills needed as identified by the profession as basic to effective mentoring of counselors-in-training and practicing counselors. Models of supervision will be reviewed and their application considered. Practical experience of supervising counselors-in-training or counselors new to the profession will provide an opportunity to demonstrate competency in skill acquisition. Completion of a Master's degree in counseling is a prerequisite.

EDU 618: Handling School Crises: Strategies for Counselors and Administrators [Counseling; Administration]

Schools have crisis plans in place which identify who does what, but do these delineate the actions a counselor and or administrator must take in intervening with individuals and groups affected by the crisis. The workshop will provide counselors and administrators with information about the critical aspects of handling intervention and post-vention and strategies for training faculty in how to process events in the classroom.

EDU 619: Teens and Negative Coping Behaviors: Counselor Intervention Strategies That Work [Counseling]

The psycho-emotional needs of many students require interventions that remove barriers to academic performance and appropriate development. Effective strategies are needed to address the social emotional needs of students and the often-times negative coping they use. Difficulties they face include disruptive behaviors, low academic self-efficacy, aggression and bullying, oppositional behaviors, eating disorders, conduct problems, anxiety and depression. Workshop participants will consider these issues, review research-based interventions and share successful strategies employed by participants.

EDU 620: Methods and Strategies for Dealing with At-Risk Students: Crisis Intervention [Counseling]

Youth today encounter intense challenges to their well-being and development. The risks they take are greater and the consequences more formidable than in years past. This class focuses on these risks and will consider what educators and social service providers can do in response to school crises. Crisis intervention plans will be developed.

EDU 621: Juvenile Delinquency [Counseling]

In this course, participants will examine the occurrence of juvenile delinquency, exploring its causes, nature and scope. Attention will be paid to understanding the variety of factors that can lead to these behaviors and to identifying potential strategies to help prevent them. Methods for addressing the problem of Juvenile Delinquency will be discussed, and examples of successful strategies and programs for delinquency prevention will be presented.

EDU 622: Family Systems & Dynamics [Counseling]

In this course, students will examine the relationship between spouses, family members and the community focusing on the dynamics of both dysfunctional and functional families. The important theories of family intervention that address conflict and crisis will be presented including: Systems; Structured; Psychodynamic; Solution Focused; and Bowenian. Psychological and sociological aspects of the family cycle as it relates to each person's life cycle (including family attitudes, behaviors, expectations, and values) will be discussed especially as they related to the education environment.

EDU 623: Career Counseling and Development: Theories & Techniques [Counseling]

There is a critical need for individuals to carefully plan for their careers since individuals spend most of their lives engaged in their work. This class will focus on the developmental and theoretical aspects of career decision making. Life span differences will be addressed. The special needs of adolescents who lack self-awareness as well as adults in transition will be considered. Practical hands-on experience with career interest inventories as well as practice with counseling techniques will be included.

EDU 624: Research in Counseling [Counseling]

This workshop is intended to increase knowledge of and involvement in counseling research. Participants will learn the technique needed to design, implement, and evaluate research projects and program in community and school settings.

EDU 625: Social and Cultural (Multicultural) Foundations of Counseling [Counseling]

The purpose of this course is to assist counselors in becoming more effective in working with children and adults of diverse cultural backgrounds. Factors such as poverty, ethnicity, ageism, and disabilities affect cognitions, emotions, behaviors and social interactions in both the school and community settings.

EDU 627: Drug, Alcohol & Substance Abuse Counseling [Counseling]

This course will examine the relationship of substance abuse, chemical dependency and behavioral addiction. Various treatment modalities will be presented and discussed.

EDU 628: Working with Families from a Cultural Perspective [Counseling]

The ever increasing pluralistic nature of the families we serve as counselors demands that we become more culturally competent. Additionally the rapidly changing nature of family life makes it clear that our approach to family counseling needs to be altered to address critically important issues related to race, class, immigration status, sexual identity, disability and more. The larger multicultural context must be central to our perspective as we work with families today. This course will help counselors to gain the knowledge and skills needed to do just this.

EDU 629: Theories & Techniques of Counseling [Counseling]

The purpose of this course is to provide a general framework of counseling theories as applied to counseling individuals. An overview of the major theoretical perspectives of human behavior and therapeutic interventions will be presented. The strategies and techniques associated with different theories will be discussed.

