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**Physical Education,
Administration Option
Master of Arts in
Education**

The Program

This is a graduate program for physical education teachers who are interested in furthering their education and professional development.

What You Will Learn

Graduates of this program will receive a Master of Arts in Education with an emphasis in Physical Education Administration. The Physical Education Administration option is designed to provide advanced studies in physical education, as well as knowledge and understanding of the basic foundations and theories of educational administration. The curriculum objectives promote a blending of theory and practice to assist students who seek advancement within their chosen field in education, public service, or the private sector. Graduates from this program will meet requirements necessary for teaching physical education at the community college level, as well as meeting requirements for various school administrative positions.

The Master of Arts in Education, Physical Education Administration Option is structured as a differential tuition program, with graduates completing a total of 30 units. Students will complete 18 units (graduate education curriculum) under state support and 12 units (physical education courses) through Special Sessions. Students will be enrolled as regular university students for the

extent of the program, but will pay the current Special Sessions fees for the 12 physical education units.

Degree Requirements

The following courses (A-C) constitute the program of study for the Master of Arts in Education: Physical Education Administration Option. Students enrolling in these courses must have a degree in Physical Education, Kinesiology, Exercise Science, or Human Performance or have completed the prerequisite courses (outlined in part II below). All students receiving this degree must successfully complete these courses.

Courses

A. Graduate Education Common Core Requirements. Classes taken under state support.

Research Methods in Education GED 500
Seminar in Learning & Dev. GED 501
Socio-Cultural Issues in Ed. GED 503

B. Graduate Education Required Courses. Classes taken under state support.

Law & Ethics in Public Education EAD 506
Supervision of Instruction EAD 570
School Management & Finance EAD 571

C. Physical Education Required Courses. Classes taken through Special Sessions.

Seminar in Contemporary Issues, Topics, and Trends in Physical Education KIN 500
Seminar in Curriculum Dev. in P.E. KIN 514
Public Relations & Development in Physical Education & Athletics KIN 516
Field Work in P. E. Administration KIN 593S

Program Prerequisites

Students who have not completed a degree in Physical Education, Kinesiology, Exercise

Science or Human Performance must complete all of the following courses before enrolling in 500 level physical education courses.

Human Anatomy Physiology BIO 250
Human Anatomy Physiology Lab BIO 251
Tests and Measurements KIN 300
Kinesiology KIN 301
Exercise Physiology KIN 303
P. E. in the Elementary School KIN 425
Teaching Effectiveness in Secondary Physical Education KIN 448

For more information
www.csudh.edu/extendeded/maedpe
lhancock@csudh.edu

**Sport & Fitness
Psychology
Online!**



Discover what it takes to
improve athletic
performance.

For more information:
jzitelli@csudh.edu
310-243-3727

www.csudh.edu/sportpsychology

See page 96

Adult Education Teaching Credential

Employment Outlook

Graduates find employment in public and private schools, community agencies, private industry, health services, government agencies, military settings, correctional and religious institutions, volunteer agencies and centers for older or exceptional adults.

Who Should Attend

The **Ryan Designated Subjects Teaching Credential Program** is designed for students who meet the preliminary credential requirements and would like to fulfill the requirements for a clear Adult Education Credential as outlined by the California Commission on Teacher Credentialing.

Program Requirements for a Five-Year Preliminary Credential

- Academic subjects: Adult Basic Education English, Humanities, Foreign Language, Mathematics, Science, Social Science
- Non Academic Subjects: Arts & Crafts, Business Education, Foreign Language (conversational), Gerontology, Handicapped, Health & Safety, Health Occupations, Home Economics, Parent Education, Public Administration.
- Bachelor's degree with 20 semester units or 10 upper division semester units in the subject to be taught or 5 years related work experience.* High school diploma also required.
- Successful passing scores on the California Basic Educational Skills Test (CBEST)
- Completion of the US Constitution requirement (POL SCI 101 or equivalent) or exam.

* Full-time work experience must be verified by employer on company letterhead stationery and a brief statement of job responsibilities with the beginning and ending employment dates provided.

Program Requirements and Courses for a Clear Credential

- Possession of a valid preliminary Adult Credential, plus courses
- Level I and Level II Courses completed

Note: If you never held a California Credential before, fingerprinting will be required. The credential is issued by the State of California.

Courses

Level I

CLEAR CREDENTIAL CANDIDATES MUST COMPLETE LEVEL I COURSES BEFORE THE END OF THE SECOND YEAR OF THEIR PRELIMINARY CREDENTIAL.

