Trinity

Professional Development for Educators

Short Term, Intensive, Graduate Level Courses for

- Teachers
- Counselors
- Administrators

Fall 2019
Dear Educator,

Trinity’s Office of Continuing Education hopes to help you make a great start to the 2019-2020 school year! Our fall schedule offers over 45 professional development courses for education professionals. These courses are intended for teachers, counselors, administrators, and other school personnel seeking to earn graduate level credit to meet in-service, recertification, and continuing education requirements.

Our courses are offered for every stage of your career, including those for beginning teachers and for experienced professionals. Specific training is available in early childhood education, elementary education, secondary education, technology for educators, ESOL, special education, and counseling. Those wishing to use these courses for recertification are encouraged to obtain prior approval from their respective school system or employer to ensure that the credits are suitable for this purpose.

Trinity recognizes the hectic schedules of teachers and school personnel. To accommodate a more flexible learning format for busy educational professionals, Continuing Education will once again be offering online courses in multiple subject areas. See page 9 for more details.

Admission for our graduate level professional development courses requires that participants in our courses must minimally possess a bachelor's degree from a regionally-accredited higher education institution. Our office has developed a schedule of courses to meet your certification needs. We look forward to seeing you in class this semester.

Sincerely,

Katie Omenitsch
Director of Continuing Education

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

General Information ................................................................................................................................. 4  
Directions .................................................................................................................................................... 7  
Student Parking and Campus Map ........................................................................................................... 8  
**Course Schedule for Fall 2019** ......................................................................................................... 9  
Course Descriptions  
- Administration ........................................................................................................................................... 9  
- Assessment of Students ......................................................................................................................... 10  
- Character Education ............................................................................................................................. 10  
- Classroom Management ....................................................................................................................... 10  
- Counseling............................................................................................................................................... 10  
- Curriculum............................................................................................................................................... 10  
- Educational Psychology ....................................................................................................................... 11  
- English as a Second Language .......................................................................................................... 11  
- Foreign Languages .............................................................................................................................. 11  
- Foundations ........................................................................................................................................ 11  
- Health and Physical Education ........................................................................................................... 11  
- History.................................................................................................................................................. 12  
- Human Growth and Development ..................................................................................................... 12  
- Human Learning ................................................................................................................................. 12  
- Law and Education .............................................................................................................................. 12  
- Leadership ......................................................................................................................................... 12  
- Mathematics ....................................................................................................................................... 13  
- Multicultural Education ...................................................................................................................... 13  
- Reading/Language Arts ...................................................................................................................... 13  
- Science ............................................................................................................................................... 14  
- Special Education ............................................................................................................................... 14  
- Supervision .......................................................................................................................................... 15  
- Technology ......................................................................................................................................... 15  
- Writing ................................................................................................................................................ 15  

Fall Course Listing by Sector ..................................................................................................................... 16  
School of Education; Master's Degrees .................................................................................................. 17  
**Non-Credit Courses (Praxis Preparation)** ....................................................................................... 18  
Online Courses ....................................................................................................................................... 18  
Online Registration ............................................................................................................................... 19  
Dates to Remember ............................................................................................................................... 20
General Information

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

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

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

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

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

Attendance Policy
Continuing Education courses are at a graduate level in an intensive format to meet the scheduling needs of our full-time working students. The thirty hours of instruction are equivalent to a minimum of thirty one hour class meetings if the course took place over a full semester. Participation in class lectures, discussions, and other activities related to a particular course is an essential part of the instruction process. For this reason, your full attendance is required to pass our courses. If you know in advance of registering that you are unable to attend ALL scheduled meetings in full, do not register for that course; please consider taking the course in another session.

If an emergency arises such as an illness, death in the family, or other unexpected emergency circumstance, the student is responsible for notifying the instructor as soon as possible and will be required to provide documentation to verify the emergency. Reporting the absence does not exempt a student from fulfilling all course requirements.

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

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

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

www.trinitydc.edu • 202-884-9300
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 "Schedules" tab.

Disability Services
Students requesting accommodations for student services must request these services at least 4 weeks prior to the start of a course. Visit the Disability Student Services website for more information: www.trinitydc.edu/disability.