EDU 630: Special Education Topics for Counselors [Counseling]

This course is focused on the characteristics of disabling conditions for students that make learning more challenging. Diagnosis, remediation, and the role that counselors, teachers, administrators and parents play in enhancing the educational opportunities for students with these characteristics will be emphasized. Current issues and trends will be addressed. Attention will be given to working with students with learning disabilities including the kinds of accommodations teachers can make and the creativity that administrators and counselors need in assisting teachers and parents in meeting the educational needs of these students.

EDU 631: Brain Based Teaching and Learning [Counseling/Human Development]

This course will provide participants with information about research in neurobiology, focusing on recent research on the brain and its implications for learning. In addition, how brain development affects learning will be considered. Students will gain strategies for implementing this information in class designs that will enhance student learning and retention.

EDU 632: Human Development and Learning [Counseling/Human Development]

Issues of development are important in constructing lessons that are appropriate for children at their developmental level. In this course, teachers will be encouraged to incorporate knowledge about development in their approach to teaching. Participants will gain knowledge and have the opportunity to work in groups to develop lessons that will be most effective for children in levels pre-k through high school and community college.

EDU 633: DSM-IV Diagnosis and Treatment and Introducing DSM 5 [Counseling]

This course provides a foundation for professional involvement of teachers, administrators, and school counselors in the process of identification through the DSM-IV and moving towards the new DSM 5. Participants will gain an understanding of how diagnosis determines treatment plans and the appropriate interventions required by school personnel. In addition, participants will consider theories, models and concepts from education, mental health, medical conditions, and psychosocial and environmental factors

EDU 634: DSM 5 Diagnosis and Treatment [Counseling]

This course provides a foundation for professional involvement of teachers, administrators, and school counselors in the process of identification through DSM 5. The arrival of the DSM 5 requires some adjustment in our thinking, terminology and application. This class will identify key changes to the DSM5.

EDU 634: DSM 5 Diagnosis & Treatment (cont.)

The strengths as well as the criticism of the new edition of the *Diagnostics and Statistical Manual 5* will be discussed. We will consider how the changes in the DSM5 in the areas of greatest concern to school counselors will be emphasized.

EDU 640: Inclusion: Special Education in the Mainstream [Special Education]

Recent changes to special education law and to state and county curriculum with regard to testing and fulfilling requirements for graduation have resulted in an increasing number of special education students in mainstream classes. This course will investigate the basic issues involved in successfully implementing inclusive classrooms. Discussion will focus on accommodations and adaptations for students in the mainstream, and participants will be encouraged to explore the necessities of open thinking and attitudes, commitment, and discovering best teaching practices.

EDU 650: Methods for Teaching Elementary Math with Manipulatives [Mathematics; Methods]

This course is designed to present elementary and middle-school teachers with the content and methodology information for teaching mathematical concepts and skills. In addition, it offers participants tools to integrate mathematics manipulatives along with the National Council of Teachers of Mathematics Standards into the mathematics programs with purpose and fun. Educators will be introduced to mathematics manipulatives, games, and activities with an emphasis on concept building with strategies for teaching. Also, the focus will be on creative techniques across the mathematics curriculum using cooperative learning, problem solving, exploring and reasoning, as well as the demonstration of mathematical ideas using manipulatives and “hands-on” activities.

EDU 677: Using FOSS Kits to Teach Science at the Elementary Level (3-6) [Science]

This course provides elementary school teachers with a combined approach for teaching basic science and math in grades 3-6. The course covers the use of the FOSS modules “Measurement” and “Structures of Life” which are hands-on, inquiry-based self-contained kits. The course emphasizes hands-on teaching and experimentation and observation in the classroom. Participating teachers can “try out” instructional approaches and develop strategies that satisfy science and math curriculum expectations and standards.

EDU 678: Life Science for Middle School Teachers [Science]

This course will address selected topics in middle school life science, including inquiry skills, cell biology, genetics, evolution, and classification. Teachers will participate in a variety of classroom tested hands-on activities and will be provided with computer resources to use in teaching these concepts in their classrooms. For example, teachers will use the four-question strategy to guide students’ investigations, identify dependent and independent variables, and construct hypotheses. Numerous microscopic activities will include preparation of wet mount slides of plant cells, identification of the stages of mitosis from root tip and fish embryo, and observation of prepared plant and animal cells. Computer modeling activities will be used to explain natural selection. Teachers will become familiar with best practices for teaching science in a middle school setting, and will use the 5E model to design a classroom unit. Because these units will be shared by all teachers in the course, teachers will walk out of the course with a wide assortment of activities and units to implement in their own classrooms.