Principles of Adult Education (2)	TED 421
Methods & Materials I (2)	TED 418
Methods & Materials II (2)	TED 419

Level II

LEVEL II CLEAR CREDENTIAL CANDIDATES MUST COMPLETE LEVEL II COURSES BEFORE THE END OF THE 6th YEAR OF THEIR PRELIMINARY CREDENTIAL

Seminar in Adult Education: Credential Interns (1)		TED 417
Supervised Field Experience/Adult Education (2)		TED 423
Counseling & Guidance for Teachers of Adult Education (2)		TED 424
Health in Public Education (3)		HEA 300
or		
Health for Educators (1)		HEA 395
Computer Literacy for Teachers (1)		TED 420

Note: Level I & II courses in this program do not support Ryan designated vocational education credential requirements.

Costs

Each unit is \$199. A two-unit course is \$398.

The Location

All classes (except field experience) are taught on-campus at California State University, Dominguez Hills.

About the Instructors

Ted Johnson, M.Ed., Program Coordinator, Career Administrator and Educator; Academic Coordinator District Adult Education and Academic Intervention Program, Los Angeles Unified School District

Roberto Ceja, M.A. Education; 26 years of experience as an educator and administrator in vocational and community adult education

Gina Hayes, M.A. Anthropology; M.A. Educational Administration; Assistant Principal Gardena-Carson Adult School

Julie Meuret-Kalousek, M.Ed.; 17 years

experience as an adult educator and mentor teacher

Ron Ross, Ph.D. History; California lifetime credentials in teaching, counseling and school administration; 30 years experience as an adult educator

Register for a
free orientation session
to find out more about our
Adult Ed Credential Program.
See page 1 for dates.
Phone for reservation 310-243-3741

Fall 2009 Scheduled Classes

Seminar In Adult Education

1 Unit

Prerequisites: Concurrent enrollment in TED 423 is required; TED 418, TED 419 & TED 421
Addresses beginning adult education intern needs for working in ethnically, culturally, and language diverse adult school settings. Emphasis is on problem solving, discussion of competency checklists used in fieldwork.

Date:	Sep 19 & 26
Time:	Sat 9am-5:30pm
Meetings:	2
Location:	EE 1205
Fee:	\$199
Instructor:	Ted Johnson
Course No.:	TED 417 Sec 71
Reg. No.:	42784

Fieldwork Experience: Adult Education

2 Units

Prerequisites: Concurrent enrollment in TED 417 is required; TED 418, TED 419 & TED 421
Practical experience in teaching adults, including classroom, school, community, and individualized assignments to fulfill the particular needs of each intern.

Date:	Sep 18 & Dec 12
Time:	Fri 6-9pm, Sat 9am-12pm
Meetings:	2
Location:	EE 1210
Fee:	\$398
Instructor:	Ted Johnson
Course No.:	TED 423S Sec 71
Reg. No.:	42780

Materials & Methods Part I

2 Units

Course covers instructional techniques,

Adult Education Teaching Credential

(Continued)

evaluation of student achievement and the learning process in adult education.

Date: Oct 16, 17, 23, 24
 Time: (2) Fri 4:30–9pm, (2) Sat 9am–6pm
 Meetings: 4
 Location: EE 1210 on 10/16 & 10/23
 SAC 1102 on 10/17 & 10/24
 Fee: \$398
 Instructor: Roberto Ceja
 Course No.: TED 418 Sec 71
 Reg. No.: 42783

Materials & Methods Part II

2 Units

Prerequisite: TED 418

Covers instructional techniques, instructional technology, strategies to address the needs of diverse learners and resources in the Adult Education community. Emphasis will be placed on three specific groups: ESL students, older adults and exceptional adults.

Date: Dec 4, 5, 11, 12
 Time: (2) Fri 4:30–9:30pm,
 (2) Sat 9am–6pm

Meetings: 4
 Location: EE 1209
 Fee: \$398
 Instructor: Gina Hayes &
 Julie Meuret Kalousek
 Course No.: TED 419 Sec 71
 Reg. No.: 42790

Computer Literacy for Teachers

1 Unit

Prerequisite: TED 417

Identifies issues in the use of computer technology; provides online microcomputer experience in using and evaluating coursework and incorporating instructional computer use into a specific lesson; gives practice in the use of teacher utilities and application programs. CR/NC grading.

Date: Nov 7 & 8
 Time: Sat 9am–5:30pm
 Sun 9am–5:30pm

Meetings: 2
 Location: WH C155 - Nov 7
 EE 1202 - Nov 8
 Fee: \$199
 Instructor: Ted Johnson
 Course No.: TED 420 Sec 71
 Reg. No.: 42777

Principles of Adult Education

2 Units

Course is designed to meet the requirements for the Designated Subject Credential Topics include scope and function of adult education, knowledge of cultural differences in students and communities, curriculum, media and community relationships.