Dropping/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.

Eligibility
Admission to a graduate level Continuing Education course is open to anyone who has minimally attained a Bachelor's degree. Students who have not taken a course at Trinity must provide an official undergraduate transcript, Bachelor's (or higher) diploma, or a teacher's license that indicates a Bachelor's degree or higher when submitting a completed registration form or Online Login/Password Request Form. Students registering for non-credit courses do not need to submit proof of a degree.

Employer Paid Tuition
If your employer has agreed to pay part or all of your tuition, obtain a letter of intent or purchase order from your employer. It must include your name, social security number, amount to be paid, billing address, and the original signature of the person(s) authorizing payment. This documentation must be provided when the paper registration form is submitted. The release of the grade will be withheld until payment is received. DCPS teachers should visit our tuition webpage found in the registration section of our website for billing authorization requirements.

Fees *$50 tuition discount for credit courses when you register online!* 
Tuition for graduate level Continuing Education credit courses is $530. If a course requires a book and/or materials fee, students will be notified on the first day of class. All registrations with required documentation and payment must be submitted seven calendar days prior to the class start date to avoid a $50 late registration fee. Registrations are accepted on a space available basis. Full payment is required at the time of registration. Registrations and payments will not be accepted after the start time of an in person class; online class registrations and payments will be accepted until 11:59 pm on the class start date. A $50 administrative fee is assessed for all drops. The late fee and drop fee are non-refundable. Please visit our website for fees for non-credit courses.

Grades/Transcripts
Each course awards three graduate level credits (with the exception of non-credit Praxis Preparation and health training courses). Letter grades for credit courses are issued at the end of the courses. Grades cannot be given over the telephone. Students are able to access their grades online through Self-Service (Trinity’s online student account portal) within 72 hours of the completion of the course. Transcripts may be requested from the Office of Enrollment Services after the grades have been entered. To request an official transcript, please visit Self-Service or the Enrollment Services website.
Parking on Campus
Permits are required to park on Trinity’s campus. A special free permit for Continuing Education students will be distributed by the instructor at the start of the first class meeting. There is no charge for this permit. Permits are not required for off-site locations. For more information and a map of parking lots at Trinity, please visit our website: www.trinitydc.edu/continuing-education/directions-to-class-locations/ or see page 7.

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

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

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

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

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

Trinity
Trinity Washington University is a comprehensive university in Washington, D.C., offering a full range of undergraduate and graduate courses and degree programs for students of all ages, through the College of Arts and Sciences, the School of Education, the School of Nursing and Health Professions, the School of Professional Studies, and the School of Business and Graduate Studies. Contact the Office of Admissions at 202-884-9400 about degree-seeking programs or see page 26.

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 Avenue South. Proceed approximately 6 miles, crossing the MD/DC line. Turn left on Harvard Street. At the next traffic light make a slight left on to Hobart Place. In 1 block, bear right onto Michigan Avenue. Continue on Michigan Avenue, crossing First, North Capitol and Franklin Streets. Trinity is on the right.

**Northeast:** From I-95 take I-495 South. Follow I-495 to Exit 22B, Baltimore Washington Parkway South. Follow the parkway approx. 5 miles and take the exit for US-50 West. Take first exit to South Dakota Avenue and turn right onto South Dakota Avenue. Follow South Dakota Avenue 1.5 miles to Monroe Street. Turn left onto Monroe Street, stay in left lane for 2 miles until Monroe dead ends into Michigan Avenue. Turn left onto Michigan Avenue. After you pass the Basilica of the National Shrine of the Immaculate Conception, Trinity is on the left.

**South:** Take I-395 North toward Washington. After exit 10, get in the right-hand lanes to continue on 395 North until it ends at New York Avenue. Turn right onto NY Avenue. Turn right on M Street. Continue on M Street and turn left onto North Capitol Street. Proceed approx. 1 mile; at 8th light turn right onto Michigan Avenue. Trinity is on the right after first traffic light.