EDU 679: Comets, Origins, and Life: Interdisciplinary Science in the Secondary Classroom
[Science]

In this course, the interdisciplinary nature of science will be demonstrated by examples of how concepts of physics, astronomy, chemistry and biology can be used together in the secondary classroom. High school teachers will discuss topics ranging from the birth of stars and the solar system to comets and their potential impact on the origin of life on our own planet. Specific collaborative learning strategies and technology resources that relate to and satisfy curriculum expectations will be suggested for use in the classroom. This course would be particularly useful to science teachers, who wish to strengthen their background in a particular sub-discipline. Biology and chemistry teachers will be given the opportunity to include physics and astronomy concepts in their classes, while physicists will be offered tools to incorporate topics from biochemistry in their required curriculum.

EDU 680: Chemistry for Secondary Teachers: Grades 7-12 [Science]

This course focuses on three elements: content knowledge, inquiry, technology and new approaches for teaching chemistry to students in grades 7-12 effectively. This course looks at how teachers combine content knowledge and sound teaching strategies to give students a deep and meaningful understanding of topics teachers and students find most challenging, including balancing equations, molarity, and nuclear chemistry. Through the readings, discussions, assignments and hands-on experiences, learners in this course will have multiple opportunities to develop their content knowledge. Learners will gain exposure to instructional technologies, inquiry-based learning environments as methods to employ in their lesson plans. This course provides effective teaching methodologies, strategies and tools that can be used when teaching chemistry concepts.

EDU 681: Introductory Physical Science with Photons, Currents, and Relativity (Grades 6-12)
[Science]

This course will present new ways to teach traditionally difficult concepts in introductory physical science. All ideas are developed on a basic conceptual level and are accompanied by visual models. Assistance in lesson planning has the highest priority. The first part of the class builds a concept of the physical world understandable to middle or high school students, including those first introduced to science. The second part of the class includes a strong element of integrated science. The curriculum is built around testing a scientific hypothesis using knowledge from physics, biology, chemistry, astronomy, and Earth science.

EDU 691: Using FOSS Variables Module to Teach Science at the Elementary Level (Grades 3-6)
[Science & Math]

This course provides elementary and middle school teachers a combined approach for teaching some of the most important scientific concepts in grades 3-6. This course content shows how to develop various abilities among middle school students, like building relationships between objects and events, designing experiment, use data to make predictions, apply mathematics for solving science problems, and record scientific data in meaningful way. The course covers the use of the FOSS module "Variables" which are hands-on, inquiry-based self-contained kits. Participating teachers can "try out" instructional approaches and materials. They also develop strategies that satisfy science and math curriculum expectations and standards for teaching their students at schools.

EDU 692: Teaching Elementary & Middle School Science Utilizing NASA Research and Technology [Science]

This course is designed to provide elementary and middle school teachers with the tools to broaden students' skills in Science, Technology, Engineering, and Mathematics (STEM). At the end of this course participants will be familiar with hands-on activities developed by NASA scientists and educators. Activities are based on the National Council of Teachers of Mathematics Standards and developed with an emphasis on interdisciplinary approach (math, science and technology), and in many cases they are connected to everyday life.

EDU 693: Using FOSS Kit to Teach Measurement in Science at the Elementary and Middle Level (Grades 1-8) [Science]

This course provides elementary and middle school teachers with knowledge and strategies for implementing basic tool of science and math, measurement, into their classrooms. The course addresses the need for the standard unit in science, and develop intuitive feel for the metric system. The course covers the use of the FOSS modules "Measurement" which are hands-on, inquiry-based self-contained kits. Four different investigations emphasize a particular type of metric measurements – length, volume, mass and temperature. Additional related topics cover unit conversions and power of ten. The course emphasizes hands-on teaching and experimentation and observation in the classroom. Participating teachers can "try out" instructional approaches, exercise language and math skills and practice to connect scientific thinking with everyday situations.

EDU 708: Evaluation of Educational Technology Platforms: The School Leader's Role [Technology/ Administration elective]

This course will give students the tools to objectively and effectively evaluate software and hardware platforms used and proposed to be used in educational settings. Proper access to the tools and resources of the 21st century school can be the only platform that makes teachers' and administrator's lives easier. In this day when more and more is expected of school personnel, the proper technology is one of the few mediums that can actually help to make the educator's life less stressful. This course teaches the interested parties critical steps to ensure the time resource needed in program professional development and the monetary resource is effectively spent on software/hardware that works.