Date: Sep 11, 12, 18, 19
 Time: Fri 4:30–9pm, Sat 9am–6pm
 Meetings: 4
 Location: EE 1206
 Fee: \$398
 Instructor: Ron Ross
 Course No.: TED 421 Sec 71
 Reg. No.: 42779

Counseling & Guidance/ Adult Education

2 Units

Counseling techniques to meet the special needs of adult students, career counseling, interpersonal and communication skills.

Date: Oct 2, 3, 9 & 10
 Time: (2) Fri 4:30–9pm,
 (2) Sat 9am–6pm

Meetings: 4
 Location: EE1217
 Fee: \$398
 Instructor: Ron Ross
 Course No.: TED 424 Sec 71
 Reg. No.: 42781

Health for Educators

1 Unit

This class fulfills the coursework portion of the California Health Education requirement for the Designated Subjects Adult & Vocational Credentials. It is designed for the adult education instructor.

Date: Nov 20 & 21
 Time: Fri 4:30–9:30pm
 Sat 9am–6pm

Meetings: 2
 Location: EE 1210
 Fee: \$199
 Instructor: Gina Hayes
 Course No.: HEA 395 Sec 71
 Reg. No.: 42789

Advising for this Adult Education Teaching credential is recommended.

To make an appointment with Mr. Ted Johnson or for more information call the Adult Education office at 310-243-2887.

For further information:
www.csudh.edu/extendeded/adulted.htm
 email: eeinfo@csudh.edu

Assistive Technology Specialist Certificate Program

Online! 

This Online certificate program is designed to meet the needs of educators, administrators, professionals and others who want to learn federal and state requirements for serving the disabled.

The Program

California State University Dominguez Hills and the Orange County Department of Education offer an online Certificate Program in the area of Assistive Technology. Federal and state laws require that school personnel be prepared to offer a full range of services to disabled persons in the area of assistive technology. This program prepares individuals to fully understand and implement these state and federal mandates. The courses meet professional development hours for licensure renewal as required by the California Speech-Language Pathology and Audiology Board.

Who Should Attend

Anyone who has the desire or professional need to learn the federal and state requirements for serving the disabled within their organizations, including:

- Special Education Teachers
- Occupational & Physical Therapists
- Speech and Language Specialists
- Rehabilitation Specialists
- Program Specialists
- Resource Specialists
- Psychologists
- Administrators

SPE 530 Introduction to Assistive Technology provides an overview for a broad audience including parents of disabled students and other interested members of the community.

COURSES

All courses carry 3 semester units of graduate-level education credit.

Introduction to Assistive Technology	SPE 530
Basic Assistive Technology	SPE 531
Advanced Assistive Technology	SPE 532
Admin. of Assistive Tech. Svcs	SPE 533
Capstone Course in Assistive Technology	SPE 537

Assistive Technology Specialist Certificate Program

(Continued)

About the Instructors

Larry Belkin, M.A. School Psychology; Chief, Special Education Services, Orange County Department of Education

Paul Richard, M.B.A.; Assistive Technology Coordinator, Orange County Department of Education

Fall 2009 Scheduled Classes

Introduction to Assistive Technology

3 Units

Reviews the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Explores types of assistive technologies, functional assessments, resources, and district responsibilities.

Date: Oct 5 - Dec 14

Location: online

Fee: \$597

Instructor: Larry Belkin & Paul Richard

Course No.: SPE 530 Sec 42

Reg. No.: 42121

Basic Assistive Technology

3 Units

Provides information regarding design and development of basic assistive technologies, compares human and system performance, and details the development of system interfaces.

Date: Jul 13 - Sep 21

Location: online

Fee: \$597

Instructor: Larry Belkin & Paul Richard

Course No.: SPE 531 Sec 41

Reg. No.: 42120

Advanced Assistive Technology

3 Units

Teaches students to use and adapt a variety of assistive technology devices and software and apply these technologies in a wide range of integrated educational settings.

Date: Oct 5 - Dec 14

Location: online

Fee: \$597

Instructor: Larry Belkin & Paul Richard

Course No.: SPE 532 Sec 41

Reg. No.: 42124

Administration of Assistive Technology Services

3 Units

Provides students with information on a variety of administrative issues, including the role of the Transdisciplinary Team, identification of funding and other resources, specialized computer adaptations, legal and ethical issues, and effective solutions.

Date: Oct 5 - Dec 14

Location: online

Fee: \$597

Instructor: Larry Belkin & Paul Richard

Course No.: SPE 533 Sec 41

Reg. No.: 42123

Capstone Course in Assistive Technology

3 Units

Students will apply assistive technology skills by performing functional assessments, developing technology goals/objectives, and selecting appropriate assistive technology services for the disabled. Additionally, students will develop skills to facilitate the development of a system to deliver assistive technology devices and services.

