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| **School** | **Course Title** | **Hours/Fees/Days** |
| **Antioch University** | <https://www.antioch.edu/>   * Residency Period I   During the ten-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing, taken required courses in Arts, Culture and Society I or Arts, Culture, and Society II: participates in required intensive genre writing workshops (creating nonfiction, fiction, or poetry), attends literary readings by monitoring faculty and guest artist and participates in training for First Class software and discussions of on-line learning. In one of the residencies, the student also attends a required orientation to Field Study, participates in Translation Seminar/workshop and takes a require course in Aesthetics. All students are required to attend a minimum of eight learning activities in each residency period.   * Project Period I (Non-Residency)   During each Project Period the student conducts independent study based on a learning plan designed in consultation with a faculty mentor. The learning plan includes a specific bibliography of readings and identified number of written works in the students genre (e.g. chapters of a novel, a specific number of poems, a number of essays.) In one of the Project Periods, the student participates in a translation project. In addition, the student must fulfill required submission dates as well as communicate on-line with the mentor and/or participate in on-line activities such as peer group discussions (e.g. genre conferences) at least once a week.   * Residency Period II   During each ten-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing, takes required courses in Arts, Culture, and Society I for Arts, Culture, and Society II; participates in required intensive genre writing workshops (creative nonfiction, fiction, or poetry); attends literary readings by faculty and guest artists; conducts mentor interviews and plans Project Period contracts with mentoring faculty; and participates in training for First Class software and discussions of the pedagogy of on-line learning. In one of the residencies, the student also attends a required orientation to Field Study, participates in a Translation seminar/workshop, and takes a required course in Aesthetics. All students are required to attend a minimum of eight learning activities in each residency period.   * Project Period II (Non-Residency)   During each Project Period, the student conducts independent study based on a learning plan designed in consultation with a faculty mentor. The learning plan includes a specific bibliography of readings, and identified number of written works in the students genre (e.g., chapters of a novel, a specific number of poems, a number of essays). In one of the Project periods, the student participates in a translation project. In addition, the student must fulfill required work by the required submission dates as well as communicate on-line with the mentor and/or participate in on-line activities such as peer group discussions (e.g., genre conference) at least once a week.   * Residency Period III   During each ten-day Residency Period, the student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing, takes required courses in Arts, Culture, and Society I or Arts, Culture, and Society II, participates in required intensive genre writing workshops (creative nonfiction, fiction, or poetry); attends literary readings by faculty and guest artists, conducts mentor interviews and plans Project Period contracts with mentoring faculty, and participates in training for FirstClass software and discussions of the pedagogy of on-line learning. In one of the residencies, the student also attends a required orientation to Field Study and participates in a Translation seminar/workshop. All students are required to attend a minimum of eight learning activities in each residency period.   * Project Period III (Non-Residency)   During Project Period, the student conducts independent study based on a learning plan designed in consultation with a faculty mentor. The learning plan includes a specific bibliography of readings, and identified number of written works in the student’s genre (e.g., chapters of a novel, a specific number of poems, a number of essays). In one of the Project periods, the student participates in a translation project. In addition, the student must fulfill required work by the required submission dates as well as communicate on-line with the mentor and/or participate in on-line activities such as peer group discussions (e.g, genre conference) at least once a week. In Project Period III, the student writes a Critical Paper. In one of the first two Project Periods, the student completes a required Field Study.   * Residency IV   During each residency Period, the Student attends seminars of lectures on topics related to creative writing, takes required courses in Arts, Culture, and Society I or Arts, Culture, and Society II; participates in required intensive genre writing workshops (creative non-fiction, fiction, or poetry); attends literary readings by faculty and guest artists; conducts mentor interviews and plans Project Period contracts with mentoring faculty; and participates in training for FirstClass software and discussions of the pedagogy of on-line learning. In one of the residencies, the student participates in a Translation seminar/workshop. All students are required to attend a minimum of eight learning activities in each residency period.   * Project Period IV (Non-Residency)   During each Project Period, the student conducts independent study based on a learning plan designed in consultation with a faculty mentor. The learning plan includes a specific bibliography of readings, an identified number of written works in the student’s genre (e.g., chapters of a novel, a specific number of poems, a number of essays). In one of the Project periods, the student participates ina translation project. In addition, the student must fulfill required work by the required submissions dates as well as communicates on-line with mentor and/or participate in on-line activities such as peer group discussions (e.g., genre conference) at least once a week. In Project Period IV, the student also completes the Final Manuscript and cumulative annotated Bibliography and prepares a graduate seminar and a graduate reading for presentation at the next residency.   * Residency Period V   During each Residency Period, the Student attends seminars or lectures on topics related to creative writing, literary issues, and the pedagogy of creative writing, takes required courses in Arts, Culture, and Society I or Arts, Culture, and Society II; participates in required intensive genre writing workshops (creative nonfiction, fiction, or poetry), and attends literary readings by faculty and guest artists. In Residency V, the student teaches a graduate seminar and presents a literary reading of his/her work. All students are required to attend a minimum of eight learning activities in each residency period. |  |
