Trinity
Professional Development for Educators

SHORT TERM, INTENSIVE, GRADUATE LEVEL COURSES FOR

♦ Teachers
♦ Counselors
♦ Administrators

Summer 2020
Save $50 when you register online!
Dear Educator,

Trinity’s Office of Continuing Education hopes to help you prepare for your next school year. Our summer schedule offers over 135 professional development courses for educators. These courses are intended for teachers, counselors, administrators, and other school personnel seeking to earn graduate level credit to meet in-service, recertification, and continuing education requirements.

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.

All summer 2020 courses will meet in a remote online format. Courses normally scheduled in person will be hybrid with a live online class meeting during the scheduled dates and times. Supplemental instruction will be provided in Moodle. We will also be offering two fully online asynchronous course sessions. Only one course may be taken in the same hybrid session. More than one course may be taken in an online asynchronous session.

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

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

South: Take I-395 North toward Washington. After Exit 10, get in the right-hand lanes to continue on 395 North until it ends at New York Ave. Turn right onto NY Ave. Go through 2 traffic lights, take first right-hand turn after 2nd light (this is M St.). Continue on M St. and at 2nd traffic light, make a left-hand turn onto North Capitol St. Proceed approx. 1 mile; at 8th light turn right onto Michigan Ave. Trinity is on the right after first traffic light.

Metrorail/Trinity Shuttle: Trinity is close to the Brookland/CUA Metro station on the red line. A free shuttle van to and from the Brookland Metro station every 20 minutes (for information on the Trinity Shuttle schedule, contact Campus Safety at 202-884-9111). To catch the shuttle at the Brookland station: after leaving the train, take the 10th Street exit. At the top of the upper 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.

*Student Parking*

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

Continuing Education Parking Permits are free in Summer 2020. They will be distributed on the first day of class by your instructor.
External Educational Affiliates

We have great partnerships with organizations that provide specialized access and knowledge to subject areas outside of the traditional professional development course offerings. This summer you can take a course through our partners and receive Trinity credit.

*Students must contact the affiliate first to register for their courses in order to qualify for Trinity credit.*

Ford's Theatre

EDU 662C Civil War: Washington, D.C. History
Session I: July 12 – 17, 2020
All Grades, All Teachers

EDU 662L Set in Stone: Civil War Memory, Monuments and Myths
Session I: July 26 - 31, 2020

To apply or for more information:
www.fordstheatre.org

Atlantic Seaboard Dyslexia Education Center

ASDEC's graduate-level training in structured multisensory language instruction enables teachers, tutors, parents and other educators to teach success to students with even the most severe learning disabilities.

For more information and course offerings please visit:
www.asdec.org

Ready, Aim, Teach!

Ready Aim Teach provides highly engaging professional development courses that leave you excited to get back in the classroom. Are you a new teacher just starting your teaching career and seeking expert recommendations to get things off to a great start? We’ve got solutions for you! Or are you an experienced teacher looking to regain your enthusiasm or deal with a challenge? Ready Aim Teach can help!

For more information and course offerings please visit:
www.readyaimteach.com

We are always adding new partners!
Visit our website for the most up-to-date information about external affiliates!
www.trinitydc.edu/continuing-education/external-affiliations/
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<tr>
<td>EDU 530C</td>
<td>Methods of Teaching Reading in the Content Area: Elementary</td>
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</tr>
<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
<td>Hybrid</td>
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<tr>
<td>EDU 700A</td>
<td>Praxis Prep: Reading/Writing</td>
<td>Hybrid</td>
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<tr>
<td>EDU 700D</td>
<td>Introduction to Performance Based Assessment</td>
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<td>EDU 704B</td>
<td>Instruction of Reading</td>
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<td>EDU 724</td>
<td>ESOL Test and Measurements</td>
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<tr>
<td>EDU 740A</td>
<td>Conferencing with Parents and Professionals</td>
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<td>EDU 893S</td>
<td>Introduction to Special Education</td>
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<td>BIO 520</td>
<td>Biology for Teachers, K-6</td>
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<tr>
<td>EDU 500H</td>
<td>U.S. History, 1945 - Present</td>
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<td>Methods of Teaching Literacy in the Content Area: Secondary, Part I</td>
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<tr>
<td>EDU 663A</td>
<td>Child Growth and Development</td>
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<td>EDU 700C</td>
<td>Praxis Prep: Mathematics</td>
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<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
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<td>EDU 856A</td>
<td>Legal Issues in Education</td>
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<td>EDU 893</td>
<td>Ensuring Success for the Student with ADHD</td>
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<td>EDU 896A</td>
<td>Strategies for Remediating Reading</td>
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<td>EDU 931</td>
<td>Principles of Teaching and Human Learning</td>
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<td>EDU 972A</td>
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<td>EDU 997W</td>
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<td>MAED 684</td>
<td>Linear Algebra</td>
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**Session 2**

8 Weeks

**June 1 – July 26, 2020**

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<td>Introduction to Inclusive Education</td>
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<td>Methods of Teaching Literacy in the Content Area: Secondary, Part I</td>
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<td>EDU 550F</td>
<td>Foundations and Philosophy of Education</td>
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<td>EDU 553L</td>
<td>Teaching the 21st Century Learner</td>
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<td>EDU 597A</td>
<td>Supervision and Professional Development in a K-12 Setting</td>
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<td>Process and Acquisition of Reading</td>
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<td>EDU 790A</td>
<td>Organization and Leadership of Schools through Administration</td>
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<td>Teaching Writing to Children</td>
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<td>Principles of Teaching and Human Learning</td>
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<td>ESL/ESOL Methods and Strategies</td>
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<td>History of Mathematics</td>
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<td>MAED 668B</td>
<td>Modern Geometry</td>
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<tr>
<td>SPA 500</td>
<td>Spanish for Educators, Part I</td>
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**Session 5**  
Monday - Friday  
**July 6, 7, 8, 9, 10, 2020**  
9:00 a.m. – 12:00 p.m.  
*Class Meets Live Online*  

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<tr>
<td>BIO 521</td>
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<tr>
<td>EDU 531A</td>
<td>Academic Literacy for the STEM and Career Technology Educator</td>
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<tr>
<td>EDU 553A</td>
<td>Microsoft Word</td>
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<td>EDU 568A</td>
<td>Methods and Materials for Early Childhood</td>
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<td>EDU 644B</td>
<td>Developing Useful Individualized Education Plans</td>
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<td>EDU 701B</td>
<td>Transitions for Students with Disabilities</td>
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<td>EDU 799</td>
<td>Teaching Writing to LEP Students</td>
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<td>EDU 856A</td>
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<td>Classroom Management and Discipline</td>
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<td>EDU 956</td>
<td>Health and Nutrition for Children</td>
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<td>MAED 537</td>
<td>Problem Solving in Mathematics</td>
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<td>SPA 501</td>
<td>Spanish for Educators, Part II</td>
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**Session 6**  
Monday - Friday  
**July 13, 14, 15, 16, 17, 2020**  
9:00 a.m. – 12:00 p.m.  
*Class Meets Live Online*  