Date: Oct 5 - Dec 14

Location: online

Fee: \$597

Instructor: Larry Belkin & Paul Richard

Course No.: SPE 537 Sec 42

Reg. No.: 42122

For more information: contact Joanne Zitelli, Email: jjitelli@csudh.edu 310-243-3727 or

Paul Richard
email paul_richard@ocde.k12.ca.us
Orange County Department of Education
PO Box 9050, Costa Mesa, CA 92628-9050
(714)966-4140

visit the website

<http://www.csudh.edu/at/>

Certificate in Community College Teaching

The Program

A three-course Certificate in Community College Teaching is designed for those who are ready to explore the option of a career in community college teaching. Courses are designed to enhance the skills and knowledge, and thereby employability, of potential community college instructors.

Who Should Attend

Participants should hold a master's degree in a subject area taught at the community college level, or be in the final phase of a graduate degree program, or be currently employed as an instructor in a community college.

Location

GED 548 and GED 549 are taught **on campus** at CSUDH in Carson in the **Fall** semester. These courses are taught **online** in the **Spring** semester. Registrants for GED 594S will perform their internship at a local community college.

Courses

Graduate-level Education credit

Effective College Teaching GED 548

The Community College GED 549

College Teaching Internship GED 594S

Course outlines for GED 548 & 549 are available at www.csudh.edu/ccteaching

About the Instructors

Rodger McGinness, Ed.D. Educational Leadership, Dean of Academic Affairs, Copper Mountain College, educator for 30 years with extensive experience as a community college administrator

Martha Sklar, Ph.D. Mathematics Education, educator for 20 years and extensive experience as a community college dean

Ramon Baltazar, MBA, Instructor Los Angeles Harbor College, graduate CSUDH Community College Teaching Certificate program

Certificate in Community College Teaching

(Continued)

Fall 2009 Scheduled Classes

GED 548 & GED 549 taught Online only in Spring term

The Community College

2 Units

An overview of the history, mission and function of the community college. Topics include the history of higher education, the role of the community college, student characteristics, curriculum, finance, governance and the California Master Plan.

Date: Sep 12, 19, 26, Oct 3
Time: Sat 9:00am-4:30pm
Location: EE 1221
Fee: \$378
Instructor: Ramon Baltazar
Course No.: GED 549 Sec 71
Reg. No.: 42104

Effective College Teaching

3 Units

Prerequisite: Must have completed, or be completing MA/MS or be teaching at a Community College.

Study of research, theory, and practices associated with teaching and learning processes within the community college system. Topics include course planning and organization, student diversity, teaching and student retention, and instructional technology.

Date: Oct 17, 24, 31, Nov 7, 14, 21
Time: Sat 9:00am-4:30pm
Location: EE 1217
Fee: \$567
Instructor: Rodger McGinness
Course No.: GED 548 Sec 71
Reg. No.: 42110

Independent Study - Community College Teaching Internship

3 units

Completion of GED 548 & 549 with "B" or better. Student must apply and be approved for internship to receive permission to enroll.

Each eligible student will arrange discipline-specific internship through the Internship Coordinator and will be jointly supervised by

community college faculty and CSUDH Internship Coordinator.

The coordinator will assist the student with materials and advice in obtaining the internship.

Date: Aug 29 - Dec 18
Time: tba
Fee: \$567
Instructor: Martha Sklar
Course No.: GED 594S Sec 71
Reg. No.: 42215

For more information:
call (310) 243-2781,
email dulloa@csudh.edu or
visit the website
www.csudh.edu/ccteaching

Free orientation session

Find out more about our
**Community College Teaching
Certificate Program**

Phone 310-243-3741 to register

Saturday, August 8
10-11:30am
Room EE-1222

Join those who have successfully completed the Certificate in Community College Teaching

"The course work provided me with a basic understanding of the goals and objectives of the California Community College system, and how the system operates. In addition, I was given the opportunity to intern at Harbor College which lead directly to my obtaining a teaching position there.

I highly recommend the Community College Teaching Certificate Program at California State University Dominguez Hills to anyone who is interested in pursuing a career in teaching at the community college level."

Ron Maricich

Professional Development Courses Distance Learning

self-paced

The Program

These distance learning courses are computer-based, and designed by experts who carefully and thoughtfully craft the courseware which allows you to complete them at your own pace. The instructors establish regular office hours and provide access by a toll-free number and/or by email for questions.

Who Should Participate

Educators who need the flexibility of e-learning to advance their careers to the next step or compensation level. Learn at home or work, on your own computer, on your own time, at your own pace.