**Metrorail/Trinity Shuttle:** Trinity is close to the Brookland/CUA Metro station on the red line. A free shuttle van to and from the Brookland Metro station every 20 minutes (for information on the Trinity Shuttle schedule, contact Campus Safety at 202-884-9111). To catch the shuttle at the Brookland station: after leaving the train, take the 10th Street exit. At the top of the up escalator, turn to your left and walk to the end of the railing and wait for the shuttle. Look for a van with a Trinity sign on the side of the vehicle. The shuttle driver will take you to campus.

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

*Please see parking information on the next page.*

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

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

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

Continuing Education Parking Permits are free in Fall 2019. They will be distributed on the first day of class by your instructor.
### Session 1
4 Saturdays  
**September 21, 28, October 5, 26, 2019**  
9:00 a.m. – 5:30 p.m.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>COUN 615</td>
<td>Mental Hygiene</td>
<td>Trinity</td>
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<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part I</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 589H</td>
<td>Human Growth and Development: Secondary</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 700A</td>
<td>Praxis I Reading/Writing Reading</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 917</td>
<td>Teaching Writing to Children</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 926</td>
<td>Multicultural Education</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 942</td>
<td>Childhood Obesity: Strategies for Prevention</td>
<td>Parkdale</td>
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<tr>
<td>EDU 972A</td>
<td>Language Learning Acquisition</td>
<td>Parkdale</td>
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<tr>
<td>EDU 979A</td>
<td>Character Education</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 997W</td>
<td>Methods of Teaching World Languages</td>
<td>Parkdale</td>
</tr>
<tr>
<td>ENV 724</td>
<td>Earth Science for Teachers, K-6</td>
<td>Trinity</td>
</tr>
<tr>
<td>MAED 525</td>
<td>Algebra for Teachers, K-6</td>
<td>Parkdale</td>
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### Session 2
8 Weeks  
**October 7 - December 1, 2019**  
Online

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 526A</td>
<td>Children’s Literature</td>
<td>Online</td>
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<tr>
<td>EDU 530B</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part I</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 550F</td>
<td>Foundations and Philosophy of Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 589H</td>
<td>Human Growth and Development: Sec.</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting</td>
<td>Online</td>
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<tr>
<td>EDU 663A</td>
<td>Child Growth and Development</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 666</td>
<td>Process and Acquisition of Reading</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 680A</td>
<td>Leadership for the 21st Century</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 682</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part II</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 684E</td>
<td>Curriculum &amp; Instruction Methods: Elem</td>
<td>Online</td>
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<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 759A</td>
<td>Teaching Reading in Early Childhood</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 790A</td>
<td>Organization and Leadership of Schools through Administration</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 799</td>
<td>Methods of Teaching Writing to LEP Students</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education</td>
<td>Online</td>
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<tr>
<td>EDU 876C</td>
<td>Classroom Strategies for Teaching the Exceptional Child</td>
<td>Online</td>
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<tr>
<td>EDU 882</td>
<td>Educational Assessment of Learning Disabled Students</td>
<td>Online</td>
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<tr>
<td>EDU 893S</td>
<td>Introduction to Special Education</td>
<td>Online</td>
</tr>
<tr>
<td>EDU 945</td>
<td>Curriculum Development</td>
<td>Online</td>
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### Session 3
4 Saturdays  
**November 2, 16, 23, December 7, 2019**  
9:00 a.m. – 5:30 p.m.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 662</td>
<td>History of the District of Columbia</td>
<td>Trinity</td>
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<tr>
<td>EDU 682</td>
<td>Methods of Teaching Reading in the Content Area: Secondary, Part II</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 700C</td>
<td>Praxis I Mathematics</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 700D</td>
<td>Introduction to Performance-Based Instruction/Assessment</td>
<td>Parkdale</td>
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<tr>
<td>EDU 704B</td>
<td>Instruction of Reading</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 740A</td>
<td>Conferencing with Parents and Professionals</td>
<td>Parkdale</td>
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<tr>
<td>EDU 790A</td>
<td>Organization and Leadership of Schools through Administration</td>
<td>Parkdale</td>
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<tr>
<td>EDU 800</td>
<td>Juvenile Delinquency</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 876C</td>
<td>Classroom Strategies for Teaching the Exceptional Child</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 904</td>
<td>Structure of American English</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 911A</td>
<td>Mathematics with Manipulatives</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 931</td>
<td>Principles of Teaching and Human Learning</td>
<td>Parkdale</td>
</tr>
<tr>
<td>EDU 976C</td>
<td>Power Point for Educators</td>
<td>Trinity</td>
</tr>
<tr>
<td>EDU 978W</td>
<td>ESL/ESOL Methods and Strategies</td>
<td>Parkdale</td>
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<tr>
<td>MAED 668B</td>
<td>Modern Geometry</td>
<td>Trinity</td>
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### Administration