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<td>Methods of Teaching Literacy in the Content Area: Secondary, Part I</td>
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<td>EDU 662</td>
<td>History of the District of Columbia</td>
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<td>EDU 676</td>
<td>Foundations of ESOL</td>
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<td>EDU 800</td>
<td>Juvenile Delinquency</td>
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<td>EDU 824</td>
<td>Standardized Tests: Selection and Interpretation</td>
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<td>EDU 851A</td>
<td>Using Play and Creative Activity in Early Childhood</td>
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<td>EDU 893S</td>
<td>Introduction to Special Education</td>
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<td>EDU 911A</td>
<td>Math with Manipulatives</td>
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<td>EDU 921</td>
<td>Understanding Bullying: Managing Behavior and Teaching Tolerance</td>
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<td>EDU 945</td>
<td>Curriculum Development</td>
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<tr>
<td>EDU 980</td>
<td>Time and Stress Management</td>
<td>Hybrid</td>
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<tr>
<td>ENV 725A</td>
<td>Environmental Science, K-6</td>
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<tr>
<td>MTS 601</td>
<td>Introduction to Web Page Design</td>
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<tr>
<td>SPA 503</td>
<td>Spanish for Educators, Part III</td>
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**Session 7**  
Monday - Friday  
**July 20, 21, 22, 23, 24, 2020**  
9:00 a.m. – 12:00 p.m.  
*Class Meets Live Online*  

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 510C</td>
<td>Families of the 21st Century</td>
<td>Hybrid</td>
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<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
<td>Hybrid</td>
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<tr>
<td>EDU 680A</td>
<td>Leadership for the 21st Century</td>
<td>Hybrid</td>
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<tr>
<td>EDU 682</td>
<td>Methods of Teaching Literacy in the Content Area: Secondary, Part II</td>
<td>Hybrid</td>
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<tr>
<td>EDU 700C</td>
<td>Praxis Prep: Mathematics</td>
<td>Hybrid</td>
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<tr>
<td>EDU 700D</td>
<td>Intro. to Performance Based Assess.</td>
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<tr>
<td>EDU 704A</td>
<td>Methods of Teach Children with ASD</td>
<td>Hybrid</td>
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<tr>
<td>EDU 740A</td>
<td>Conferencing with Parents and Professionals</td>
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<tr>
<td>EDU 759A</td>
<td>Teaching Reading in Early Childhood</td>
<td>Hybrid</td>
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<tr>
<td>EDU 917</td>
<td>Teaching Writing to Children</td>
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<td>EDU 931</td>
<td>Principles of Teach and Human Learn</td>
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<td>EDU 958</td>
<td>Enhancing the PE Program, K-8</td>
<td>Hybrid</td>
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<tr>
<td>EDU 972</td>
<td>Language Learning</td>
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<tr>
<td>MAED 525</td>
<td>Algebra for Teachers, K-6</td>
<td>Hybrid</td>
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<tr>
<td>SPA 504</td>
<td>Spanish for Educators, Part IV</td>
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**Session 8**  
8 Weeks  
**July 27 – September 20, 2020**  
Online Asynchronous  

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<tr>
<th>Course Code</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 530C</td>
<td>Methods of Teaching Reading in the Content Area: Elementary</td>
<td>Online</td>
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<tr>
<td>EDU 540B</td>
<td>Methods of Teaching Writing the Content Area</td>
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<tr>
<td>EDU 561W</td>
<td>Methods and Strategies for Inclusion</td>
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<tr>
<td>EDU 589H</td>
<td>Human Growth and Development: Sec.</td>
<td>Online</td>
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<tr>
<td>EDU 680A</td>
<td>Leadership for the 21st Century</td>
<td>Online</td>
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<tr>
<td>EDU 682</td>
<td>Methods of Teaching Literacy in the Content Area: Secondary, Part II</td>
<td>Online</td>
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<tr>
<td>EDU 684E</td>
<td>Curr. Methods and Instruction: Elem.</td>
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<tr>
<td>EDU 694</td>
<td>Methods of Teaching Secondary</td>
<td>Online</td>
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<tr>
<td>EDU 696</td>
<td>General Linguistics</td>
<td>Online</td>
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<tr>
<td>EDU 704B</td>
<td>Instruction of Reading</td>
<td>Online</td>
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<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Online</td>
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<tr>
<td>EDU 875B</td>
<td>Teaching the Gifted Learner</td>
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<tr>
<td>EDU 876C</td>
<td>Class Strat for the Exceptional Child</td>
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<tr>
<td>EDU 882</td>
<td>Educational Assessment of LD Students</td>
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<tr>
<td>EDU 893S</td>
<td>Introduction to Special Education</td>
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<tr>
<td>EDU 997W</td>
<td>Methods of Teaching World Languages</td>
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<td>ENV 724</td>
<td>Earth Science for Teachers, K-6</td>
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<tr>
<td>MAED 523</td>
<td>Calculus Concepts for the Classroom</td>
<td>Online</td>
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<tr>
<td>MAED 525</td>
<td>Algebra for Teachers, K-6</td>
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**Session 9**  
**Monday - Friday**  
**July 27, 28, 29, 30, 31, 2020**  
9:00 a.m. – 12:00 p.m.  
*Class Meets Live Online*  

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 520H</td>
<td>World History II</td>
<td>Hybrid</td>
</tr>
<tr>
<td>EDU 528B</td>
<td>Shakespeare for Adolescents and Young Adults</td>
<td>Hybrid</td>
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<tr>
<td>EDU 597A</td>
<td>Supervision and Professional Developing in a K-12 Setting</td>
<td>Hybrid</td>
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<tr>
<td>EDU 686B</td>
<td>Physical Geography, K-8</td>
<td>Hybrid</td>
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<tr>
<td>EDU 724A</td>
<td>Creative Drama and Music in Education</td>
<td>Hybrid</td>
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<tr>
<td>EDU 734B</td>
<td>Assessment for Reading Instruction</td>
<td>Hybrid</td>
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<tr>
<td>EDU 887</td>
<td>Legal Issues in Special Education</td>
<td>Hybrid</td>
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<tr>
<td>EDU 888</td>
<td>Delivery of Pupil Personnel Services and Supports</td>
<td>Hybrid</td>
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<tr>
<td>EDU 893</td>
<td>Ensuring Success for the Student with ADHD</td>
<td>Hybrid</td>
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<tr>
<td>EDU 930A</td>
<td>Classroom Management and Discipline</td>
<td>Hybrid</td>
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<tr>
<td>EDU 976C</td>
<td>Power Point for Educators</td>
<td>Hybrid</td>
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<tr>
<td>EDU 979A</td>
<td>Character Education</td>
<td>Hybrid</td>
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<tr>
<td>EDU 989A</td>
<td>Teaching Reading to LEP Students</td>
<td>Hybrid</td>
</tr>
<tr>
<td>MAED 696</td>
<td>Probability and Statistics</td>
<td>Hybrid</td>
</tr>
<tr>
<td>PHSC 501</td>
<td>Physical Science for Elementary and Middle School Teachers</td>
<td>Hybrid</td>
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**Academic Literacy**  
**EDU 531A Academic Literacy for the STEM and Career Technology Educator** This course will focus on developing academic literacy in the Science, Technology, Engineering, and Math education (STEM) and Career Technology Education (CTE) area of a secondary education. Academic literacy stresses the development of reading and writing proficiency for acquiring knowledge across all content areas. Participants will learn strategies to improve the academic skills and practices that strengthen reading, writing, listening, speaking, and critical thinking abilities in the classroom.  
**Monday - Friday: July 6, 7, 8, 9, 10, 2020**  
Hybrid; 9:00 am - 12:00 pm (Session 5)