Special Features

All program instructors are experienced practitioners in their field of expertise. Courses are available either online or by CD. For CD option, student must have Mac OS X 10.x OR Windows XP Home, Professional or newer. Requires 512MB of RAM, 5MB of free hard disk space, 15" or larger color monitor with a minimum resolution of 800 x 600, CD drive 4x minimum speed and a printer connected to your computer.

Credit Information

Credit varies depending on course.

Courses

- Behavior is Language: Strategies for Managing Disruptive Behavior
TEX 495 Sec 41
- Attention Deficit Disorder: Information & Interventions for Effective Teaching
TEX 495 Sec 43
- Violence in Schools: Identification, Prevention & Intervention Strategies
TEX 495 Sec 44
- Drugs & Alcohol in Schools: Understanding Substance Use & Abuse
TEX 495 Sec 45
- Learning Disabilities: Practical Information for Classroom Teachers
TEX 495 Sec 46
- Autism & Asperger's Disorder: Information & Effective Intervention Strategies
TEX 495 Sec 49

Professional Development Courses
Distance Learning

(Continued)

- Talented & Gifted: Working with High Achievers TEX 495 Sec 52
- Understanding Aggression: Coping with Aggressive Behavior in the Classroom TEX 495 Sec 53
- Child Abuse: Working with Abused & Neglected Children TEX 495 Sec 56
- Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning TEX 495 Sec 57
- Advanced Classroom Management: Children as Change Agents TEX 495 Sec 59
- Educational Assessment: Assessing Student Learning in the Classroom TEX 495 Sec 61
- Inclusion: Working with Special Needs Students in Mainstream Classrooms TEX 495 Sec 62
- Teaching Diversity: Influences & Issues in the Classroom TEX 495 Sec 63
- Reading Fundamentals 1: An Introduction to Scientifically-based Research TEX 495 Sec 64
- Reading Fundamentals 2: Laying the Foundation for Effective Reading Instruction TEX 495 Sec 65
- Reading Fundamentals 3: The Elements of Effective Reading Instruction & Assessment TEX 495 Sec 66
- Infant and Toddler Mental Health: Issues and Information for Educators TEX 495 Sec 67
- Early Childhood: Family-Centered Services TEX 495 Sec 68
- Early Childhood: Program Planning TEX 495 Sec 69
- Early Childhood: Observation & Assessment TEX 495 Sec 70
- Early Childhood: Typical & Atypical Development TEX 495 Sec 71

Costs

Each class is priced individually.
There are no refunds.

Instructors

Melissa Bandy, MA. Faculty Boise State University Early Childhood Studies

Aumony Dahl, MA. Instructor and curriculum developer, Vesi.

Darcie Donegan, MA. Instructor and coordinator, Early Childhood Education Dept.

Joan Halverstadt, MS Ed. School counselor, Rochester (WA) Primary School.

Mick Jackson, MS Ed. President and CEO for Virtual Education Software, Spokane, WA

Florah Luseno, Ph.D. Assistant Professor, Chicago State University, Special Education

Karen Lea, Ph.D. Director of Teacher education, Olivet Nazarene University

Joe Kaplan, Ed.D. Professor of Education, Portland State University.

A.N. (Bob) Pillay, Ed.D., senior lecturer, executive officer, special education and director, Learning Improvement Center, The University of Melbourne (Australia).

Peggy Rapp, MSW., Social Work Program director, Concordia College, New York. Instructor, Mercy College.

Michael Sedler, Ph.D., MSW, teaches distance learning courses throughout the northwest.

Marrea Winnega, Ph.D., in private practice and a consultant on autism and related disorders in Chicago.

SCHEDULED CLASSES

Behavior is Language: Strategies for Managing Disruptive Behavior
3 Ext Units

Learn behavioral techniques and intervention strategies that remediate disruptive behavior, reduce power struggles, increase classroom control, reduce burn-out and the feeling of ineffectiveness, without increasing your work load. Gain a new perspective on students' behavior and learn effective tools to facilitate positive student change. Practice your new skills with simulated classroom scenarios.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☑
Fee: \$477
Instructor: Mick Jackson
Course No.: TEX 495 Sec 41
Reg. No.: 42717

Attention Deficit Disorder: Information & Interventions for Effective Teaching
2 Ext Units

This course is designed to provide students with a complete history of ADD along with accepted and experimental treatment methods. The course reviews current

treatments and practical intervention strategies designed to increase on-task behavior while decreasing disruptive, inappropriate and off-task classroom behaviors.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☑
Fee: \$318
Instructor: Mick Jackson
Course No.: TEX 495 Sec 43
Reg. No.: 42718