| **Boston University through edX** | * CIRTL.1x\_An Introduction to Evidence Based Undergraduate STEM Teaching   An 8-week open, online course offered by Boston University (BUx) designed to provide future STEM faculty, graduate students and post-doctoral fellows with an introduction to effective teaching strategies and the research that supports them. Weeks 1and 2- Principles of Learning, Week 3 – Learning Objectives, Week 4 – Assessment of Learning, Week 5 – Active Learning, Week 6 – Inclusive Teaching, Week 7 – Lesson Planning, Week 8 – Conclusion   * UT.IITL.11.02x\_Classroom Strategies for Inquiry-Based Learning   This is a five week online course offered by Univ. Texas Austin (UTAustinX) focusing on Draw on prior knowledge of inquiry-based teaching and learning strategies and explore current practices to construct new understanding of the relevance of inquiry-based instruction. Develop or deepen understanding of the 5E Instructional Model to enhance inquiry-based instruction. Collaborate with peers to gain insight into inquiry-based teaching practices.   * SNUM1409.000300.2x\_ Big Bang and the Origin of Chemical Elements   This course focuses on the nuclear structure of atoms and discuss the creation of hydrogen in the big bang universe. Nobel lectures and key scientific papers will be used. The following chapters were covered in this course: Atomic Nucleus, Origin of Elements, Cosmic Background Radiation, Expansion of the Universe. |  |
| **Colorado State University** | <https://www.colostate.edu/>   * PSY\_571 Clinical Skills Lab * PSY\_581 Research Stats & Methods * PSY\_678 Advanced Psychopathalogy * PSY\_582 Research Stats & Methods * PSY\_612 Pro-seminar: Neuropsychology * PSY\_686 Objective Testing Clinical Psych * PSY\_692 Seminar: Psychotherapy * PSY\_700 Master’s Thesis * PSY\_603 Research Practicum * PSY\_610 Pro Seminar: Developmental Infancy to Adolescence * PSY\_672 Ethics & Practice: Professional Development I Professional Development I Ethics * PSY\_685 Interview/Personality Assessment * PSY\_700 Master’s Thesis * PSY\_648 Sel Topics: Spec Topic: Cultural Diversity * PSY\_673 Cultural & Family Pro Dev II * PSY\_700 Master’s Thesis |  |
| **Concordia College** | <https://www.concordiacollege.edu/>   * BIOL\_121A Vertebr. Biology * CHEM\_127A General Chemistry * DISC\_109 Composition I * DISC\_101 Wellness * ED\_112 Racquetball P * DISC\_102 Composition II * DISC\_103 Composition III * PED\_252 Prev. Care of Injury * PED\_265 Coach/Off Track/F * PRIN\_101 Found of Lib Arts * PSYC\_111B General Psych * PSYC\_206 Developmental Psych * REL\_100 Christianity/Religion Life * SOC\_111B Human Society * SPAN\_111 Span in Mod World * ART\_111E 2-D Foundations * PSYC\_357 Abnormal Behavior * SOC\_228 Stat, Research Meth * SPANC\_112CW Span in Mod World * HIST\_152D World Per Frm * PSYC\_301 Exp Meth in Psych * PSYC\_320 Principles of Learning & Behavior * PSYC\_370 Psych of Women * SOC231B\_Marriage and Family Today * PSYC\_321 Intro Physiol Psych * PSYC\_326 Advanced Developmental * PSYC\_390 Cooperative Educ. * SOC\_328 Class, Race, Ethnic * SOC\_332 Human Sexuality * WRLD\_150 Study Abroad – Orient * SOC\_480 Independent Study * PSYC\_302 Pers, Ind Diff, Mot * PSYC\_308X Drugs & Behavior * CRIM\_210 Forensic Victimology * FNS\_336 Parenting * PSYC\_477 Senior Capstone * REL\_313J Jesus: Jew/Christ * SOC\_339 Urban Community * WRLD\_155 Study Abroad-Reentry * SOC\_302 Muslim-Social Theory |  |
| **Converse College** | <https://www.converse.edu/>   * MTE\_536 Instructional Technology for Algebra I   The primary goal of this class is for the student to acquire the techniques and skills necessary to teach Algebra I effectively with the use of technology at the secondary level. This course will focus on the investigation of mathematical pedagogy, best practices for instruction with technology and instructional technology to teach algebra I and to refresh content knowledge in ways that conform to the National Council of Teachers of Mathematics (NCTM) standards for instruction and the International Society for Technology in Education (ISTE®) standards. Students will examine strategies and skills to engage secondary level mathematics students creatively through the proper use of technology in the classroom specific to content in Algebra I.   * MTE\_537 Instruction Technology for Algebra II   The primary goal of this class is for the student to acquire the techniques and skills necessary to teach Algebra II effectively with the use of technology at the secondary level. This course will focus on the investigation of mathematical pedagogy, best practices for instruction with technology and instructional technology to teach Algebra II and to refresh content knowledge in ways that conform to the National Council of Teachers of Mathematics (NCTM) standards for instruction and the International Society for Technology in Education (ISTE®) standards. Students will examine strategies and skills to engage secondary level mathematics students creatively through the proper use of technology in the classroom specific to content in Algebra II.   * MTE\_531 Instructional Technology for Calculus I   The primary goal of this class is for the student to acquire the techniques and skills necessary to teach Calculus I effectively with the use of technology at the secondary level. This course will focus on the investigation of mathematical pedagogy, best practices for instruction with technology and instructional technology to teach Calculus I and to refresh content knowledge in ways that conform to the National Council of Teachers of Mathematics (NCTM) standards for instruction and the International Society for Technology in Education (ISTE®) standards. Students will examine strategies and skills to engage secondary level mathematics students creatively through the proper use of technology in the classroom specific to content in Calculus I.   * MTE\_532 Instructional Technology for Pre-Calculus   The primary goal of this class is for the student to acquire the techniques and skills necessary to teach Pre-Calculus effectively with the use of technology at the secondary level. This course will focus on the investigation of mathematical pedagogy, best practices for instruction with technology and instructional technology to teach Pre-Calculus and to refresh content knowledge in ways that conform to the National Council of Teachers of Mathematics (NCTM) standards for instruction and the International Society for Technology in Education (ISTE®) standards. Students will examine strategies and skills to engage secondary level mathematics students creatively through the proper use of technology in the classroom specific to content in Pre-Calculus.   * MTE\_535 Instructional Technology for Geometry   The primary goal of this class is for the student to acquire the techniques and skills necessary to teach Geometry effectively with the use of technology at the secondary level. This course will focus on the investigation of mathematical pedagogy, best practices for instruction with technology and instructional technology to teach Geometry and to refresh content knowledge in ways that conform to the National Council of Teachers of Mathematics (NCTM) standards for instruction and the International Society for Technology in Education (ISTE®) standards. Students will examine strategies and skills to engage secondary level mathematics students creatively through the proper use of technology in the classroom specific to content in Geometry.   * MTE\_534 Instructional Technology for Probability and Statistics   The primary goal of this class is for the student to acquire the techniques and skills necessary to teach Probability and Statistics effectively with the use of technology at the secondary level. This course will focus on the investigation of mathematical pedagogy, best practices for instruction with technology and instructional technology to teach Probability and Statistics and to refresh content knowledge in ways that conform to the National Council of Teachers of Mathematics (NCTM) standards for instruction and the International Society for Technology in Education (ISTE®) standards. Students will examine strategies and skills to engage secondary level mathematics students creatively through the proper use of technology in the classroom specific to content in Probability and Statistics. |  |