**Admin I Coursework**  
**EDU 597A**  
Supervision and Professional  
Development in a K-12 Setting (p. 17)  
**EDU 680A**  
Leadership for the 21st Century (p.17)  
**EDU 790A**  
Organization and Leadership of Schools through Administration (p.17)  
**EDU 856A**  
Legal Issues in Education (p.17)  
**EDU 945**  
Curriculum Development (p.13)  

**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 context.  
**Mon. & Wed.: June 1, 3, 8, 10, 15, 17, 2020**  
Hybrid; 5:00 pm - 7:30 pm (Session 1)  
**Online: June 1 – July 26, 2020** (Session 2)  
Weekly participation for 8 weeks.  
**Monday - Friday: July 20, 21, 22, 23, 24, 2020**  
Hybrid; 9:00 am - 12:00 pm (Session 7)  

**Hybrid Courses**  
Each hybrid session will have live online class meetings during the scheduled dates and times. Supplemental instruction will be provided in Moodle. Only one class may be taken in the same hybrid session. More than one class may be taken in an online asynchronous session.  

**New Course**  
**EDU 888 Delivery of Pupil Personnel Services and Supports** This course is designed to provide an understanding of the role of the pupil personnel worker (PPW) as a child advocate and critical partner in the delivery of comprehensive student services. This course will address services and supports that are essential in the delivery of pupil services. Participants in this course will learn using current research, best practices, case studies, film clips, observation and small group simulations. This course will focus on the necessary linkages and collaborative partnerships that support the PPW in the delivery of services and supports to students, families and schools inclusive of, but not limited to, community services, crisis intervention, homeless supports, residency investigations, school discipline hearings, attendance intervention, inter-agency case management meetings, court referrals and restorative practices.
EDU 734B Assessment for Reading Instruction
This course is designed to familiarize teachers with current state and local classroom assessment data. Students will learn how to select appropriate reading assessment instruments, observe and record data, analyze test scores and performance, interpret data and outline accommodations and plans for remediation. Students will practice making educational decisions based upon data provided by local and/or state assessments and communicate assessment results.

- **Saturdays: June 6, 13, 20, 27, 2020**
  Hybrid; 9:00 am - 12:45 pm (Session 3)
- **Online: July 27 – September 20, 2020** (Session 8)
  Weekly participation for 8 weeks.
- **Monday - Friday: July 27, 28, 29, 30, 31, 2020**
  Hybrid; 9:00 am - 12:00 pm (Session 9)

EDU 824 Standardized Tests: Selection and Interpretation
This course surveys the various achievement, aptitude, and personality instruments utilized in the school setting. Issues of selection and interpretation are addressed. Educators will gain hands-on experience with the instruments to achieve greater confidence in translating assessment results into practical direction for class instruction and lesson formulation.

- **Monday - Friday: July 13, 14, 15, 16, 17, 2020**
  Hybrid; 9:00 am - 12:00 pm (Session 6)

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: July 27 – September 20, 2020** (Session 8)
  Weekly participation for 8 weeks.

Character Education

EDU 979A Character Education
The course explores how to lead a school-wide transformation that reduces discipline problems, enhances academic achievement, builds a cohesive and committed professional staff, and assists youth in becoming respectful, responsible citizens.

- **Monday - Friday: July 27, 28, 29, 30, 31, 2020**
  Hybrid; 9:00 am - 12:00 pm (Session 9)

Classroom Management

EDU 921 Understanding Bullying: Managing Behavior and Teaching Tolerance
See course description and offerings on page 13.

EDU 930A Classroom Management and Discipline
This course incorporates research findings into the development of effective classroom management methods. Specific procedures are explored to maximize the efficiency of the teacher to instruct and motivate students.

- **Online: June 1 – July 26, 2020** (Session 2)
  Weekly participation for 8 weeks.
- **Monday - Friday: July 6, 7, 8, 9, 10, 2020**
  Hybrid; 9:00 am - 12:00 pm (Session 5)
- **Monday - Friday: July 27, 28, 29, 30, 31, 2020**
  Hybrid; 9:00 am - 12:00 pm (Session 9)

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.

- **Monday - Friday: June 22, 23, 24, 25, 26, 2020**
  Hybrid; 9:00 am - 12:00 pm (Session 4)

EDU 510C Families of the 21st Century
This course familiarizes education professionals with the dynamics of dysfunctional families. The Systems theory, which provides the background for understanding how children interact in both family and education environment(s), is presented. Intervention strategies, which assist both teacher and student that will maximize learning, are discussed.

- **Monday - Friday: July 20, 21, 22, 23, 24, 2020**
  Hybrid; 9:00 am - 12:00 pm (Session 7)

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.

- **Monday - Friday: July 13, 14, 15, 16, 17, 2020**
  Hybrid; 9:00 am - 12:00 pm (Session 6)
EDU 980 Time and Stress Management  This course is designed to assist participants in developing strategies to control stress in their lives.

Monday - Friday: July 13, 14, 15, 16, 17, 2020
Hybrid; 9:00 am - 12:00 pm (Session 6)

Curriculum

EDU 684E Curriculum and Instruction Methods: Elementary This course introduces methods of teaching in elementary schools to promote student learning. Focus will be placed on curriculum planning, teaching strategies, assessment, and differentiation to increase student performance. Participants will explore how the classroom environment and school setting impacts active learning. Diverse student populations and professional collaboration will also be discussed.

Monday - Friday: June 22, 23, 24, 25, 26, 2020
Hybrid; 9:00 am - 12:00 pm (Session 4)
Online: July 27 – September 20, 2020 (Session 8)
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: June 1 – July 26, 2020 (Session 2)
Weekly participation for 8 weeks.

Monday - Friday: July 13, 14, 15, 16, 17, 2020
Hybrid; 9:00 am - 12:00 pm (Session 6)

Early Childhood Education

EDU 568A Methods and Materials for Early Childhood This course examines the content areas of language arts, mathematics, science, and social studies using appropriate methods and materials. It is designed to assist participants in preparing materials for their own classrooms.