EDU 709: Integration of Technologies Across All Curricular Disciplines [Technology]

This course will explore various methods for the integration of technology (hardware/software) into subject area curricula. The main focus will be to analyze problems and develop data-driven solutions for instructional and school improvement. The course will expose teachers to the a number of technological resources including Teacher Tube, blogs, wikis, social bookmarking, social networking, podcasting, voice thread, Prezi, excel tools, Smart Board technology, and access. Participants will have the opportunity to select a variety of materials for use in their discipline and/or area of specialty.

EDU 710: Teaching Methodology for Elementary Level [Methods]

This course is designed to present elementary and middle school educators with tools and strategies for teaching and curriculum building. Participants will examine student characteristics, principles of teaching and learning, integrating instructional programs and the role of the teacher in elementary education. Issues, concepts, trends and examples of curricular materials are also addressed. The focus will be on creative techniques across the curriculum that foster good teaching and learning practices so that students can achieve successfully at the elementary level

EDU 711: Spanish for Educators, Level 5 – Advanced Conversation [ESOL/World Languages]
An advanced series of courses intended for students who want to improve their conversational skills in Spanish. Students for this class, at any level, are expected to have enough fluency in Spanish so as to engage in conversation and discussion. **Prerequisite:** Formal training in Spanish or an oral interview with the instructor.

EDU 712: Reading Assessment in the Classroom [Assessment; Reading]
Reading assessment is an essential part of a teacher's repertoire. This course is designed to instruct teachers in the administration and interpretation of classroom-based reading assessment. Informal reading inventories, assessing developmental word knowledge and assessment of the writing component within reading instruction will be addressed. Instructional design for regular and remedial classroom application is a centerpiece of the course.

EDU 713: Group Dynamics [Administration]
This course will address the process and analysis of group interactions. Special attention will be paid to the issues of communication, decision making, cooperation and competition, cohesion, social facilitation and inhibition, leadership and group roles. Students will participate in a small group experience as part of the course. For this reason, this course requires a MINIMUM registration of four students.

EDU 714: Curriculum Development for Administrators: Instructional Design and Evaluation [Administration; Curriculum Design]
This course examines the relationship of the written, taught, and tested curriculum and identifies critical leadership decisions that can positively impact student achievement. Topics addressed include: identification of the components of effective curriculum guides, curriculum planning and improvement; curriculum evaluation in the schools; principles for the selection and organization of the content and learning experiences; and ways of working in classroom and school on curriculum improvement. Attention will also be paid to elements of instructional design such as designing, implementing, and evaluating instructional strategies for learners, assessing needs, writing objectives, selecting curriculum/content, selecting and implementing methods and techniques, selecting appropriate devices and evaluating instruction.

EDU 715: School Law & Policy for Educational Administrators [Administration]
This course provides an opportunity for the student to examine the legal foundations of education in the U.S. including an analysis of leading cases decided by the Supreme Court and lower courts, the statutes affecting education in DC, Maryland and the District of Columbia. In addition, emphasis will be placed on examining the way judicial interpretation of common, statutory, and constitutional law shapes and constrains educational policy making. Participants will have the opportunity to consider practical school situations for legal implications, development of skills to research legal issues affecting schools, and preventive law measures.

EDU 716: Foundations of Education: Historical, Philosophical, and Sociological Roles of Education [Foundations]
This course is designed to provide students with an advanced understanding of the historical, philosophical and sociological foundations underlying the role, development and organization of public education in the United States. The course allows for the development of competencies in understanding contemporary critical issues affecting the future of American education.

EDU 718: Curriculum Design and Development for Teachers [Curriculum Design]

This course reviews historical and current approaches to the development of school curriculum and curriculum design. Topics discussed include: identification of learning needs; development of a program's aims, philosophy, structure and content; planning course delivery; resources; assessment and moderation; and planning for overall evaluation.

EDU 719: Mental Hygiene: Principles of Mental Health [Counseling]

This course focuses on the concept of normality, the problems of adjustment, and adjustment mechanisms. Especially as they affect school age children and adolescents. Specific topics addressed include principles of human growth, personality development, sources of stress and reactions to stress. In addition, an overview of therapeutic methods, personal relations, and problems encountered in developing positive environments will be presented.

EDU 720: Introduction to Classroom Computer Technology [Instructional Technology]

This course is designed to help educators understand computer technology. Discussion will include an overview of the Microsoft Office programs Word, Excel and Power Point, with an emphasis on how to use them to add to classroom presentation skills and engage your students in learning. Participants will learn to use these three programs and will also become familiar with the internet and the resources it offers.