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| **Cal Poly Pomona** | <http://www.cpp.edu/>   * ENG\_355 The Introduction to Rhetorical * ENG\_587 Teaching Basic Writing * ENG\_581 History of Rhetoric * ENG\_585 Spec Topics in Rhetoric & Comp * ENG\_500 Introduction to Liter Research * ENG\_584 Theory & Practice of Modern Rhetoric * ENG\_589 Pedagogies of Reading * ENG\_541 Studies in World Literature * ENG\_542 Studies in World Literature * ENG\_573 Studies in Drama * ENG\_561 Studies in American Literature * ENG\_588 Teaching First Year Composition * ENG\_562 Studies in American Literature * ENG\_697 Comprehensive Examination |  |
| **Claremont Colleges** | * Leadership Development <https://www.pomona.edu/administration/campus-center/services-programs/leadership> * Psychology 156 PO-Industrial/Organizational Psychology * HIST025 CH-All Power to the People * EA 146 PZ- Environmental Education * SOC126 AA- Immigration and the Second Generation     **School Of Educational Studies**  <http://www.cgu.edu/pages/267.asp> |  |
| **Colorado State University** | <https://www.colostate.edu/>   * EDUC\_591E Neuroscience and the Classroom: Making Connections   Designed for both pre-service and in-service instructors who are interested in: latest research on how the brain works, exploring new solutions to problems encountered in the classroom, reigning their passion for teaching by exploring new ideas about learning, refining their understanding of what it means to learn and the important role instructors play in encouraging that process. |  |
| **Columbia University** | [**https://www.columbia.edu/**](https://www.columbia.edu/)   * 5002 Assessment Strategy – The Arts * 5001 Research Methods in Arts Ed. * 5031 Synthesizing Res. In Music Ed. * 5165 Conducting: Music Ed. Major * 6501 Doctoral Seminar: Music Ed. * 5027 Philosophical Perspectives Mus. Ed. * 6001 Teaching & Administration of Music in College * 6023 Teaching applied Music in College * 6041 Interview Data & Analysis * 5901 Independent Study: Music Education * 7501 Dissertation Seminar: Music Education * 4827 Fostering Transformative Learning * 6481 Internship: Teaching College Music in Classroom * 7501 Dissertation Seminar: Music Education * 4815 Developing Critical Thinkers * 5815 Critical Theory & Adult Learning * 5020 Foundations of Music Education * 5032 Comprehensive Musicianship I * 4120 Basic Concepts in Statistics * 5055 Staff Development & Training * 6510 Advanced Seminar Music Ed. * 6971 Research – Independent Study Music Education |  |
| **Concordia University, Portland** | * EDGR\_506 Character and the Ethics of Leadership   Organizational leadership in a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one’s professional, personal and family life, and will appreciate the vital importance of living and modeling such values and perhaps most importantly of serving others.   * EDGR\_535 Theories of Teaching and Learning   This course is designed to provide leaders with the latest psychological research about learning and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course will fuse the latest biological and psychological understanding of how the brain learns so candidates can harness this knowledge and apply it directly to learning situations.   * EDGR\_595 Community of Learners   Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic, and alternative lifestyle difference that permeate today’s 21st Century workplace. In sum, this course stresses the critical importance of creative community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive workplace.   * EDGR\_602 Contemporary Educational Thought   Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.   * EDGR\_620 School and Community Partnerships   This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.   * EDGR\_593 Case Study in Law and Ethics   This course is a study of legal and ethical issues relative to practical matters that educators confront in their daily practice. Case studies that speak directly to teachers and focus on day-to-day ethical dilemmas in education from the foundation for this course. Particularly important to this course is the emphasis on the dimension of ethics as it relates to teaching and leadership.   * EDGR\_607 Strategies for Enhancing Student Achievement   This course provides and overview of what constitutes effective classroom instruction. The course will also explore in depth the categories of strategies that research shows will have a high probability of enhancing achievement for all students in all subject areas at all grade levels. The research and theory will be studied as well as the practical classroom application of the strategies.   * EDGR\_626 Organizational Change   Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.   * EDGR\_698 Action Research – Capstone Project   Action research is one of the capstone projects for the master of Education program. This design provides students with the requisite skills and means to pursue the transformative practice called “Action Research” in their classroom, school, district or other work environment. The design method for the capstone project closely aligns with current classroom realities, with district and school requirements, and the needs of teachers and students. |  |
| **CSU Chico** | <http://www.csuchico.edu/>   * EDUC\_802P 2018 CCA Winter Conference   Professional development and workshops focusing on Multiple Measures, best practices, social media, food insecurity in academia, etc.,   * EDUC\_8020 CCA 2018 Spring Conference   Professional development and workshops focusing on the California Homeless Initiative, Dream Act, fight for immigrant youth, legislation & policies, mental health issues, etc.,   * EDMA\_697 CCA Winter Conference   This course is a graduate-level independent study offered 1.0 unit. In addition to conference attendance participants will be required to submit by February 15, 2019, a reflection paper and leadership implementation plan to the instructor of record, Susan Green at [agreen@csuchico.edu](mailto:agreen@csuchico.edu). This course is held off-campus in San Diego, CA. Registration and paper due by February 15, 2019. |  |
| **CSU East Bay** | <https://www.csueastbay.edu/>   * DANC\_129 Beginning Ballet * HDEV\_4250 Lang Acquis + Sym * PE\_1034 Yoga * SPPA\_3855 Introduction to Phonetics * SPPA\_3859 Introduction to Audiology * Stat\_1000 E1 of Probability + Statistics * PSYC\_4740 Psycholinguistics * SPPA\_3856 Obser Clin Proced in Comm Disc * SPPA\_4854 Diagnosis of Speech Disorders * SPPA\_4865 Language Disorders in Children * PE\_1034 Yoga * SPPA\_4859 Speech Pathology & Audiology * SPPA\_4861 Introduction to Audiometry * SPPA\_4863 Phon Disorders in Children * SPPA \_4867 Introduction to Speech Science * MLL \_1901 Elementary Sign Language I * SPPA \_4853 Vocal Path and Rehabilitation * SPPA \_4855 Aural Rehabilitation * SPPA \_6052 Clinical Methods, Theories, and Procedures * SPPA \_6060 Advanced Study of Language Disorders in Children * MLL \_1902 Elementary Sign Language II * SPPA \_4856 Clin Pract Sp/Aud * SPPA \_4864 Fluency Dysfunctions * SPPA \_4868 Aphasia in Adults * SPPA \_6020 Adv Vocal Rehabilitation * MLL \_1903 Elementary Sign Language III * SPPA \_4856 Clin Pract Sp/Aud * SPPA \_4862 Orofacial Anomalies * SPPA \_6040 Adv Sem: Speech/Lang/Hear/Dts * SPPA \_6050 Neuro/Speech & Language * SPPA \_6054 Fluency Rounds * EPSY \_5121 Couns Comm Collab * SPPA \_6056 Grad Prac SP/LA/A * MLL \_2901 Intermediate Sign Language I * SPPA \_6000 Research Methods & Disorders * SPPA \_6010 Adv Speech & Hearing Science * SPPA \_6054 Fluency Rounds * SPPA\_6056 Grad Prac Sp/LA/A * SPPA \_6056 Grad Prac SP/LA/A * SPPA \_6110 Advanced Audiology * SPPA \_6220 Dysphagia * SPPA \_6226 Traumatic Brain Injury * SPPA \_6030 Clinical Organization & Management * SPPA \_6066 Clinical Internship * SPPA \_6156 Prac Audio Assess * SPPA \_6066 Clinical Internship |  |