Monday - Friday: July 6, 7, 8, 9, 10, 2020
Hybrid; 9:00 am - 12:00 pm (Session 5)

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

Monday - Friday: June 22, 23, 24, 25, 26, 2020
Hybrid; 9:00 am - 12:00 pm (Session 4)

EDU 759A Teaching Reading in Early Childhood
See course description and offerings on page 20.

EDU 851A Using Play and Creative Activities in Early Childhood This course focuses on the importance of play and creative activities for the physical, social, emotional, and cognitive development in early childhood. In addition to the key elements of an early childhood curriculum, outdoor education and health and safety will be included.

Monday - Friday: July 13, 14, 15, 16, 17, 2020
Hybrid; 9:00 am - 12:00 pm (Session 6)

Economics

EDU 911E Fundamental Economics This course will introduce students to economic fundamentals and theories. Students will use economic and mathematical models to analyze the driving forces behind the way in which an economy works. Emphasis will be placed on consumer and producer choice, market structure, resource allocation, the role of the private firm and the role of the government.

Online: June 1 – July 26, 2020 (Session 2)
Weekly participation for 8 weeks.

EDU 921 Understanding Bullying: Managing Behavior & Teaching Tolerance Bullying has become a growing problem in today’s schools. Teachers, counselors and administrators are faced with the rise in incidents and are tasked with establishing programs to combat the issue. This course will examine the act of bullying from multiple perspectives: the victim, the offender, the parents of both parties, and what role a school can play. Students will learn to identify bullying in various settings, including school, work and cyber bullying. Participants will develop strategies to reduce bullying and teach tolerance wherever possible.

Monday - Friday: July 13, 14, 15, 16, 17, 2020
Hybrid; 9:00 am - 12:00 pm (Session 6)

EDU 931 Principles of Teaching and Human Learning
See course description and offerings on page 17.
English as a Second Language

EDU 676 Foundations of ESOL This course introduces students to the current educational practices, history, educational philosophy, school organization, and social trends of ESOL. Participants are given an in-depth look into teacher roles and curricular models.

**Monday - Friday: July 13, 14, 15, 16, 17, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 6)

EDU 696 General Linguistics This course focuses on the history of general linguistics and the relationship to other linguistics related fields. It deals specifically with general principles of phonology, morphology, semantics, and syntax.

**Online: July 27 – September 20, 2020** (Session 8)
Weekly participation for 8 weeks.

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

**Mon. & Wed.: June 1, 3, 8, 10, 15, 17, 2020**
Hybrid; 5:00 pm - 7:30 pm (Session 1)

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.

**Monday - Friday: July 6, 7, 8, 9, 10, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 5)

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.

**Monday - Friday: June 22, 23, 24, 25, 26, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 4)

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

**Saturdays: June 6, 13, 20, 27, 2020**
Hybrid; 9:00 am - 12:45 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.

**Online: June 1 – July 26, 2020** (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.

**Saturdays: June 6, 13, 20, 27, 2020**
Hybrid; 9:00 am - 12:45 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.

**Online: June 1 – July 26, 2020** (Session 2)
Weekly participation for 8 weeks.

EDU 979A Teaching Reading to Limited English Proficiency Students This course examines the unique challenges inherent in teaching reading to ESL/ESOL students. Theory and research regarding language acquisition and reading for these students will be explored. In addition, current techniques that are proving most successful in meeting the special instruction needs of these students will be illustrated.

**Monday - Friday: July 27, 28, 29, 30, 31, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 9)

Fine Arts

EDU 724A Creative Drama and Music in Education This course teaches techniques and presents materials that enable the teacher to lead K-6 students in creative drama and music activities that enhance the curriculum, encourage individual artistic expression, develop aesthetic judgment, and increase group cooperation. Participants in this hands-on class actively participate in learning multicultural appreciation and awareness. Teachers learn to adjust materials for both special and gifted populations.

**Monday - Friday: July 27, 28, 29, 30, 31, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 9)
Foreign Language

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

Saturdays: June 6, 13, 20, 27, 2020
Hybrid; 9:00 am - 12:45 pm (Session 3)
Online: July 27 – September 20, 2020 (Session 8)
Weekly participation for 8 weeks.

SPA 500 Spanish for Educators Part I
This course explores the establishment of a fundamental base of communication between English-speaking teachers and/or counselors and Spanish-speaking students and their parents. Materials used during the course sessions are simulated for real life situations.

Monday - Friday: June 22, 23, 24, 25, 26, 2020
Hybrid; 9:00 am - 12:00 pm (Session 4)

SPA 501 Spanish for Educators Part II
This course is a continuation of SPA 500. It will build on the basic communication and vocabulary learned in Part I and expand the finer points of Spanish pronouns and prepositions. The course will present expressions for use in the educational setting. The course will also provide written examples as well as guidelines for communicating with parents.

Monday - Friday: July 6, 7, 8, 9, 10, 2020
Hybrid; 9:00 am - 12:00 pm (Session 5)

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

Monday - Friday: July 13, 14, 15, 16, 17, 2020
Hybrid; 9:00 am - 12:00 pm (Session 6)

SPA 504 Spanish for Educators Part IV
This course offers an advanced application of the vocabulary and grammatical structures of the Spanish language presented in SPA 503. Students will learn complex verbs and verb tenses necessary for communication in an academic setting. A variety of techniques will be presented for methods of student and parent communication in Spanish at a professional level including words and phrases relating to school rules, school personnel, giving instructions, and parent-teacher conferences. Readings and conversational role play activities will provide important insight into the rich cultures of the Spanish-speaking world.

Monday - Friday: July 20, 21, 22, 23, 24, 2020
Hybrid; 9:00 am - 12:00 pm (Session 7)

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: June 1 – July 26, 2020 (Session 2)
Weekly participation for 8 weeks.

Geography

EDU 686B Physical Geography, K-8
This course emphasizes practical classroom applications of the National Geography Standards and the Five Fundamental Themes in Geography. Basic geography concepts and terms are presented in conjunction with resources and methods to teach geography across the curriculum.

Monday - Friday: July 27, 28, 29, 30, 31, 2020
Hybrid; 9:00 am - 12:00 pm (Session 9)
EDU 875B Teaching the Gifted Learner This course focuses on gifted learners and how they differ in cognitive, developmental, and behavioral ways from more typical learners. It will emphasize general theories of intelligence and social and emotional development. Instructional and managerial techniques to address the individual learning needs of those with gifts and talents will be outlined. Students will explore appropriate content for and implementation of a gifted class curriculum.

Monday - Friday: July 6, 7, 8, 9, 10, 2020
Hybrid; 9:00 am - 12:00 pm (Session 5)
Online: June 27 – September 20, 2020 (Session 8)
Weekly participation for 8 weeks.

EDU 956 Health and Nutrition for Children
This course is designed to familiarize teachers with health and nutrition content areas. Strategies for teaching health education and available health education resources are also explored. This course is appropriate for K-12 educators.