Violence in Schools: Identification, Prevention & Intervention Strategies
2 Ext Units

This course provides a foundational understanding of violence and the motivation behind aggression and specific strategies to minimize the occurrence of violence in a school and community. Students will learn how to identify and intervene with "out of control" behaviors. The correlation and impact of the media, community and family upon violence will be explored. Students will also be provided with information on national resources available for both parents and teachers.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☑
Fee: \$318
Instructor: Michael Sedler
Course No.: TEX 495 Sec 44
Reg. No.: 42721

Drugs & Alcohol in Schools: Understanding Substance Use & Abuse
2 Ext Units

Drugs and Alcohol in Schools provides a contextual framework for understanding what your students may be experiencing through their own substance use or substance use around them and how it may impact your classroom. The course provides a basic historical perspective of substance use along with biological, psychological and social factors that comprise the disease of addiction. Students will gain a better understanding of the complex dynamics that contribute to this biological and social phenomenon.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☑
Fee: \$318
Instructor: Peggy Rapp
Course No.: TEX 495 Sec 45
Reg. No.: 42722

Professional Development Courses
Distance Learning

(Continued)

Learning Disabilities: Practical Information for Classroom Teachers
3 Ext Units

This course will lay the foundation for sensitive and appropriate assessment and evaluation of students; provide directions for program planning and implementation; illustrate the importance and the need for a close and positive partnership with parents (or alternative caregivers); and consider ways for ensuring that the home-school axis is effective and meaningful. Major trends and unresolved issues in the field of learning disabilities will also be covered.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☺
Fee: \$477
Instructor: A.N. (Bob) Pillay
Course No.: TEX 495 Sec 46
Reg. No.: 42723

Autism & Asperger's Disorder: Information & Effective Intervention Strategies
2 Ext Units

An introduction to Autism and Asperger's Disorder provides information on the characteristics of the disorder; learning styles associated with the disorder; communication weakness; and the various intervention strategies to enhance communication and learning and to teach more conventional behaviors that have proven to be successful when working with students with autism spectral disorders. Also provided are resources for educators, related service personnel and parents who would like more information on Autism and Asperger's Disorder.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☺
Fee: \$318
Instructor: Marrea Winnega
Course No.: TEX 495 Sec 49
Reg. No.: 42724

Talented & Gifted: Working with High Achievers
2 Ext Units

This course provides history, current law and accepted methods for referral, assessment and identification of talents and gifted students. It also covers major program models and methods of differentiating instruction to meet the rate and level of learning for students identified as well as ways to meet the affective needs of these students in a regular classroom. A list of resources is also provided for teachers and parents who would like more information.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☺
Fee: \$318
Instructor: Karen Lea
Course No.: TEX 495 Sec 52
Reg. No.: 42732

Understanding Aggression: Coping with Aggressive Behavior in the Classroom
3 Ext Units

This class includes classroom aggressive behavior topics such as violence; youth gangs; aggression in sports and on television; drugs and alcohol; and "hot spots." This course is designed to assist school personnel become more aware of the causes of aggression and the various ways to evaluate aggression and how to intervene. It also addresses aggression which is a result of driving, dating, sports, television, music and how these issues affect our communities.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☺
Fee: \$477
Instructor: Michael Sedler
Course No.: TEX 495 Sec 53
Reg. No.: 42734

Child Abuse: Working with Abused & Neglected Children
2 Ext Units

This course is designed to help you identify and effectively teach students affected by child abuse and/or neglect. The course teaches you to recognize the signs of physical abuse, emotional abuse, sexual abuse, physical neglect and emotional neglect in students. It also discusses the specific factors that exist in families who abuse or neglect their children. A major emphasis in this course is on helping the participant understand the special learning needs of the abused or neglected child and how to meet those needs in the regular classroom. Working with parents and community agencies is also covered.

Date: Aug 24 - Dec 15

Meetings: n/a
Location: Distance Learning ☺
Fee: \$318
Instructor: Joan Halverstadt
Course No.: TEX 495 Sec 56
Reg. No.: 42735

Traumatized Children: The Effects of Stress, Trauma & Violence on Student Learning
2 Ext Units

This course is designed to help you identify and effectively teach students affected by stress, trauma and/or violence. Learn to recognize the signs of stress, trauma and violence in students. It also covers the factors which exist in families and communities where stress and violence are common. Emphasis is on helping the participant understand the special learning needs of the student who is experiencing stress, trauma or violence in his/her life and how to meet their needs. Working with parents and community agencies is covered.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☺
Fee: \$318
Instructor: Joan Halverstadt
Course No.: TEX 495 Sec 57
Reg. No.: 42736