| **CSU Fullerton** | <http://www.fullerton.edu/>   * CTVA\_459 Adaptation For Screen Writers   Adapting material, be it fiction or non-fiction, into the film narrative form. Analyze and critique screenplay adaptations culled from various sources as well as adapt chosen material.   * READ\_505 Foundations of Post-Secondary Reading & Learning   Theoretical framework and background of field including historical perspective, student/adult development, reading and learning theory, academic literacy, programmatic structures and components, curriculum design, and contemporary issues. This course was part of a post-graduate reading certificate which was a recommended pre-requisite for teaching reading courses in the AMLA department.   * READ\_507 Literacy in the Academic Discipline   Current trends in the teaching of secondary and college reading improvement with emphasis on materials, organization and methods of instruction. This course was also part of the aforementioned certificate.   * READ\_516 Literacy Assessment & Analysis for Instruction   A study of the administration, elevation, and interpretation of individual and group tests related to Language Arts regarding performance. Course includes in-depth analysis of a problem reader with a study of the effects of linguistic and other factors.   * READ\_587 Program Management in Post-Secondary Reading and Learning   Study of the multifaceted components related to the administration, management, and supervision of a post-secondary reading and learning programs as well as the current issues and trends in program management. This class was part of the post-secondary reading and learning certificate.   * EDUC\_710C The Multicultural Classroom   The growing number of culturally diverse students in the classroom demands a teacher’s knowledge of educating without alienating, condescending or offending. This course covers topics such as teaching all students equally and equity in the classroom.   * EDUC\_713K The Differentiated Classroom   This course provides teachers with positive, effective strategies, and practical solutions to help them address those discipline problems (disruptive behavior, power struggles, etc.,) Teachers will eliminate those problems and create a positive learning environment.   * EDUC\_713J Motivating Students Who Don’t Care   This course begins by examining different types of motivation, student and teacher attitudes toward perceptions of learning, and activation of the cognitive system at various levels of motivations in the classroom taking into consideration various learning states and discipline problems. Various methods of reaching diverse learners are also discussed.   * EDUC\_714S Becoming a More Effective Teacher   This course is designed for the beginning teacher, the teacher changing grade levels, or the returning teacher who may want to refine his/her classroom organization and management. The teacher will complete a six-step complete six-step project to demonstrate an understanding of a well-developed classroom.   * Singapore Math Number Sense and Computational Strategies   Learn what Singapore Math is and how it has become such a powerful and highly regarding math curriculum. Understand how number sense and lace value instruction are the basis for all Singapore Math. Learn a variety of computational strategies to make addition, subtraction, multiplication, and division a cinch.   * Singapore Math: Model Drawing for Grades 1-6   Get the training you need to start teaching model drawing. Understand how you can teach students new ways to look at common math problems. Learn how to incorporate model drawing to solve addition, subtraction, multiplication, division, fraction, rate, ration and percentage problems.   * Singapore Math\_ Advanced Model Drawing for Grades 6-9   Master the method of model drawing, a revolutionary technique for teaching for teaching problem solving. Learn how to solve the trickiest problems with ease and combine functions in a single model. Acquire a wide variety of ideas for fun classroom activities. Discover how to hone your own modeling skill so you will be successful in the classroom.   * Teach Math Grades 4-6   Learn teaching strategies for all types of learns (visual, auditory and tactile). Discover effective ways to teach math vocabulary. Discover how to connect division to life outside of classroom. Learn to make geometry hands-on and practical and to incorporate cooperative groups and journals into math lessons. |  |
| **Moviola** | * CTVA\_515 Film Theory and Criticism   Major developments in film theory and criticism from the 1902s to the present, including: sections on film form and medium specificity: semiotics, ideology and psychoanalysis; and feminism, queer theory, postcolonialism and postmodernism.   * CTVA\_550 Story Structure and Draft   Structure of storytelling film, linear and non-linear, American, Asian and European templates. Product-oriented towards detailed film treatment to serve as outline of screenplay and initial pages screenplay.   * CTVA\_551 Sitcom: Spec and Draft   Write two-half hour situation comedy scrips in correct format as well as create a premise for an original half-hour comedy series.   * CTVA\_512 American Television History   Historical survey of American television from its inception to the present day. Critical/theoretical approaches to studying the medium as technology, commercial entity and social and cultural force.   * CTVA\_552 One-Hour Drama: TV Spec and Pilot   Analyze components for various scriptwriting tasks of episodic television dramas, as well as stress screenwriting skills from inceptive idea to outline to drafts of one-hour scripts.   * CTVA\_553T Genres for Writers   Examining film genres, classic to revisionist, and the constant evolution and hybridization of genres and how a screenwriter can implement and benefit from understanding of genre components.   * CTVA\_555 First Draft Screenplay   Work from approved outline or treatment to create a professional draft of screenplay, using correct format and structure.   * 4060 University Band * 420 Compositional Techniques Since 1920 * 455 Wind Ensemble Literature * 497 Project * 500 Introduction to Graduate Study in Music * 553 Seminar in Baroque Music * MC\_101 Editing with Avid Media Composer   This four-day course introduces the concepts of nonlinear editing and includes all basic features of the Avid Media Composer system for Macintosh and Windows. You will use Avid Media Composer to digitize and organize source footage, edit, and sync.   * MC\_201 Avid Media Composer Advanced Editing   Three-day course in advanced video editing techniques using Avid software. Provides hands-on training in a variety of subjects, including multi-camera editing, advanced media management.   * MC\_110 Introduction to Avid Media Composer Effects   Three-day course in creating visual effects with Avid video editing software. Provides hands-on training in areas including key frames to guide effects, layered effects, plug-in effects, motion effects, color correction, mattes, and 3D effects   * MC\_102 Avid Media Composer Working With Film   Two-day course prepares editors and assistant editors for working with film and 24p media on Avid Media Composer and Symphony. Class time is divided between demonstrations followed by hands-on exercises.   * EDAD\_520 History of Community Colleges   Overview of American and California community colleges, including history, administration, and contemporary issues such as student development and learning outcomes, student diversity, access and equity.   * EDAD\_522 College Student Characteristics and Cultures   Students in postsecondary education in the United States. Major demographic groups (race, class, ethnicity, age, ability, sexual orientation, gender, etc.) and their experiences with access, equity, campus cultures and retention at two- and four-year institutions.   * EDD\_620 Ethical and Legal Dimensions of Instructional Leadership   Concepts of ethics (e.g., self-interest, free will, social responsibility, duty) as the basis for legal standards (protection of individual rights, fair treatment, equality of opportunity, duty of care, public trust) through the study of education case law.   * EDD\_604 Applications of Research: Forecasting and Planning   Theories and methods that accurately forecast the impact of social, economic, political, cultural, academic, and demographic trends as they affect educational institutions. How these indicators can be used to engage effective planning.   * Instructional Design and Technology, M.S.   <http://catalog.fullerton.edu/preview_program.php?catoid=3&poid=1204&hl=Instructional+Design%2C+MA&returnto=search>  Study Plan:  The Master of Science in Instructional Design and Technology requires 30 units of approved graduate courses and takes a total of five semesters, (21 months) to complete. The schedule runs year-round as follows:  **August - Boot-Up Orientation (1 day/Saturday)**  ***Semester 1 - September through December***   * IDT 505 - Foundations of Instructional Design and Web Authoring Tools (3) * IDT 510 - Research Practices in Instructional Design and Technology (3)   ***Semester 2 - January through early May***   * IDT 520 - Instructional Design 1: Issues in ELearning and the Design Process (3) * IDT 525 - Learning Theories for Postsecondary and Adult Instructional Settings (3)   ***Semester 3 - May through August***   * IDT 530 - Instructional Design 2: Advanced Issues in Implementation, Management and Program Evaluation (3) * IDT 535 - Instructional Strategies and Universal Design Issues in Learning Environments (3)   **October - Midpoint Symposium (1 day/Saturday)**  ***Semester 4 - September through December***   * IDT 540 - Systematic Approaches to Web and Multimedia Design and Development (3) * IDT 545 - Trends, Emerging Technologies and Issues in Instructional Design (3)   ***Semester 5 - January through early May***   * IDT 550 - Practicum in Instructional Design and Technology (3) * IDT 597 - Project (3)   **Total (30 units)** |  |
| **CSU San Bernardino** | * EDUC\_762 Higher Education Strategic Planning, Accountability, and Change   Engages students in an in-depth exploration of strategic planning in higher education. Focuses on the transformational changes needed to position higher education institutions to address current and future challenges and emphasizes the relationships between PreK-12 and higher education.   * EDUC\_764 Fostering Student Learning and Success   Present strategies in student persistence and completion that aim to maximize student learning and success. Course will address developmental education, high impact practices, and instructional practices in higher education. Emphasis is placed on best practices in context serving diverse students.   * EDUC\_768 High Education Governance and Policy   Examines higher education governance and policy at the institutional, state, and federal level. Students gain theoretical and practical understanding of various models of governance policy development, interpretation, implementation, and stakeholder collaboration. |  |
| **Fresno Pacific University** | <https://www.fresno.edu/>   * HBM\_1594 Mental Health for Non-Clinicians   Mental Health for Non-Clinicians address necessary areas of considerations necessary areas of considerations when working with students experiencing mental distress in the online counseling environment including assessment of students mental health needs as well as the provision of appropriate and effective referrals. This course is not intended as permission to practice as a mental health counselor of for certification or licensure.   * TEC\_1825 College Counseling Online   The College Counseling introduces experienced college counselor to the standards and practices required for providing effective online counseling to community college students. Participants will explore current online learning theories and practices in serving the online counseling needs of community college students. |  |
| **Grand Canyon University** | [**https://www.gcu.edu/**](https://www.gcu.edu/)   * RES\_811 Introduction to Advanced Graduate Studies and Scholarship   An introduction to the principle elements of research and scholarly writing.   * LDR\_802 Progressions in Leadership Thought   An overview of seminal leadership theories and models.   * LDR\_800 Ethical Dilemmas and Stewardship   This course examines multiple ethical framework, principles and theories applied to the practice of leadership.   * RES\_850 Foundations for Research   An overview of foundational elements for conducting independent and original research.   * ORG\_807 Stakeholders Roles in Organizations   This course examines the roles of stakeholders in organizational structures and how they are affected by leadership roles.   * UNV\_503 Introduction to Graduate Studies in the Liberal Arts   This course is designed to prepare students for the graduate learning experience. Students are given opportunities to develop and strengthen the skills necessary to succeed as graduate students in the liberal arts such as scholarly skills, analyzing sources, methods of citing, and academic collaboration.   * SOC\_520 Sociology and Pedagogy in the University   This course explores the intersection of sociology and pedagogy in the university setting. Pedagogical theory and elements of sociology are examined. Through pedagogical analysis, students look at the discipline of sociology and build a pedagogy for sociology in the university setting. The course uses an Introduction to Sociology textbooks to analyze and scaffold an Introduction to Sociology course.   * SOC\_515 Social Change and Development   The course takes a sociohistorical perspective on societal change. An in-depth look t how social movements create an in-depth look at how social movements create or resist social change is provided. |  |
| **Loyola Marymount University** | [**https://www.lmu.edu/**](https://www.lmu.edu/)   * ENGL\_698 Graduate Fiction Workshop * ENGL\_563 Creative Writing Seminar: Non-Fiction * ENGL\_602 Genre Seminar: Romance * ENGL\_603 Seminar: Major Writer – Melville * ENGL\_565 Theory of Teaching Writing and Literature * ENGL\_602 Genre Seminar: The Novel * ENGL\_571 Writing the Novella: Workshop * ENGL\_604 Sem Lit Theory * ENGL\_699 Stylistics in Film and Literature * ENGL\_599 Fiction & narrative Non-Fiction * ENGL\_691 Comp Exam (M.A) * ENGL\_698 SS: Constraint Based Writing * ENGL\_202 Language of Fiction * ENGL\_103 History of British Literature II * ENGL\_402 Writing Intern in Media * ENGL\_411 Fiction Writing: Adv * HNRS\_104 Natural Philosophy * HNRS\_498 SS: Srrlsn Poetry Fiction Art * DANC\_297 Dance of Africa * ENGL\_322 Shakespeare: Lyric/Dram * ENGL\_345 Contemporary Novel * ENGL\_558 Carribean Literature * PHIL\_160 Human Nature * THST\_350 Found Christin Spirit * ENGL\_ Reading methods * ENGL\_422 Prowody * ENGL\_502 Arthurian Romance * ENGL\_563 Creative Writing Sem: Poetry * HIST\_101 Western Traditions 1500- * PHIL\_330 Contemporary Moral Problems |  |