EDU 723: School and Personnel Administration [Administration]

This course focuses on organization and administrative practices involved in operating a modern school. Participants are introduced to theories pertaining to leadership, organization, communications, change and sustenance of existing systems as they pertain to managerial, human and technical skills and how they are applied to increase the effectiveness and efficiency of existing systems. In addition, the course will address personnel practices and skills that enable school administrators and staff to relate effectively with one another. The areas of certification, interviewing, recruitment and evaluation of applicants, negotiating, the creation of a positive work environment, and other personnel functions will be addressed. Current legal requirements and the practical application of policies within schools will also be considered. Class participants will investigate strategies to address the topics discussed at their school sites.

EDU 724: Methods for Teaching Secondary Mathematics [Mathematics; Methods]

This course is designed to present middle and secondary teachers with methods, strategies and tools to develop mathematics programs that conform to the National Council of Teachers of Mathematics standards. Content areas addressed include algebra, geometry and calculus. In addition, extensive resources are provided regarding graphing calculators, teaching tools, and internet teaching support sites.

EDU 726: Spanish for Educators, Level 2 [ESOL/World Languages]

This workshop is designed to complement the basic skills learned in Level 1, EDU 515. It provides a foundation for communication between English-speaking teachers (or other school personnel) and Spanish-speaking students and parents. Participants practice listening, writing, speaking, and reading through integrated oral and cultural activities. Real school situations are presented. This course provides instruction for communication in a variety of scenarios such as: reading and replying to parent notes; dealing with emergencies, completing permission slips; discipline problems; visits to the principal's or counselor's office; completing, reading and interpreting report cards; technology education (including the library media center); graduation;

EDU 726: Spanish for Educators, Level 2 (cont.)

summer school; math and science terms; special education terms; and past/future tense verb conjugations.

EDU 727: Spanish for Educators, Level 3 [ESOL/World Languages]

Spanish for Educators, Level 3 is the continuation of the series for elementary Spanish courses at CUA. Designed for intermediate level students, this course builds on the foundations of grammar and vocabulary already established in Levels 1 and 2. Participants are instructed in the use of compound verb tenses. Speaking, reading, writing, and listening skills are increased through integrated oral and cultural activities. Vocabulary development is increased through permanent practice through daily interaction. Cultural aspects and current issues of Latin America are also presented through reading and conversational activities. Class participation is paramount in this course.

EDU 728: Spanish for Educators, Level 4 – Hispanic Culture [ESOL/World Languages]

Intended for advanced Spanish learners, this course offers a panoramic view of the Hispanic culture. Via both literature in Spanish and movies, the students will be exposed to a variety of cultural aspects of Spain and Latin America. This course is designed for those participants who have a good foundation in Spanish structures and are proficient enough to converse in the target language with ease. This course will instruct students in the use of the subjunctive mood and focus on enriching the participants' vocabulary. Cultural aspects of various Latin American countries will be presented. Class participation is paramount in this course.

EDU 729: Developmental Literacy for Language Minority Students [ESOL/World Languages]

This workshop focuses on the theories and methods of developing literacy skills among children and adults who are limited in their English language proficiency (LEP). Through an exploration of ESL pedagogy, this course offers insights on stage-appropriate ways of teaching LEP students including those with special education needs. A content-based developmental approach to reading and writing is also presented. Classroom discussions will involve the use of various teaching strategies, materials, curriculum and research trends in the teaching of second language reading and writing.

EDU 730: Educational Psychology: Principles of Teaching and Learning [Foundations]

This course will concentrate on the examination of the relationship among the various theories of teaching and learning. Focus includes: providing a review of effective teaching based on an understanding of human development and the nature of learning; (2) exploring the topics of learned behavior, reinforcement, motivation, interest, retention and concept formation; (3) considering the analysis and interpretation of significant research in the various disciplines which have contributed to the knowledge of learning and teaching; (4) emphasizing the factors which facilitate learning; and (5) identifying the role of the teacher in the learning environment. Historical mainstays in the field of education and psychology of learning Participants will develop plans that reflect an understanding of effective teaching practices and the psychology of learning.

EDU 731: Psychology of Exceptional Children [Special Education]

This course is designed to increase the students' understanding of the psychology and education of the exceptional child. It is not a methodology course, but will provide an overview of the range of exceptional characteristics that exist and the effects of these on learning. The physical, mental, emotional, behavioral, and social traits of children and adolescents will be discussed.

EDU 731: Psychology of Exceptional Children (cont.)