Advanced Classroom Management: Children as Change Agents
2 Ext Units

Prerequisite: any introductory behavior management course

This course is geared primarily for educational professionals who serve children and youths presenting behavior problems in the school or community. It focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric "social skills") with an emphasis on teaching students how to change and manage their own behavior. Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that students take an introductory behavior management course to learn the basic terms and concepts of behavior management prior to taking this "advanced" course.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☺
Fee: \$318
Instructor: Joe Kaplan
Course No.: TEX 495 Sec 59
Reg. No.: 42737

Professional Development Courses
Distance Learning

(Continued)

Educational Assessment: Assessing Student Learning in the Classroom

2 Ext Units

This course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals, and implement meaningful instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. The course will outline procedures for designing or selecting, administering and interpreting, a variety of informal assessment measures typically used in schools. The use of a range of informal assessment measures in the academic and social skills areas will form the core of the content to be covered. The presentation of assessment information in an acceptable format to parents and teachers will also be addressed.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning ☺
Fee: \$318
Instructor: A.N. (Bob) Pillary
Course No.: TEX 495 Sec 61
Reg. No.: 42738

Inclusion: Working with Special Needs Students in Mainstream Classrooms

2 Ext Units

This course was written to help teachers understand concepts and terms related to educating students in inclusive classrooms. the continuum of placements school systems can use in providing special education services to students with disabilities. The course helps you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning
Fee: \$318

Instructor: Florah Luseno
Course No.: TEX 495 Sec 62
Reg. No.: 42739

Teaching Diversity: Influences & Issues in the Classroom

2 Ext Units

This course is an interactive computer-based instruction (CBI) course, designed to give you the knowledge, tools and dispositions to effectively facilitate a diverse classroom. This course will help you understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. An emphasis in this course will be on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. You will be challenged to apply knowledge of the richness of contributions from our diverse society to your teaching field.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning
Fee: \$318
Instructor: Karen Lea
Course No.: TEX 495 Sec 63
Reg. No.: 42740

Reading Fundamentals 1: An Introduction to Scientifically-based Research

2 Ext Units

The No Child Left Behind Act of 2001 mandates the use of scientifically-based research in programs receiving federal funding that deal with remedial readers (Fleishman, Kohlmoos, & Rotherham, 2003). The concept of scientifically-validated methods is so prevalent in the legislation that it appears 110 times when referring to Reading First (Slavin, 2003) (i.e., to date, the largest, most focused early reading initiative in the U.S.). The purpose of this course is to help improve your knowledge of science and the scientific process. This knowledge will make you a more informed consumer and an even better advocate for students. This is the first course in a three-course series.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning
Fee: \$318
Instructor: Mick Jackson
Course No.: TEX 495 Sec 64
Reg. No.: 42741

Reading Fundamentals 2: Laying the Foundation for Effective Reading Instruction

2 Ext Units

The purpose of this second course in this three-course series is to lay the foundation for effective reading instruction. As part of this course, you will learn about the elements of effective instruction. It is important that all teachers have a firm understanding of effective instructional procedures. Teachers benefit, and more importantly, students benefit, both in terms of their behavior and their academic performance. Further, you will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning
Fee: \$318
Instructor: Mick Jackson
Course No.: TEX 495 sec 65
Reg. No.: 42742

Reading Fundamentals 3: The Elements of Effective Reading Instruction & Assessment

3 Ext Units

This course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Further, we discuss information on teacher preparation in learning about comprehension strategy instruction and reading instruction, as well as how to integrate computer technology into the classroom. Additionally, the course will provide information on important assessment terms and definitions and will explore how reading assessment fits within the Reading First Program. This analysis includes specific recommendations on 29 reading assessments. Finally, the course describes how teachers can conduct pivotal curriculum-based measurement procedures in their classrooms.

Date: Aug 24 - Dec 15
Meetings: n/a
Location: Distance Learning
Fee: \$477

Professional Development Courses

Distance Learning

(Continued)

Instructor: Mick Jackson
 Course No.: TEX 495 Sec 66
 Reg. No.: 42743

Infant and Toddler Mental Health Issues and Information for Educators

2 Ext Units

Infant and Toddler Mental Health: Issues & Information for Educators is an interactive computer-based instruction (CBI) course designed to help you achieve a better understanding of infant and toddler mental health, child development, and strategies you can use to promote positive relationships with children and their families. This course provides information that will help you understand and identify your role as a child care provider, educator, and early childhood professional as well as provide you with research-based information on child development, attachment, temperament, and curriculum. Resources for both teachers and parents who would like more help or information about infant and toddler mental health will be provided.