| **Mt. San Antonio College** | * 23139\_Art C120 Graphic Design II   Contemporary graphic design for the commercial art industry. Software: Adobe Photoshop, Adobe Illustration, Adobe Indesign   * CISP11 and CISP11L Programming in Visual Basic w/Lab   Visual Basic (VB) programming in the business environment includes planning and writing object-oriented applications using Windows Forms and Web Forms; user interface design classes, objects, and properties, methods and events; control structures; lists and arrays; printing and print previews; accessing a database.   * 5076\_Parachutes & Ladders X – Celebrating Students Engagement   This conference will explore the connections between student engagement and success by investigating how students learn within the context of specific content areas and understanding the faculty member’s role in improving students” motivation to learn. This investigation will include creating an understanding of why students often use inappropriate motivational strategies to cope with the demands of college life and why students often fail to use tutoring and other support services on campus. In response to key research finding in diverse, relevant disciplines and actual student presentations on how they have been motivated to succeed. Participants will work toward developing specific strategies to improve students’ motivation, engagement, and ultimately, their academic performance and completion.   * 5230\_Parachutes & ladders XI – Heart and Soul of the Classroom   Jeff Duncan-Andrade will deliver his critically acclaimed and inspirational presentation titled “Hope Required when Growing Roses in Concrete.” In this presentation, he will explore the concept of hope as an essential element for nurturing and education urban youth. He will discuss different types of “false hope,” which are pervasive in urban education. He will then explain critical hope and how to utilize important educational practices that produce and sustain true hope among our students. The concept of hope is an essential element for teaching community college students, especially those who come from urban and poor communities, because they are exposed to overwhelming obstacles, including violence, hunger, unstable housing, and the broader effects of poverty and racism, which inevitably affects their educational success. As part of the breakout sessions, attendees will explore how to apply the concept of hope in their classroom, and what strategies they can use to instill hope in their students.   * 5653\_Ask a DSPS Professional   Do you have a burning question about DSPS and our (yours too!) DSPS students? Attend the Ask a DSPS Professional session. In a moderated panel and highly interactive session, DSPS professionals will be on hand to answer your questions about DSPS students, services, and issues. After brief introductions, the audience will provide the meat of this session by engaging the DSPS professionals in a productive, frequently asked question and answer session. Included is a meet and greet session with DSPS faculty and staff to answer individual questions.   * 5815\_Parachutes and Ladders XII   “Building Global Citizens” is the 12th Annual Parachutes and Ladder Conference, presented by the Mt. San Antonio College Developmental Education Study Team. Our keynote speaker and breakout sessions will motivate us to see where students are coming from and their potential to shape their own lives and the lives of others. Dr. Francisco Reveles’ research focuses on youth, marginalized communities, and effective interventions that can reach the next generation. His knowledge is based on both his own life and scholarly research, giving him a unique perspective on the barriers that students face. Dr. Reveles speaks as a researcher from el Corazon. He has conducted extensive research in areas relating to resilience and risk-taking in Latino/migrant youth. Dr. Reveles’ motivational presentations stress the importance of moving away from a SURVIVAL paradigm to one that emphasizes SUCCESS and HOPE.   * 6134\_Parachutes & Ladders XIII Teach Less, Learn More: Tools for Learning, Sharing, and Growth   Teach Less, Learn More: Tools for Learning, Sharing and Growth at this conference, Dr. Yeap Ban Har will share and demonstrate ways teachers can foster an environment in which students learn concepts at a deeper and more meaningful level. He is an internationally recognized expert in Singapore Math, a teaching method based on the primary textbooks and syllabus from the national curriculum of Singapore. The keynote address and breakout sessions will explore the following topics:   * Critical Thinking * Investigation * Question Techniques * Lesson Study * Collaboration * Problem Solving * 616\_LLC Tech Week: FLIP your class   What is a “flipped classroom?” What are the advantages of flipping a class? Are there any disadvantages? What tools are available to flip my class? This is an introductory workshop that will explore what a flipped classroom is, consider what research says regarding the advantages of flipped classes, encourage discussion of possible disadvantages as well, and briefly outline various tech tools/sites available for enabling the flip.   * 6161\_Supporting Excellence in Teaching and Learning   Faculty and campus leaders will share their teaching and leadership philosophy and explain how that philosophy is translated into actions to engage and support students and colleagues. Following each presentation, attendees will be asked to “pair and share,” discussing how these practices can be utilized in their areas.  Participants will:   * Be presented a variety of engaging instructional practices from diverse areas of the campus * Imagine and discuss with others how these practices could be utilized in their area * Be encouraged to try a new approach with their students or team this semester * 6983\_Parachutes & Ladders – Inspired Teaching Conference   When we prepare to teach a class, we often spend a great deal of time deciding what we are going to teach, and sometimes how to teach it, but we spend less time contemplating why. Meanwhile, the most important question: Who are out students and who do we want them to become is often not considered at all. During this conference, Dr. Michael Wesch will flip the questions and stat with who, move into a contemplation of the big why, build new and more suitable how’s, and rethink our what’s.   * 5371\_Social Media to Extend Class Communication   Today’s students seem constantly connected to social media. How can we capitalize upon that motivation to create better communication and community in our classes? This workshop will present two similar social networking sites, Edmodo and Facebook Groups from instructors who currently use these. You will learn the difference between the education-focused Edmodo and the popular Facebook Groups. You will learn how to create accounts and groups for both, how both handle privacy issues, and how to post announcements of events or relevant links and other items. |  |
| **Mount Saint Mary’s College** | * EDUC\_241 Effective Practices for Coaching and Mentoring Teachers   This course introduces teacher leaders to the philosophy and practices of effective coaching and mentoring systems. It is designed to equip teacher leaders with the theoretical understanding and practical skills necessary to coach and/or mentor both beginning and experienced teachers. Teachers leaders will focus on increasing knowledge and skills in Cognitive Coaching to assist colleagues in developing a cycle of reflective practice and improving their pedagogy. |  |
| **National University** | <https://www.nu.edu/>   * TED\_602 Educational Foundations * TED\_606 Equity and Diversity * SPD\_604 Psychological Foundations of Education * TED\_612 Curriculum, Assess & Instruction * SPD\_608 Exceptionalities * TED\_665 Cognition, Language & Culture * TED\_666 Cultural and Linguistics * TED\_667 Diversity and Change * TED\_668 Multicultural Literature * TED\_670 Educational Research * CYB600 Cyber Security Technology * CYB 601 Cyber Security Toolkit Utilization * CYB 602 Threat Modeling & Intel * CYB 603 Cyber Security Ethical Issues * CYB 604 Wireless and Mobile Security * CYB 606 Net Defense & Cloud Computing * CYB 608 Ethical Hacking * CYB 632 Info System Vulnerability & Attacks * CYB 633 Red Teaming * CYB 634 Red vs. Blue Team Exercise * CYB 699A Cyber Security Project I * CYB 699B Cyber Security Project II * CYB 699C Cyber Security Project III |  |