Students will gain an understanding of pertinent federal and state legislation (Individuals with Disabilities in Education Act, Section 504 of the Rehabilitation Act) by which some children and adolescents are considered exceptional and identified as such. Other topics will include legal issues, giftedness (identification/classification/labeling), as well as diversity of culture and language.

EDU 740: Spanish for Educators, Level 6: Advanced Grammar [ESOL/World Languages]

In a contrastive approach with English, this course is intended for those teachers who need to refresh and/or improve their skills in Spanish Grammar. This course is conducted in Spanish. Prerequisite: Advanced Spanish for Educators 5 or an oral interview with the instructor. Please, sign up at least a week in advance and make an appointment for the interview.

EDU 750: Technology in World Languages [ESOL/World Languages]

This course is designed to provide a foundation to develop teachers' abilities to effectively integrate technology and communicate ideas in an organized manner into classroom instruction, as well as, to visually support and reinforce world language education. Connections will be made through technology via target language resources to expand knowledge of other content areas and complex real world situations. Authentic music, literature, poems, newspapers, magazines, etc. will be presented. Teachers will develop and design projects to be used in the world language class while ensuring that students understand instructions presented in informational materials. Teachers will also look at the effective use of the Internet and critically evaluate its cultural materials in order to gain information about cultures and communicate ideas across communities to reinforce cultural knowledge and understanding, as well as to compare cultures. Technology based learning tools offer learning experiences that support different learning styles via interactive and multi-sensory activities that augment language proficiency.

EDU 807: Clinical Supervision of Teachers [Administration]

This course is designed to provide the background necessary for understanding techniques of clinical supervision, setting goals that deal with planning individual observations, specific techniques for collecting observation data and ways of conducting effective feedback conferences. Topics covered include: the 3 phases of the clinical supervision cycle; development of instructional strategy skills; diagnosis and resolution of instructional problems; and teacher evaluation.

EDU 809: School Finance [Administration]

This course offers an introduction to basic concepts of economics and school finance, focusing on the management of school programs through the use of proper fiscal techniques. Topics addressed include: the costs of education; sources of revenue; foundation programs; distribution decisions, school and system budgets; purchasing, accounting and systems analysis; trends in the fiscal operations of schools; and the function of finance in the educational program are considered. In addition, finance policies, bonding procedures, auditing and equitable investments of public monies will also be considered.

EDU 810: Ethical Issues in Education [Foundations]

This course will address a variety of ethical issues and questions that confront administrators and staff in today's education environment. Although the course will focus on areas of conflict from an ETHICAL perspective, attention will also be paid to the impact of legal concerns on decision making. Primary objectives of this course include: (1) gaining familiarity with the language and

EDU 810: Ethical Issues in Education (cont.)

concepts of ethics in the education environment; (2) understanding the relationship between ethics and the law in decision making about what is the “right” thing to do in a particular situation; and (3) developing strategies for addressing complicated questions of “right” and “wrong” in the education and administration settings.

EDU 811: Special Education: Curriculum and Methods [Curriculum Design; Special Education]

The advent of inclusion and mainstreaming has made the special educator’s task of accommodation and adaptation of curriculum materials more demanding. This is a methods course designed to present aspects of curriculum development and adaptation in the special education setting. Special education classroom observations and teacher interviews (field experiences) are required.

EDU 812: ESL/ESOL Methods, Theory, Practice and Curriculum Development [ESOL/World Languages]

This course analyzes language and culture and increases awareness of issues that elevate the academic achievement of LEP students. Current theories of SLA (Second Language Acquisition) are investigated as a foundation for ESL/ESOL teaching practices, instructional strategies and activities. Diverse techniques are demonstrated according to styles of learning and English proficiency levels. Emphasis is placed on ESL/ESOL educational objectives, selection and organization of subject, lesson plans, textbooks, other instructional materials and measurement.

EDU 814: Foundations of English as a Second Language and Bilingual Education [ESOL/World Languages]

This course presents the historical development of English as a Second Language (ESL) and Bilingual Education. An international perspective is emphasized. In addition, legal issues and concerns surrounding of ESL/ESOL/and Bilingual Education are offered, as is an in-depth analysis of Title VII (the Bilingual Education Act). Discussion topics include: educational philosophies and practices; assessment; professional organizations, program models, socio-political movements and other social trends. The roles of teachers and administrators are also explored.

EDU 815: Human Growth and Development [Human Development]

This course will address the major principles of development across the lifespan, and their effect on learning and adulthood. Emphasis is placed on the study of the characteristics of human growth at each stage of development. Special emphasis will be placed on the implications for education.