Monday - Friday: July 6, 7, 8, 9, 10, 2020
Hybrid; 9:00 am - 12:00 pm (Session 5)

EDU 958 Enhancing the Physical Education Program, K-8
This course is designed for physical educators (full or part time), administrators, and classroom teachers whose goals are to elevate the quality of their physical education program despite present day budget restraints. Topics to be discussed include current teaching trends, integrating whole language techniques, and how to get the most for your physical education dollars. Other topics to be covered include fitness testing, jump aerobics, and cooperate play and circuit training.

Monday - Friday: July 6, 7, 8, 9, 10, 2020
Hybrid; 9:00 am - 12:00 pm (Session 5)

EDU 500H U.S. History, 1945 – Present
This course analyzes the fundamental global events that have shaped American history since World War II. Political, social, and economic factors that affected domestic developments and foreign affairs are emphasized.

Saturdays: June 6, 13, 20, 27, 2020
Hybrid; 9:00 am - 12:45 pm (Session 3)

EDU 520H World History II
This course is a survey of western civilization from 1500 to the present with a focus on the historical impacts of religion, government, socioeconomic structures, scientific development and the arts on society. Civilizations will be analyzed as they were initially formed and tracked through stages of global changes following exposure to the modern world.

Monday - Friday: July 27, 28, 29, 30, 31, 2020
Hybrid; 9:00 am - 12:00 pm (Session 9)

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. The class features tours of select historic sites, speakers, and hands-on project development. This course is designed for teachers and other educators who are interested in learning more about the Nation’s Capital.

Monday - Friday: July 6, 7, 8, 9, 10, 2020
Hybrid; 9:00 am - 12:00 pm (Session 5)

EDU 688 Methods of Teaching Social Studies, K-12
This course is an interactive exploration of current practices, activities, and skills that enhance the teaching of social studies. Participants take part in hands-on, engaging activities that focus on every aspect of a relevant social studies program including geography, history, social science, politics, multiculturalism, technology, and economics.

Monday - Friday: June 22, 23, 24, 25, 26, 2020
Hybrid; 9:00 am - 12:00 pm (Session 4)

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.

Monday - Friday: June 22, 23, 24, 25, 26, 2020
Hybrid; 9:00 am - 12:00 pm (Session 4)
Online: June 27 – September 20, 2020 (Session 8)
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: June 1 – July 26, 2020 (Session 2)**
Weekly participation for 8 weeks.
**Saturdays: June 6, 13, 20, 27, 2020**
Hybrid; 9:00 am - 12:45 pm (Session 3)

### Human Learning

EDU 931 Principles of Teaching and Human Learning This course examines theories of learning and how these theories may be applied to the classroom setting. Philosophical foundations and historical context for theories of learning will be explored. This course will focus on topics of interest for teachers, educational psychologists, and other professionals working with students.

**Online: June 1 – July 26, 2020 (Session 2)**
Weekly participation for 8 weeks.
**Saturdays: June 6, 13, 20, 27, 2020**
Hybrid; 9:00 am - 12:45 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: June 1 – July 26, 2020 (Session 2)**
Weekly participation for 8 weeks.
**Saturdays: June 6, 13, 20, 27, 2020**
Hybrid; 9:00 am - 12:45 pm (Session 3)
**Monday - Friday: July 20, 21, 22, 23, 24, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 7)

EDU 887 Legal Issues in Special Education This course identifies issues of concern in special education. Participants will research and analyze pertinent legal decisions and the implications of educational policy. This class will be highly interactive with discussion, simulations, and case studies.

**Monday - Friday: July 27, 28, 29, 30, 31, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 9)

### Leadership

EDU 547C Interpersonal Communication Skills This course provides human relations training that will enable participants to gain more cooperation and understanding in a wide variety of situations.

**Monday - Friday: June 22, 23, 24, 25, 26, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 4)

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 molded to include processional 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.

**Online: June 1 – July 26, 2020 (Session 2)**
Weekly participation for 8 weeks.
**Monday - Friday: July 27, 28, 29, 30, 31, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 9)

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.

**Monday - Friday: July 20, 21, 22, 23, 24, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 7)
**Online: July 27 – September 20, 2020 (Session 8)**
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: June 1 – July 26, 2020 (Session 2)**
Weekly participation for 8 weeks.
**Monday - Friday: June 22, 23, 24, 25, 26, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 4)
Mathematics

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

*Monday - Friday: July 13, 14, 15, 16, 17, 2020*
Hybrid; 9:00 am - 12:00 pm (Session 6)

**MAED 523 Calculus Concepts for the Classroom**
This course reviews the mathematical concepts and techniques required for success in understanding calculus. The use of available technology creates a hands-on laboratory approach for solving real-life calculus applications and problems. This class is appropriate for those interested in either teaching or learning calculus at any grade level.

*Online: July 27 – September 20, 2020 (Session 8)*
Weekly participation for 8 weeks.

**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.

*Monday - Friday: July 20, 21, 22, 23, 24, 2020*
Hybrid; 9:00 am - 12:00 pm (Session 7)

*Online: July 27 – September 20, 2020 (Session 8)*
Weekly participation for 8 weeks.

**MAED 537 Problem Solving in Math** This course utilizes a hands-on approach to solve a wide variety of interdisciplinary math problems. Participants actively engage in constructing and solving problems with real world data. All course work is based on the NCTM Standards and is appropriate for those interested in either teaching or learning mathematics at any grade level.

*Monday - Friday: July 6, 7, 8, 9, 10, 2020*
Hybrid; 9:00 am - 12:00 pm (Session 5)

**MAED 538M History of Mathematics** In this course a wide variety of experiences enable participants to explore the exciting and rich history of mathematics. A range of diverse cultural influences on the origin and development of mathematics will be highlighted. The connections among history, modern geometry, art, nature, science and technology will be examined. This course is appropriate for those interested in teaching or learning mathematics in grades K-12.

*Online: June 1 – July 26, 2020 (Session 2)*
Weekly participation for 8 weeks.

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

*Online: June 1 – July 26, 2020 (Session 2)*
Weekly participation for 8 weeks.

**MAED 568B 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.

*Monday - Friday: June 22, 23, 24, 25, 26, 2020*
Hybrid; 9:00 am - 12:00 pm (Session 4)

**MAED 684 Linear Algebra** This course provides a modern introduction to linear programming. Topics are drawn from a wide variety of fields including business, economics, engineering, physics, computer science, geometry, sociology, and genetics. Also included is a brief introduction to game theory. This class is designed for teachers of grades 6-12 who are familiar with basic algebra.

*Saturdays: June 6, 13, 20, 27, 2020*
Hybrid; 9:00 am - 12:45 pm (Session 3)
MAED 696 Probability and Statistics  This course focuses on the fundamental concepts of probability and statistics. Exciting methods of exploratory data analysis are examined through hands-on applications and projects. Computing technology that allows for graphical representation of statistical data and probability simulation is highlighted. Activities relevant to the NCTM Standards for Inclusion are featured in the curriculum. No previous knowledge of statistical analysis is required for participating in this class.