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting (p. 15)</td>
</tr>
<tr>
<td>EDU 680A</td>
<td>Leadership for the 21st Century (p. 12)</td>
</tr>
<tr>
<td>EDU 790A</td>
<td>Organization and Leadership of Schools through Administration (p. 13)</td>
</tr>
<tr>
<td>EDU 856A</td>
<td>Legal Issues in Education (p. 12)</td>
</tr>
<tr>
<td>EDU 945</td>
<td>Curriculum Development (p. 10)</td>
</tr>
</tbody>
</table>
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.

Saturday: Nov. 2, 16, 23, Dec. 7, 2019
Parkdale; 9:00 am - 5:30 pm (Session 3)

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: Sept. 21, 28, Oct. 5, 26, 2019
Parkdale; 9:00 am - 5:30 pm (Session 1)
Online: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

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

Online: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

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: Sept. 21, 28, Oct. 5, 26, 2019
Parkdale; 9:00 am - 5:30 pm (Session 1)

Counseling

COUN 615 Mental Hygiene This course features discussions, dialogue, student-led presentations, and experiential activities through which participants explore aspects of mental hygiene, including how it is maintained, lost, or restored. This course focuses on factors affecting mental hygiene such as belief systems, interpersonal relationships, aging, death, stress, depression, addictions, ethnicity, race, and gender.

Saturday: Sept. 21, 28, Oct. 5, 26, 2019
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: Nov. 2, 16, 23, Dec. 7, 2019
Parkdale; 9:00 am - 5:30 pm (Session 3)

Curriculum

EDU 684E Curriculum & Instruction Methods: Elem 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: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

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

Online: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.
Educational Psychology

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.

Saturday: Nov. 2, 16, 23, Dec. 7, 2019
Parkdale; 9:00 am - 5:30 pm (Session 3)

English as a Second Language

EDU 799 Methods of Teaching Writing to LEP Students This course explores efficient methods, strategies, and theories for teaching writing to LEP students, including routine technical writing activities and creative writing. A variety of examples will be presented and modeled from different levels of English proficiency. Students are expected to develop lesson plans using learned methods and strategies of writing.

Online: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

EDU 972A Language Learning Acquisition
This course offers an exploration of language development with specific attention given to the linguistic foundation for reading.

Saturday: Sept. 21, 28, Oct. 5, 26, 2019
Parkdale; 9:00 am - 5:30 pm (Session 3)

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.

Saturday: Nov. 2, 16, 23, Dec. 7, 2019
Parkdale; 9:00 am - 5:30 pm (Session 3)

EDU 904 Structure of American English This course focuses on the history of American English, principally with the phonemic, morphemic, and syntactic structure of modern American English in preparation for teaching ESOL.

Saturday: Nov. 2, 16, 23, Dec. 7, 2019
Parkdale; 9:00 am - 5:30 pm (Session 1)

Foreign Language

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

Saturday: Sept. 21, 28, Oct. 5, 26, 2019
Parkdale; 9:00 am - 5:30 pm (Session 3)

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: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

Health and Physical Education

EDU 942 Childhood Obesity: Strategies for Prevention The purpose of this course is to study the causes and consequences of childhood obesity in our society. Participants will learn to identify risk factors and develop approaches to raise awareness of issues contributing to overweight children and adolescents. The special needs of overweight children will be discussed to explore the school and community health resources available and to determine potential prevention, intervention and support strategies.

Saturday: Sept. 21, 28, Oct. 5, 26, 2019
Parkdale; 9:00 am - 5:30 pm (Session 1)
History/Social Studies

EDU 662 History of the District of Columbia  This course explores the rich and diverse history of Washington, D.C. from its beginning to the present day. Emphasis is placed on educational, political, and cultural institutions. This course is designed for teachers and other educators who are interested in learning more about the Nation's Capital.