| **Sacramento State College for Continuing Education** | <https://www.cce.csus.edu/>   * ID 229 01 85 Teach Strategies for Higher Education   Improving one’s teaching involves ongoing professional development. The California Great Teachers seminar is dedicated to fostering teaching excellence through an extensive exploration of teaching and learning successes and problems with faculty who represent a wide range of disciplines, experiences, and interests. Participants will contribute their own expertise, learn from the expertise of others, and identify and discuss issues related to classroom and student learning. Registration as a participant in the California Great Teachers Seminar is required |  |
| **San Diego Christian College** | * ED\_940 Shape Up I Learning Styles   This course is designed to help support, encourage, and motivate those who work in schools by offering both personal and professional support. This web-based course emphasizes practical strategies for real-life problems. The Shape Up model has had consistent success in communicating this concept in many different educational conferences, staff developments and in the classroom (grades 3-college) for over 10 years. Learn to recognize personality styles based on four distinct “shapes” and how individuals learn best. You will learn to recognize primary learning and communication styles of those on your campus. Learn tips to communicating with others both professionally and personally by identifying those “shapes” you work with. This course is designed to help support, encourage, and motivate those of you who work in schools as we focus on the importance of creating effective relationships with EVERYONE we work with.   * EDC\_941 learning Styles Reflection: Shape Up!   The Shape Up model has had consistent success in communicating this concept in many different educational conferences, staff developments and in the classroom (grades 3-college) for years. Learn to recognize personality styles based on four distinct “shapes” and how individuals learn best. You will learn to recognize primary learning and communication styles of those on your campus. Learn tips to communicating with others both professionally and personally by identifying those “shapes” you work with.   * PSYC\_998 Alcoholism & Substance Abuse 2018   The course is designed to help support, encourage, and motivate those who work in counseling, psychology, social work, or any other helping professional by offering both personal and professional support. Together we will “talk” about the world of alcohol and substance abuse and dependence. This course serves as an introduction to the field of substance abuse counseling. The primary goals for the course are to deepen your understanding of substance use disorders, to facilitate the development of addiction counseling competencies that are associated with positive treatment outcomes, and to increase your level of confidence relative to providing substance abuse evaluation, education, and treatment services. Emphasis will be placed on developing and practicing substance abuse counseling skills. You will be introduced to different theoretical models of alcohol and other drug abuse and will explore a variety of treatment approaches.   * PSYC\_995 Crisis Intervention & Counseling   This course is designed to help support, encourage, and motivate those who work in counseling psychology, social work, or any of the other helping professions by offering both personal and professional support. Together we will “talk” about those events that constitute a crisis, a dramatic emotional or circumstantial upheaval that occurs in a person’s life. This course is designed to examine crisis theory, general models of crisis intervention, and specific strategies for intervening in a variety of crisis situations. You will learn how to apply the popular ABC Model of crisis intervention. |  |
| **San Diego University** | <https://www.sandiego.edu/>   * EDU\_X752J Teaching with the Brain in Mind   Insight into brain development and its effects on learning. The course balances research and theory of brain function with successful tips and strategies for both in and outside of the classroom. |  |
| **San Francisco Art Institute** | <https://www.artinstitutes.edu/san-francisco>   * CS\_520E 01 The Sensorium * GR\_500 07 Graduate Critique Seminar * GR\_502 01 Graduate Lecture Series * GR\_550R 01 SFAI Reality Show * GR\_580 01 Graduate Tutorial * GR\_580 08 Graduate Tutorial * GR\_594 01 MFA Final Review * GR\_599 01 MFA Exhibition * GR\_500 05 Graduate Critique Seminar * GR\_502 01 Graduate Lecture Series * GR\_550G 01 Beyond Studio * GR\_550L 01 The Elastic Medium: Video * GR\_580 01 Graduate Tutorial * HTCA\_502 01 Min(d)ing the Canon * CA\_500A 01 Intro to Critical Theory * GR\_500 10 Graduate Critique Seminar * GR\_502 01 Graduate Lecture Series * GR\_580 01 Graduate Tutuorial * GR\_592 01 MFA Intermediate Review * HTCA\_520AB 01 Technological Mediations * PA\_218 01 Beyond Appearance * CA\_550T 01 Animalla * GR\_500 05 Graduate Critique Seminar * GR\_502 01 Graduate Lecture Series * GR\_540 01 The SFAI Chance Ensemble * GR\_580 13 Graduate Tutuorial * HTCA\_520Y 01 Temporal Drag |  |
| **Santa Monica College** | * AHIS\_17 Arts of Asia Pre-History to 1900   This course is a survey of the chronological development of Asian art from earlies times to modern times with emphasis on the cultural, political, and social factors which influenced this evolution. The course includes the art of India, China, Japan, Korea, Thailand, Cambodia, and Indonesia.   * AHIS\_11 Introduction to Global Visual Culture   An introduction to artistic practices by exploring the myriad manifestations of visual culture in our world through a cross-cultural thematic approach. This course examines themes in art like religion, reproduction, and sexuality, and traces them across cultures and time periods. Emphasis will be placed on learning the language of visual culture both in terms of the formal elements of design as well as the content of style and subject matter and finding connections and differences. Students will explore the various media of art from drawing, sculpture, fresco, oil, photography, motion pictures, architecture to contemporary advertising and design and investigate how various cultures have used specific media and themes. This course is designed to introduce Fine Art and Art History simultaneously providing a unique opportunity to explore these fields as well as to prepare students for a course of study in Fine Art and Art History. |  |