   Monday - Friday: July 27, 28, 29, 30, 31, 2020
   Hybrid; 9:00 am - 12:00 pm (Session 9)

Methods of Teaching

EDU 684E Curriculum and Instruction Methods: Elementary
See course description and offerings on page 13.

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

Online: July 27 – September 20, 2020 (Session 8)
   Weekly participation for 8 weeks.

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.

   Monday - Friday: July 6, 7, 8, 9, 10, 2020
   Hybrid; 9:00 am - 12:00 pm (Session 5)

Pupil Personnel Worker

EDU 510C Families of the 21st Century
See course description and offerings on page 12.

EDU 589H Human Growth and Development: Secondary
See course description and offerings on page 16.

EDU 700D Introduction to Performance-Based Instruction/ Assessment
See course description and offerings on page 11.

EDU 800 Juvenile Delinquency
See course description and offerings on page 12.

EDU 824 Standardized Tests: Selection and Interpretation
See course description and offerings on page 12.

EDU 856A Legal Issues in Education
See course description and offerings on page 17.

EDU 888 Delivery of Pupil Personnel Services and Supports  This course is designed to provide an understanding of the role of the pupil personnel worker (PPW) as a child advocate and critical partner in the delivery of comprehensive student services. This course will address services and supports that are essential in the delivery of pupil services. Participants in this course will learn using current research, best practices, case studies, film clips, observation and small group simulations. This course will focus on the necessary linkages and collaborative partnerships that support the PPW in the delivery of services and supports to students, families and schools inclusive of, but not limited to, community services, crisis intervention, homeless supports, residency investigations, school discipline hearings, attendance intervention, inter-agency case management meetings, court referrals and restorative practices.

   Monday - Friday: June 22, 23, 24, 25, 26, 2020
   Hybrid; 9:00 am - 12:00 pm (Session 4)
   Monday - Friday: July 27, 28, 29, 30, 31, 2020
   Hybrid; 9:00 am - 12:00 pm (Session 9)

EDU 926 Multicultural Education
See course description and offerings on page 19.

Reading/English Language Arts

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

   Monday - July 13, 14, 15, 16, 17, 2020
   Hybrid; 9:00 am - 12:00 pm (Session 6)
   Online: July 27 – September 20, 2020 (Session 8)
   Weekly participation for 8 weeks.
EDU 528B Shakespeare for Adolescents and Young Adults This course surveys a selection of Shakespearian Dramas. The course will specifically address the literary, historical, and cultural aspects of the “History Plays.” The examination of the content will be directed at promoting interdisciplinary teaching techniques for middle and high school age students. The student perspective will explore affective teacher leadership and classroom presentation techniques for teaching Shakespeare.

Monday - Friday: July 27, 28, 29, 30, 31, 2020
Hybrid; 9:00 am - 12:00 pm (Session 9)

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

Online June 1 – July 26, 2020 (Session 2)
Weekly participation for 8 weeks.

Saturdays: June 6, 13, 20, 27, 2020
Hybrid; 9:00 am - 12:45 pm (Session 3)

Monday - Friday: July 13, 14, 15, 16, 17, 2020
Hybrid; 9:00 am - 12:00 pm (Session 6)

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

Mon. & Wed.: June 1, 3, 8, 10, 15, 17, 2020
Hybrid; 5:00 pm - 7:30 pm (Session 1)

Online: July 27 – September 20, 2020 (Session 8)
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: June 1 – July 26, 2020 (Session 2)
Weekly participation for 8 weeks.

Monday - Friday: June 22, 23, 24, 25, 26, 2020
Hybrid; 9:00 am - 12:00 pm (Session 4)

EDU 682 Methods of Teaching Literacy in the Content: Secondary, Part II This course expands on the content of 530B. Topics include the application of theories and strategies in order to teach students to learn from text, reading skills including connections to study skills, and instruction that integrates content with reading goals.

Monday - Friday: June 22, 23, 24, 25, 26, 2020
Hybrid; 9:00 am - 12:00 pm (Session 4)

Monday - Friday: July 20, 21, 22, 23, 24, 2020
Hybrid; 9:00 am - 12:00 pm (Session 7)

Online: July 27 – September 20, 2020 (Session 8)
Weekly participation for 8 weeks.

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

Mon. & Wed.: June 1, 3, 8, 10, 15, 17, 2020
Hybrid; 5:00 pm - 7:30 pm (Session 1)

Online: July 27 – September 20, 2020 (Session 8)
Weekly participation for 8 weeks.

EDU 734B Assessment for Reading Instruction See course description and offerings on page 11.

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

Online: June 1 – July 26, 2020 (Session 2)
Weekly participation for 8 weeks.

Monday - Friday: July 20, 21, 22, 23, 24, 2020
Hybrid; 9:00 am - 12:00 pm (Session 7)

EDU 896A Corrective Strategies for Remediating Reading This course explores informal assessment techniques to identify reading disabilities. A variety of strategies are addressed for remediating reading difficulties at the elementary and secondary level(s). This class is designed for regular classroom teachers dealing with reading problems of non special education students.

Saturdays: June 6, 13, 20, 27, 2020
Hybrid; 9:00 am - 12:45 pm (Session 3)
Science

BIO 520 Biology for Teachers, K-6  This course emphasizes the process of scientific inquiry and discovery in biology for teachers of grades K-6 through a variety of practical hands-on experiments. Current developments in the Science Standards will be highlighted offering new materials and technology to enhance elementary biology instruction. Course topics include classification, cells, life cycles, botany, human anatomy and physiology.

Saturdays: June 6, 13, 20, 27, 2020
Hybrid; 9:00 am - 12:45 pm (Session 3)

BIO 521 Biology for Secondary Teachers, 7-12
This course presents new approaches for teaching biology to students in grades 7-12. The process of scientific inquiry and discovery are emphasized through a variety of practical, hands-on experiments. Current developments in the Science Standards are also highlighted offering new materials and technology to enhance secondary biology instruction. The course topics include classification, cells, life cycle, botany, human anatomy and physiology.

Monday - Friday: July 6, 7, 8, 9, 10, 2020
Hybrid; 9:00 am - 12:00 pm (Session 5)

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 in Earth science.

Online: July 27 – September 20, 2020 (Session 8)
Weekly participation for 8 weeks.

ENV 725A Environmental Science, K-6  This course will examine materials and new approaches for teaching environmental science to students in grades K-6. The process of scientific inquiry and discovery will be emphasized through a variety of practical hands-on experiments. Current developments in the Science Standards will be highlighted offering new materials and technology to enhance elementary instruction. The course topics include investigations of environmental problems and issues; students will discuss global warming and how the living environment is comprised of interrelated dynamic systems.