**Saturday: Nov. 2, 16, 23, Dec. 7, 2019**
Trinity; 9:00 am - 5:30 pm (Session 3)

EDU 589H Human Growth and Development: Secondary This course examines the physical, cognitive, social emotional, and psychological 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. Participants will review and analyze the ways in which adolescents interact within familial, school, and community settings.

**Saturday: Sept. 21, 28, Oct. 5, 26, 2019**
Parkdale; 9:00 am - 5:30 pm (Session 1)
**Online: Oct. 7 - Dec. 1, 2019** (Session 2)
Weekly participation for 8 weeks.

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.

**Online: Oct. 7 - Dec. 1, 2019** (Session 2)
Weekly participation for 8 weeks.

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.

**Saturday: Nov. 2, 16, 23, Dec. 7, 2019**
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.

**Saturday: Nov. 2, 16, 23, Dec. 7, 2019**
Parkdale; 9:00 am - 5:30 pm (Session 3)

Law and Education

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

**Online: Oct. 7 - Dec. 1, 2019** (Session 2)
Weekly participation for 8 weeks.

Leadership

EDU 680A Leadership for the 21st Century  This course explores the critical issues in school leadership for the 21st century. This class focuses on leadership skills; technology for teachers, students and administrators; alternative methods of student assessment; demographics of future population; and parent/community expectations.

**Online: Oct. 7 - Dec. 1, 2019** (Session 2)
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: Oct. 7 - Dec. 1, 2019** (Session 2)
Weekly participation for 8 weeks.

**Saturday: Nov. 2, 16, 23, Dec. 7, 2019**
Parkdale; 9:00 am - 5:30 pm (Session 3)

Mathematics

EDU 911A Mathematics with Manipulatives This course focuses on the use of manipulatives in grades K - 6. Students move from the concrete level with manipulatives to the connecting and abstract levels. Topics include place, value, addition, subtraction, multiplication, division, fractions, decimals, percent, measurements, geometry, logic, probability, problem solving, estimation and graphing. Mathematics as communication will also be discussed. Participants have the opportunity to discuss and modify the activities for their particular grade level.

**Saturday: Nov. 2, 16, 23, Dec. 7, 2019**
Parkdale; 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 use available technology in a hands-on laboratory for exploring realistic and interesting situations in algebra. Current developments in the NCTM Standards are highlighted, offering new materials and technology to enhance elementary algebra instruction.

**Saturday: Sept. 21, 28, Oct. 5, 26, 2019**
Parkdale; 9:00 am - 5:30 pm (Session 1)

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

**Saturday: Nov. 2, 16, 23, Dec. 7, 2019**
Trinity; 9:00 am - 5:30 pm (Session 3)

Multicultural Education

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

**Saturday: Sept. 21, 28, Oct. 5, 26, 2019**
Parkdale; 9:00 am - 5:30 pm (Session 1)

Reading/English Language Arts

EDU 526A Children’s Literature This course in children’s literature (K-6) focuses on the specific criteria and tools to use in evaluating and selecting books for children, both from the viewpoint of what constitutes good literature and for the specific needs of children. The integration of books to be read purely for enjoyment is emphasized. Initiation of book discussions in the classroom is stressed as one of the most important aspects in developing an appreciation and love in young children for books and reading.

**Online: Oct. 7 - Dec. 1, 2019** (Session 2)
Weekly participation for 8 weeks.

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

**Saturday: Sept. 21, 28, Oct. 5, 26, 2019**
Parkdale; 9:00 am - 5:30 pm (Session 1)

**Online: Oct. 7 - Dec. 1, 2019** (Session 2)
Weekly participation for 8 weeks.
**EDU 666 Process and Acquisition of Reading**  This course studies current research in language development, phonics, and phonemic awareness. Emphasis is placed on the fundamental skills of reading.