Date: Aug 24 - Dec 15
 Meetings: n/a
 Location: Distance Learning
 Fee: \$318
 Instructor: Melissa Bandy
 Course No.: TEX 495 sec 67
 Reg. No.: 42744

Early Childhood: Family-Centered Services

2 Ext Units

In this course you will learn what is meant by family-centered services as it applies to diverse systems of care, gain an understanding of family diversity, and explore the major stress factors facing families today. Theoretical basis for family-centered services, as well as reflect on current research and best practice will be discussed. Family-Centered Services will also examine the role of early childhood educators and explore ways to build partnerships with parents and create communities of care—for the benefit of children, and ultimately society as a whole.

Date: Aug 24 - Dec 15
 Meetings: n/a
 Location: Distance Learning

Fee: \$318
 Instructor: Aumony Dahl
 Course No.: TEX 495 Sec 68
 Reg. No.: 42745

Early Childhood: Program Planning

3 Ext Units

This course is an interactive distance learning course designed to give you a new perspective on planning and implementing developmentally appropriate programs for young children from birth through age eight. In this course you will learn what is meant by curriculum, assessment, evaluation, and program planning as these terms apply to early childhood education. Historical perspectives and theories of child development, and best practices for early childhood education will be covered. Key concepts and specific activities for teaching various curricular content areas including language and literacy, mathematics and science, and the expressive arts will also be discussed.

Date: Aug 24 - Dec 15
 Meetings: n/a
 Location: Distance Learning
 Fee: \$477
 Instructor: Aumony Dahl
 Course No.: TEX 495 Sec 69
 Reg. No.: 42746

Early Childhood: Observation & Assessment

3 Ext Units

This is an interactive distance learning course which explores observation and assessment instruments, as well as recommended practices and available resources for infants, toddlers, and preschoolers. Content includes an emphasis on observing young children and assessing their early childhood learning environments.

Date: Aug 24 - Dec 15
 Meetings: n/a
 Location: Distance Learning
 Fee: \$477
 Instructor: Darcie Donegan
 Course No.: TEX 495 Sec 70
 Reg. No.: 42747

Early Childhood: Typical & Atypical Development

3 Ext Units

This course is an interactive distance learning course which explores contemporary best practice and perspectives on early childhood development. Content includes patterns and sequences of typical development for children from birth to six

years. Emphasis is on individual differences, cultural influences, and the impact of developmental delay and disability during infancy, toddlerhood, and the preschool years. Discussion will also include instructional technology (IT) and assistive technology (AT) applications for this population.

Date: Aug 24 - Dec 15
 Meetings: n/a
 Location: Distance Learning
 Fee: \$477
 Instructor: Darcie Donegan
 Course No.: TEX 495 Sec 71
 Reg. No.: 42748

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- Teaching Writing: Grades 4-6
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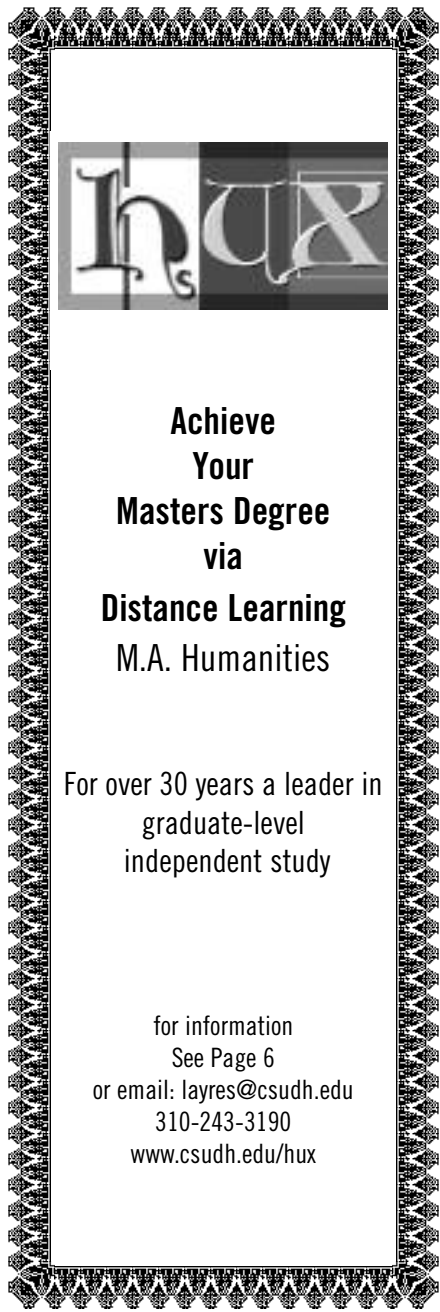
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