Monday - Friday: July 13, 14, 15, 16, 17, 2020
Hybrid; 9:00 am - 12:00 pm (Session 6)

PHSC 501 Physical Science for Elementary and Middle School Teachers  Physical science is the study of matter and energy and the relationships between them. As such, this course will cover the basic principles of physical science based on the Next Generation Science Standards (NGSS)- forces and interactions, waves, property and structure of matter, and energy. The approach will be conceptual, experimental, and include basic mathematical application (demonstrations, experiments, and projects).

Monday - Friday: July 27, 28, 29, 30, 31, 2020
Hybrid; 9:00 am - 12:00 pm (Session 9)

Special Education

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

Online: June 1 – July 26, 2020 (Session 2)
Weekly participation for 8 weeks.

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

Mon. & Wed.: June 1, 3, 8, 10, 15, 17, 2020
Hybrid; 5:00 pm - 7:30 pm (Session 1)
Monday - Friday: July 20, 21, 22, 23, 24, 2020
Hybrid; 9:00 am - 12:00 pm (Session 7)
Online: July 27 – September 20, 2020 (Session 8)
Weekly participation for 8 weeks.

EDU 643I Response to Intervention Strategies
This course will concentrate on response-to-intervention strategies for teachers to work successfully with children who are demonstrating learning difficulties in the general education setting. Focus will be on the three tiers of response-to-intervention and the teacher process of instituting research-based strategies and presenting the data to support progress or lack thereof. Teachers will be exposed to the instructional hierarchy where they learn to link stages of learning to effective instructional techniques.

Monday - Friday: June 22, 23, 24, 25, 26, 2020
Hybrid; 9:00 am - 12:00 pm (Session 4)
This course will concentrate on developing legally correct and educationally sound Individualized Education Plans for children with special needs. The focus will be learning to write observable, measurable goals and objectives. The standards of these goals will meet the requirements as set by the Individuals with Disabilities Education Improvement Act (2004). Discussion will be on the components of the Individualized Education Plan and meeting students’ needs that satisfy the Free Appropriate Public Education (FAPE) mandates as set forth in IDEIA 2004.

**Monday - Friday: July 6, 7, 8, 9, 10, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 5)

**EDU 701B Transition for Students with Disabilities**
This course addresses the eligibility requirements, services, opportunities and the approaches needed in preparing students with disabilities from school to working life. The IDEA law requires schools to prepare a transition plan for students with disabilities. This plan encompasses the transition from school to post secondary opportunities including education, vocational training, employment, and independent living for youth and young individuals with disabilities.

**Monday - Friday: July 6, 7, 8, 9, 10, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 5)

**EDU 704A Methods of Teaching Children with Autism Spectrum Disorders**
This course will concentrate on strategies for special and regular education teachers to work successfully with children diagnosed with Autism Spectrum Disorders. Students will explore best practices and learn about the various disorders and the characteristics associated with each diagnosis in the spectrum. The student will utilize either case study or a student of their choice to develop specific teaching strategies to better serve this student in his/her current setting. Activities on schedules of development (written, picture), task analysis and the use of auditory/visual cues will be provided for children with ASD.

**Monday - Friday: July 20, 21, 22, 23, 24, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 7)

**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.

**Mon. & Wed.: June 1, 3, 8, 10, 15, 17, 2020**
Hybrid; 5:00 pm - 7:30 pm (Session 1)

**Monday - Friday: July 20, 21, 22, 23, 24, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 7)

**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: July 27 – September 20, 2020 (Session 8)**
Weekly participation for 8 weeks.

**EDU 881A Behavior Management for Special Needs Students**
This course provides an overview of emotional and behavioral problems that children and youth may experience. Psycho-social factors related to these problems will be explored using case studies, film, and current issues. Strategies to respond to these concerns will be presented through role play, behavioral rehearsal and small group problem-solving.

**Online: June 1 – July 26, 2020 (Session 2)**
Weekly participation for 8 weeks.

**EDU 893 Ensuring Success for the Student with Attention Deficit Hyperactivity Disorder (ADHD)**
This course focuses on developing a knowledge base for understanding and working with mainstream students with ADHD. A variety of strategies are introduced for remediating the special educational and behavioral needs of students with ADHD.

**Saturdays: June 6, 13, 20, 27, 2020**
Hybrid; 9:00 am - 12:45 pm (Session 3)

**Monday - Friday: July 27, 28, 29, 30, 31, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 9)

**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.

**Mon. & Wed.: June 1, 3, 8, 10, 15, 17, 2020**
Hybrid; 5:00 pm - 7:30 pm (Session 1)

**Monday - Friday: July 13, 14, 15, 16, 17, 2020**
Hybrid; 9:00 am - 12:00 pm (Session 6)

**Online: July 27 – September 20, 2020 (Session 8)**
Weekly participation for 8 weeks.
### Technology

**EDU 553A Microsoft Word** This course provides an overview to the popular Microsoft Word Processing Software package. The course begins with the basic introduction to Microsoft Word, progress to intermediate-level topics, and finish with more advanced skills of Microsoft Word.

- **Monday - Friday: July 6, 7, 8, 9, 10, 2020**
  - Hybrid; 9:00 am - 12:00 pm (Session 5)

**EDU 553B Microsoft Excel** This course provides an overview of Microsoft Excel. In this students learn how to create, edit, save, and retrieve spreadsheets for classroom usage.

- **Monday - Friday: June 22, 23, 24, 25, 26, 2020**
  - Hybrid; 9:00 am - 12:00 pm (Session 4)

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

- **Online: June 1 – July 26, 2020** (Session 2)
  - Weekly participation for 8 weeks.

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

- **Online: June 1 – July 26, 2020** (Session 2)
  - Weekly participation for 8 weeks.

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

- **Monday - Friday: July 27, 28, 29, 30, 31, 2020**
  - Hybrid; 9:00 am - 12:00 pm (Session 9)

### Writing

**EDU 540B Methods of Teaching Writing in the Content Area** This course addresses the importance of incorporating writing education into all content areas. Participants will use writing techniques to implement content and evaluate written work relevant to their grade level and subject. Methods and strategies to reach all learning styles will be discussed.

- **Online: July 27 – September 20, 2020** (Session 8)
  - Weekly participation for 8 weeks.

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

- **Online: June 1 – July 26, 2020** (Session 2)
  - Weekly participation for 8 weeks.

**EDU 601 Introduction to Web Page Design** This course provides an introduction to designing web pages. Students will create their own web pages in class.