**Online**: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

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

**Online**: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

**Saturday**: Nov. 2, 16, 23, Dec. 7, 2019
Parkdale; 9:00 am - 5:30 pm (Session 3)

**EDU 704B Instruction of Reading**  This course shows students how to use a balanced program of graphophonics, semantics, and syntax in teaching reading. Teachers learn to screen their classes for critical early reading deficiencies. The course identifies several underlying language skills important for reading development including awareness of the speech sounds in words, knowledge of letter, forms and names, the links between sounds and letters, and the ability to apply these to sounding words out.

**Saturday**: Nov. 2, 16, 23, Dec. 7, 2019
Parkdale; 9:00 am - 5:30 pm (Session 3)

**Science**

**ENV 724 Earth Science for Teachers, K-6**  This course examines the three major interacting components of the earth’s ecosystem: the atmosphere, the hydrosphere, and the geosphere. New event-based science modules are examined. Units on earthquakes, hurricanes, and oceanography are also presented. A variety of hands-on activities for successfully integrating earth science, mathematics, and new technologies into the K-6 curriculum are covered. Participants will learn to identify and integrate education technology resources for Earth Science.

**Saturday**: Sept. 21, 28, Oct. 5, 26, 2019
Trinity; 9:00 am - 5:30 pm (Session 1)

**Special Education**

**EDU 561W Methods and Strategies for Inclusion**  This course explores methodologies and applications concerning issues, concepts, and teaching strategies for including students with disabilities in the regular education program.

**Online**: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

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

**Saturday**: Nov. 2, 16, 23, Dec. 7, 2019
Parkdale; 9:00 am - 5:30 pm (Session 3)

**EDU 876C Classroom Strategies for Teaching the Exceptional Child**  This course introduces the participant to instructional issues for the exceptional child. Participants will explore strategies that facilitate learning for children with various disabilities including students with learning, intellectual, and behavioral disabilities, as well as intellectually gifted students in a typical school setting. The purpose of this course is to train educators in teaching and assessment techniques of exceptional students. Special attention is given to learning modalities and mainstreaming in the regular classroom setting.

**Online**: Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

**Saturday**: Nov. 2, 16, 23, Dec. 7, 2019
Trinity; 9:00 am - 5:30 pm (Session 3)

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

**Online**: Oct. 7 - Dec. 1, 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.

**Online:** Oct. 7 - Dec. 1, 2019 (Session 2)
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:** Sept. 21, 28, Oct. 5, 26, 2019
Parkdale; 9:00 am - 5:30 pm (Session 1)

**Online:** Oct. 7 - Dec. 1, 2019 (Session 2)
Weekly participation for 8 weeks.

**Technology**

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:** Nov. 2, 16, 23, Dec. 7, 2019
Trinity; 9:00 am - 5:30 pm (Session 3)

**Writing**

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

**Saturday:** Sept. 21, 28, Oct. 5, 26, 2019
Trinity; 9:00 am - 5:30 pm (Session 1)
## Fall Courses by Sector

### Administration
- **EDU 597A** Supervision and PD
- **EDU 680A** Leadership for the 21st Century
- **EDU 790A** Organization and Leadership of Schools through Administration
- **EDU 856A** Legal Issues in Education
- **EDU 945** Curriculum Development

### Assessment of Students
- **EDU 700D** Performance Based Instruction/Assessment
- **EDU 734B** Assessment for Reading Instruction
- **EDU 882** Educational Assessment of LD Students

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

### Classroom Management
- **EDU 930A** Classroom Management and Discipline

### Counseling
- **COUN 615** Mental Hygiene
- **EDU 800** Juvenile Delinquency

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

### Educational Psychology
- **EDU 931** Principles of Teaching and Human Learning

### English as a Second Language
- **EDU 799** Methods of Teaching Writing to LEP Students
- **EDU 904** Structure of American English
- **EDU 972A** Language Learning Acquisition
- **EDU 978W** ESL/ESOL Methods and Strategies

### Foreign Language
- **EDU 997W** Methods of Teaching World Languages

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

### Health and Physical Education
- **EDU 942** Childhood Obesity: Strategies for Prevention

### History/Social Studies
- **EDU 662** History of the District of Columbia

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

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

### Law and Education
- **EDU 856A** Legal Issues in Education

### Leadership
- **EDU 680A** Leadership for the 21st Century
- **EDU 790A** Organization and Leadership of Schools through Administration