EDU 816: Methods of Teaching Reading to LEP/ESOL Students [ESOL/World Languages]

Effective ESOL instruction implies fostering the development of literacy skills in children with limited proficiency in the English language. This workshop will address the unique challenges in teaching reading to English language learners. Models and approaches regarding the reading process will be explored. In addition, reading methods, strategies, techniques and literacy assessment will be discussed to provide the ESOL specialist with the teaching tools to meet the academic needs of this population.

EDU 817: General Linguistics [ESOL/World Languages]

This course offers an introduction to fundamental concepts in linguistics - the study of language. The course explores the theoretical background and components of language such as morphology, phonology, syntax, and semantics with application to classroom learning and teaching, especially in an ESL setting. Key terms and concepts will be introduced and discussed. Various aspects of language are detailed and their interconnectedness revealed. Attention is also given to language variation and first and second language acquisition.

EDU 819: Language Learning [ESOL/World Languages]

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, and to examine current theory in language acquisition from psycholinguistic and sociolinguistic perspectives. The main focus of the course will be on theoretical principles as they relate to second language acquisition, including their application to second or foreign language teaching. Sub-topics include socio-cultural factors in language classrooms, individual language learning styles and strategies, and the impact of age and native language on (second/foreign) language learning.

EDU 820: Methods of Teaching Writing to LEP/ESOL Students [ESOL/World Languages]

This workshop will examine the unique challenges inherent in teaching writing to LEP/ESOL students. Current research and theories regarding the writing process and writing development will be explored, and techniques for instruction will be demonstrated. Students will be introduced to pedagogical methods that may be used to teach all levels of skill, from basic writers to advanced students. Participants will have the opportunity to put their knowledge into practice by developing their own ESL writing lessons.

EDU 821: Children's Literature/Materials for Reading [Reading]

Literature is an integral part of the curriculum. Today's students have a wide variety of literature to supplement course work. This course in children's literature (K-6) focuses on the specific criteria and tools to help teachers evaluate 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 a love in young children for books and reading. Attention is also paid to developing cross-curricular reading programs.

EDU 822: Teaching Methodology for Secondary Level [Methods]

This class examines student characteristics, principles of teaching and learning, integrating instructional programs and the role of the teacher in secondary education. Issues, concepts, trends and examples of curricular material will be addressed. The course is intended to assist participants in gaining an overview of secondary methodology, the nature of secondary school and many strategies/techniques for effective teaching.

EDU 825: Methods for Teaching Character Education [Foundations]

This course facilitates the development of a positive school community and responsible citizenry in the student population. It focuses on the inclusion of character education in the curriculum as one way of developing a positive school community. Current research suggests that character education results in the reduction of disciplinary concerns and the development of responsible citizenry in the student population. This course will feature methods, strategies and tools for

EDU 825: Methods for Teaching Character Education (cont.)

teaching character education, and its role in building a school community that emphasizes both improving academic achievement and developing a committed school/community relationship. Current research in character based education, related issues, practical application and curriculum materials will also be addressed.

EDU 826: Methods for Teaching Secondary Science [Methods - Secondary Science]

This course is designed to provide secondary science teachers with new methods, strategies and tools for teaching in the fields of Earth Science, Biology, and Chemistry. Course topics are organized to complement current requirements in National Science Standards. In addition, creative and “hands on” techniques as well as technology resources for science teachers are explored.

EDU 828: Bilingual Assessment [Assessment; ESOL/World Languages]

This course provides a practical approach to teacher evaluation of the English language skills of linguistically diverse language minority students. The emphasis will be on the analysis of standardized tests and the step-by-step design of teacher-made assessment instruments. Aspects of testing and measurement theory, statistics, and testing techniques that are relevant to the four language skills will also be addressed.

EDU 829: Second Language Acquisition [ESOL/World Languages]

This course examines the issues of second language acquisition and learning from the perspective of classroom teaching and learning. It introduces the theories and research concerned with the internal and external factors affecting second language acquisition and learning as well as their relevance to teaching methods and techniques.

EDU 830: Cross-Cultural Communication [ESOL/World Languages]

This class emphasizes the principles of communication across cultures and the different learning styles of language minority students, particularly as they relate to the classroom environment. It examines the resources used in the identification of cultural and national differences, and the methods for negotiating and teaching across cultures. Activities designed to construct knowledge of other values, attitudes and beliefs and an understanding of other national cultures will be included.