- **Monday - Friday: July 13, 14, 15, 16, 17, 2020**
  - Hybrid; 9:00 am - 12:00 pm (Session 6)
# Summer Courses by Sector

## Academic Literacy
- **EDU 531A** Academic Literacy for the STEM and Career Technology Educator

## Administration
- **EDU 597A** Supervision and Professional Development in a K-12 Setting
- **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 Assessment
- **EDU 734B** Assessment for Reading Instruction
- **EDU 824** Standardized Tests: Selection and Interpretation
- **EDU 882** Educational Assessment of LD Students

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

## Classroom Management
- **EDU 921** Understanding Bullying: Managing Behavior and Teaching Tolerance
- **EDU 930A** Classroom Management and Discipline

## Counseling
- **COUN 615** Mental Hygiene
- **EDU 510C** Families of the 21st Century
- **EDU 800** Juvenile Delinquency
- **EDU 980** Time and Stress Management

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

## Early Childhood Education
- **EDU 568A** Methods and Materials for Early Childhood
- **EDU 568R** Philosophy and Practice of Reggio Emilia
- **EDU 759A** Teaching Reading in Early Childhood
- **EDU 851A** Using Play and Creative Activity in EC

## Economics
- **EDU 911E** Fundamental Economics

## Educational Psychology
- **EDU 921** Understanding Bullying: Managing Behavior & Teaching Tolerance
- **EDU 931** Principles of Teaching and Human Learning

## English as a Second Language
- **EDU 676** Foundations of ESOL
- **EDU 696** General Linguistics
- **EDU 724** ESOL Tests & Measurements
- **EDU 799** Teaching Writing to LEP Students
- **EDU 904** Structure of American English
- **EDU 972** Language Learning
- **EDU 972A** Language Learning Acquisition
- **EDU 978W** ESL/ESOL Methods and Strategies
- **EDU 989A** Teaching Reading to LEP Students

## Fine Arts
- **EDU 724A** Creative Drama and Music in Education

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

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

## Geography
- **EDU 686B** Physical Geography, K-8

## Gifted and Talented
- **EDU 875B** Teaching the Gifted Learner

## Health and Physical Education
- **EDU 956** Health and Nutrition for Children
- **EDU 958** Enhancing the PE Program, K-8

## History/Social Studies
- **EDU 500H** U.S. History, 1945 - Present
- **EDU 520H** World History II
- **EDU 662** History of the District of Columbia
- **EDU 688** Methods of Teaching Social Studies, K-12

## Human Growth and Development
- **EDU 589H** Human Growth and 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
- **EDU 887** Legal Issues in Special Education

## Leadership
- **EDU 547C** Interpersonal Communication Skills
- **EDU 597A** Supervision and Professional Development in a K-12 Setting
- **EDU 680A** Leadership for the 21st Century
- **EDU 790A** Organization and Leadership of Schools through Administration
### Mathematics
- **EDU 911A** Math with Manipulatives
- **MAED 523** Calculus Concepts for the Classroom
- **MAED 525** Algebra for Teachers, K - 6
- **MAED 537** Problem Solving in Mathematics
- **MAED 538M** History of Math
- **MAED 556** Discrete Math for Teachers, K-6
- **MAED 684** Linear Algebra
- **MAED 696** Probability and Statistics

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

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

### Pupil Personnel Worker
- **EDU 510C** Families of the 21st Century
- **EDU 589H** Human Growth and Development: Sec.
- **EDU 700D** Performance Based Assessment
- **EDU 800** Juvenile Delinquency
- **EDU 824** Standardized Tests: Selection and Interpretation
- **EDU 856A** Legal Issues in Education
- **EDU 888** Delivery of Pupil Personnel Services and Supports
- **EDU 926** Multicultural Education

### Reading
- **EDU 526A** Children's Literature
- **EDU 528B** Shakespeare for Adolescents and Young Adults
- **EDU 530B** Methods of Teaching Literacy in the Content Area: Secondary, Part I
- **EDU 530C** Methods of Teaching Reading in the Content Area: Elementary
- **EDU 666** Process and Acquisition of Reading
- **EDU 682** Methods of Teaching Literacy in the Content Area: Secondary, Part II
- **EDU 704B** Instruction of Reading
- **EDU 734B** Assessment for Reading Instruction
- **EDU 896A** Corrective Strategies for Remediating Reading

### Science
- **BIO 520** Biology for Teachers, K -6
- **BIO 521** Biology for Teachers, 7-12
- **ENV 724** Earth Science for Teachers, K-6
- **ENV 725A** Environmental Science, K-6
- **PHSC 501** Physical Science for Elementary and Middle School Teachers

### Special Education
- **EDU 517C** Introduction to Inclusive Education
- **EDU 561W** Methods and Strategies for Inclusion
- **EDU 643I** Response to Intervention Strategies
- **EDU 644B** Developing Useful Individual Education Plans
- **EDU 701B** Transitions for Students with Disabilities
- **EDU 704A** Methods of Teaching Children with Autism Disorders
- **EDU 740A** Conferencing with Parents and Professionals
- **EDU 876C** Classroom Strategies for Teaching the Exceptional Child
- **EDU 881A** Behavior Management for Special Needs Students
- **EDU 882** Educational Assessment of Learning Disabled Students
- **EDU 887** Legal Issues in Special Education
- **EDU 893** Ensuring Success for Students with Attention Deficit Hyper Disorder (ADHD)
- **EDU 893S** Introduction to Special Education

### Technology
- **EDU 553A** Microsoft Word
- **EDU 553B** Microsoft Excel
- **EDU 553L** Teaching the 21st Century Learner
- **EDU 605W** Web Based Instruction in the Classroom
- **EDU 976C** Power Point for Educators
- **MTS 601** Introduction to Web Page Design

### Writing
- **EDU 540B** Methods of Teaching Writing in the Content Area
- **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.)**

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

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

Learn more about the School of Education

www.trinitydc.edu/education | admissions@trinitydc.edu | 202-884-9400
Non-Credit Courses

Praxis Preparation

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. Note: No credits are awarded for this course. Praxis preparation courses will include on-line computer-based testing programs.

Mon. & Wed.: June 1, 3, 8, 10, 15, 17, 2020
Hybrid; 5:00 pm - 7:30 pm (Session 1)

EDU 700C Praxis I Mathematics
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. Note: No credits are awarded for this course. Praxis preparation courses will include on-line computer-based testing programs.

Saturdays: June 6, 13, 20, 27, 2020
Hybrid; 9:00 am - 12:45 pm (Session 3)

Monday - Friday: July 20, 21, 22, 23, 24, 2020
Hybrid; 9:00 am - 12:00 pm (Session 7)

Registration

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

www.trinitydc.edu/continuing-education/non-credit/

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

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.

**Online**
Weekly participation for 8 weeks

**Session 2:** June 1 – July 26, 2020

**Session 8:** July 27 – September 20, 2020

**Monday & Wednesday**
5:00 pm – 7:30 pm

**Session 1:** June 1, 3, 8, 10, 15, 17, 2020

**4 Saturdays**
9:00 am – 12:45 pm

**Session 3:** June 6, 13, 20, 27, 2020

**Monday - Friday**
9:00 am – 12:00 pm

**Session 4:** June 22, 23, 24, 25, 26, 2020

**Session 5:** July 6, 7, 8, 9, 10, 2020

**Session 6:** July 13, 14, 15, 16, 17, 2020

**Session 7:** July 20, 21, 22, 23, 24, 2020

**Session 9:** July 27, 28, 29, 30, 31, 2020

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