### Mathematics
- **EDU 911A** Math with Manipulatives
- **MAED 525** Algebra for Teachers, K – 6
- **MAED 668B** Modern Geometry

### Multicultural Education
- **EDU 926** Multicultural Education

### Praxis Preparation
- **EDU 700A** Praxis Prep: Reading/Writing
- **EDU 700C** Praxis Prep: Mathematics

### Reading
- **EDU 526A** Children’s Literature
- **EDU 530B** Methods of Teaching Reading in the Content Area: Secondary, Part I
- **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

### Science
- **ENV 724** Earth Science for Teachers, K-6

### Special Education
- **EDU 561W** Methods and Strategies for Inclusion
- **EDU 740A** Conferencing with Parents and Professionals
- **EDU 876C** Classroom Strategies for Teaching the Exceptional Child
- **EDU 882** Educational Assessment of LD Students

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

### Technology
- **EDU 976C** PowerPoint for Educators

### Writing
- **EDU 917** Teaching Writing to Children
DISCOVER your STRENGTH with a master’s degree from Trinity’s School of Education

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

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

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

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

Learn more about the School of Education:
www.trinitydc.edu/education | admissions@trinitydc.edu | 202-884-9400
Non-Credit Courses

**EDU 700A Praxis I Reading/Writing Reading**
This course reviews the basic skills of reading comprehension. The course will provide participants with an understanding of critical reading skills and the mechanics of reading through diverse written materials. Classroom learning experiences include the practice of skimming, previewing, locating answers, and summarizing and evaluating written material. Writing: This course introduces participants to the basic skills of writing. Participants will benefit from the ability to express their thoughts on paper. This course will provide participants with classroom writing support, including immediate feedback on their common misuses of grammar and sentence structure. They will produce a writing sample including the topic sentence, body of the paper, and the conclusion. $300

**Saturday:** Sept. 21, 28, Oct. 5, 26, 2019
Trinity; 9:00 am - 5:30 pm (Session 1)

**EDU 700C Praxis I Mathematics**
This course provides participants with a comprehensive review of the fundamental concepts of arithmetic, algebra, and geometry. It is specifically designed to reduce test anxiety and to help participants to overcome their fear of mathematics. This course will provide participants with classroom support, including feedback about their common mathematical errors. $300

**Saturday:** Nov. 2, 16, 23, Dec. 7, 2019
Trinity; 9:00 am - 5:30 pm (Session 3)

Online Courses

**Are you ready for online learning?**

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

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

Visit our website for more information about important course details and expectations:
http://www.trinitydc.edu/continuing-education/online-courses/
$50 Tuition Discount with Online Registration!
Please follow the directions below or visit:
http://www.trinitydc.edu/continuing-education/registration/
for more information about how to register for a Continuing Education course online.

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

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

If Yes:

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

Proceed to Part II.

If No:

Part I (for New Student Admission):
- Please complete the Online Login/Password Request Form found on page 30. Submit this form via fax, mail, or in person along with documentation of a bachelor’s degree or higher.
- Your Login ID and Password will be sent to your email address within 2 business days.

Proceed to Part II.

Part II: Online Registration for students with Login and Password

1. Enter your Login ID and Password at the following website: http://selfservice.trinitydc.edu.
2. Once logged in, click on the Registration tab at the top of the page and then choose Continuing Education Courses. On the next page, click Find Courses.
3. Click on Search to bring up all courses. (Or enter a course number if you want to search for a specific course.)
4. Choose course(s) by clicking on Add to the right of the course(s) you want. If the course in the next pop-up box is correct, click Proceed to Registration.
5. The course you wish to register for should appear under Courses to Add. If so, click Next. If not, click Previous and search again.
6. Click Next and a pop-up window will appear. Click Continue. Enter your credit card information and click Continue. If your information is correct, click Confirm.
7. You will then see the message Payment successfully processed. Click Close. Finally you will see a message that says Congratulations! You have completed your registration for Continuing Education.
Dates to Remember

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

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

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

Registration form & payment need to be received 7 days prior to the start of the course to avoid a $50 late registration fee. Complete registrations should be submitted to the Office of Continuing Education.

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| Session 2: Oct. 7 - Dec. 1, 2019 |

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