EDU 832: ESOL Tests & Measurements [ESOL/World Languages]

ESOL programs diagnose, test and place English language learners in specialized classes to provide ESL services. ESL teachers are required to measure students’ academic and linguistic development. This course presents issues, concepts, current research and practices regarding ESOL tests and measurements. In addition, ways of evaluating students’ progress using formal and informal instruments, portfolios and alternative assessments will be addressed. Standardized tests and criterion-referenced tests will also be discussed, and alternative assessments used to evaluate ELLs will be explored.

EDU 833: Algebra for Teachers K-6 [Mathematics]

This workshop addresses the fundamental aspects of algebra, and focuses on teaching these concepts at the elementary level. The focus will be on important aspects of algebra as well as on bridging the gap between arithmetic concepts and the properties of algebra. Teaching methods, strategies and materials will also be covered in the course.

EDU 834: Modern Geometry [Mathematics]

This course examines fundamental concepts of modern geometry in the elementary and secondary levels. Information addressed includes the axioms of Euclidean geometry and the resulting theory, as well as axioms and the development of non-Euclidean geometry. Teaching methods, strategies and materials will also be covered in the course.

EDU 835: Abstract Algebra I [Mathematics]

This course is designed to address abstract algebraic systems such as groups, power rings, and fields. Furthermore, advanced topics of algebra will deal with abstract algebraic structures rather than with the usual number systems. The focus will be on understanding the process of mathematical abstraction, the formulation of algebraic axiom systems, and the development of an abstract theory from these axiomatic systems.

EDU 836: Elementary & Middle School Algebra Utilizing NASA Activities [Mathematics]

This course is designed to present and examine the fundamental concepts of elementary and middle school algebra. The course offers an innovative approach that emphasizes an interdisciplinary approach (math, science and technology), and the way in algebraic concepts relate to spheres of everyday life. Activities are based on the National Council of Teachers of Mathematics Standards and developed with an emphasis on interdisciplinary approach (math, science and technology), and in many cases they are connected to everyday life. Major issues to be addressed include: (a) understanding patterns, relations, and functions; (b) representing and analyzing mathematical situations and structures using algebraic symbols; (c) using mathematical models to represent and understand quantitative relationships; and (d) analyzing change in various contexts.

EDU 837: Linear Algebra [Mathematics]

This course offers a wide variety of experiences and hands-on activities that will help students to understand the concepts and applications of modern linear algebra. Areas of focus will include linear systems and Gauss' method, vector spaces, linear maps and matrices, and determinants. Topics discussed are drawn from various fields such as geometry, physics, engineering, computer science, economics and business. This is an advanced course for middle and high school teachers. Prerequisite: a good background in basic algebra.

EDU 838: Problem-Solving Concepts & Applications [Mathematics]

Problem solving is an integral part of all mathematics learning. This course is intended to provide participants with mathematical and logical skills that are integral to problem solving. It is designed to help participants cultivate a variety of problem-solving strategies that can be utilized across the curriculum as well as in the context of everyday life. Hands-on activities and technology will be used to help students develop tools for use in their own classrooms. This course is appropriate for teachers of all grade levels.

EDU 871: English Linguistics [ESOL/World Languages]

This course will discuss basic concepts and terminology in the area of linguistics, with special reference to the phonological, morphological, syntactical, lexical and pragmatic aspects of Standard American English. In addition, participants will identify linguistic issues that English language learners face in U.S. classrooms. Participants will develop habits of thought and a repertoire of language analysis tools. Examples of linguistic modifications and proven effective ELL strategies will be provided to guide future teachers through a career-long refinement of their understanding of the elements that influence how English language works and how it must be taught effectively to second language learners and non-native speakers.

EDU 898: Practicum in Administrative Leadership [Administration]

The Practicum in Administrative Leadership is designed to provide experiences that will prepare effective school leaders/administrators. This experience will give practicum students the opportunity to integrate classroom knowledge and theory; and utilize that knowledge base in an educational institution. By applying prior knowledge taken from the Standards for Advanced Programs in Educational Leadership (ELCC) (see Appendix A), which incorporate the Interstate School Leaders Licensure Consortium Standards (ISLLC) for School Leaders, students will learn to think critically, analyze and solve problems, make ethical decisions, understand the use of technology, become familiar with their site school's history and community, gain a better understanding and knowledge of self, demonstrate knowledge and skill in working with special needs and diverse populations, and gain the confidence necessary to provide effective leadership in the field of education.