| **UCLA** | * 414.82 The College Admission Process   This course provides in-depth information the options available in postsecondary education. Application calendar options, choosing a school, early action/early decision, letters of recommendation, and the admissions criteria of public and private colleges, and universities also are covered. Online guest speakers representing private and public institutions present their perspectives on admissions.   * 414.90 Testing/Career Assessment   College-bound students encounter a series of standardized examinations as they progress toward college admission. The PSAT/NMSQT, SAT I and II, ACT, and AP Tests are the most widely known and given. This online course describes what each exam tests for, the validity of test results, and issues of bias. The effect of coaching also is addressed. In the realm of career planning, there are numerous career inventories that can help students—both college-bound and otherwise—identify their career interest and propensities; some of the more widely used career instruments are highlighted.   * 414.91 Using the Internet for College/Career Counseling   The Internet offers ever-expanding resources to counselors, students, and parents who are involved in planning beyond high school. Because the Internet is so vast, effective use of this valuable resource requires knowledge of how it works and skills in navigating to appropriate locations. This online course provides hands-on experience in searching the Internet and opportunities to develop strategies to help students in their college/career search. Instruction covers the vocabulary of the Internet and how to share it with students to build a common working vocabulary.   * 414.81 Counseling the College-Bound Student   This Course presents an overview of college counseling. Topics include the difference between guidance and college counseling, including the unique responsibilities of the college counselor; the college counselor’s timeline; and the resources available to the counselor, including computer tools. Students learn techniques to manage a college counseling office and create informational programs for students and parents. The process of academic planning for college and issues of adolescence are discussed and various environments—public and private high schools and independent practice—in which college counseling take place are compared and contrasted.   * 414.89 Financial Aid Fundamentals   The field of financial aid is complex and information intensive. College counselors must have an understanding of this important component of the college admissions process. This online course provides a historical look at financial aid and covers types and sources of financial aid; how to apply for federal, state, and institutional aid; eligibility; how aid id determined; and scholarship search services. |  |
| **UCLA Extension** | <https://www.uclaextension.edu/>   * 713K \_The Differentiated Classroom   Dividing time, resources, and efforts in order to teach students of varied readiness and skill levels and diverse backgrounds is an age-old challenge. This in-depth analysis of how, what, and why teachers differentiate, combined with practical examples, will coach the teacher in ways of thinking about teaching and learning that can readily be applied in a classroom of diverse learners.   * ENGLXL\_133A Creative Writing Poetry   Available for UCLA transferable credit, this workshop combines writing assignments with an exploration of contemporary poetry. You look at forms ranging from the sonnet to prose poems and develop your own voice. Each week the work of a contemporary poet is discussed and writing assignments are critiqued. The course goal is to finish with a number of polished and completed poems and understand the demands and understand the demands and rewards of living an inspired life through poetry. Transferable for UC credit.   * X413.2E\_Writing Your First Mystery   Fundamentals of crime writing, including structure, pacing, point of view, setting, character development, dialogue, voice, clues, red herrings; also includes self-editing techniques, writing, workshopping, and agenting.   * 710C\_ The Multicultural Classroom   The growing number of culturally diverse students in the classroom demands a teacher’s knowledge of educating without alienating, condescending or offending. This course covers topics such as teaching all students equally and equity in classroom assessment. |  |
| **University of Redlands** | * EDUC\_604 Inquiry II: Qualitative Research   This course introduces the essential elements of qualitative research for all education master’s programs. Students will learn about the assumptions embedded in qualitative research, some of the different approaches to qualitative work, and engage in a small project to develop skills in data collection, analysis, and the communication of findings. Prerequisite: EDUC 603 |  |
| **University of San Diego** | * EDU\_X722OCreating a Culture of Thinking: Metacognition in the Classroom   Creating a Culture of Thinking: Metacognition in the Classroom will help educators from all age groups and disciplines learn to promote critical thinking in the classroom to help students become active and engaged in their own education. Participants will learn how to make thinking more visible to students and thereby supports students” own metacognitive awareness and growth.   * EDU\_X752JTeaching with the Brain in Mind   Insights into brain development and its effects on learning is one of the least understood areas in education, yet one of the most important in promoting healthy brain development and learning. This course balances research and theory of brain function with successful tips and strategies for use both in outside of the classroom. Topics include how a child’s I.Q. and ability to learn and concentrate is influenced by sensory experiences, diet, and exercise. Information provided in this course will assist lesson design by connecting brain-compatible learning strategies to synthesis, application, and recall of prior knowledge to new learning experiences.   * EDU\_X784PThe Innovator’s Mindset: Empower Learning Through Creativity and Connections   This course will teach educators how to implement innovative ideas in their curriculum and teaching practice as well as inspire students and colleagues to become innovators in the classroom. Participants will learn how to identify areas where growth or change is needed, and build the connections to implement those changes. This course will ignite teachers; energy and excitement by inspiring them to view learning as the paramount goal and purpose for our profession.   * EDU\_X788PCognitively Guided Instruction in Math   Cognitively Guided Instruction in Math (CGI) explores a problem based approach to mathematics instruction. In this course, you will discover the difference in word problem types, and how they align with Common Core Standards in Math, the mathematical strategies that develop when students engage with different problem types, and how the use of these problem types leads to development and sophistication of students’ mathematical thinking. Learn how you can analyze student work to determine the strengths and needs of your students. Explore various activities, including games, that can support mathematical problem solving using CGI. |  |
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| **University of Southern California (USC)** | * EDUC\_605 Framing Educational Leadership   Learn to apply critical analysis and creative expression to problems of practice. Gain a general understanding of supported and unsupported assertions, evidence-based decision-making and the quality of evidence used to support arguments.   * EDHP\_500 Challenges in Urban Education: Leadership   Evaluate theories, principles and concepts of leadership in urban K-12 schools and institutions of higher education.   * EDUC\_523 Challenges in Urban Education: Diversity   Examine diversity issues in urban educational settings.   * EDUC\_525 Challenges in Urban Education: Learning   Examine theories and research on learning, motivation and instruction for diverse educational settings.   * EDUC\_532 Inquiry Methods I   Learn how to use logic and methods of quantitative data analysis in the examination of educational issues and the framing of solutions for them.   * EDUC\_522 Challenges in Urban Education: Accountability   Analyze issues related to accountability theory and practice in urban education settings.   * EDUC\_536 Inquiry Methods II   Learn how to use logic and methods of data analysis in the examination of educational issues and the framing of solutions for them.   * EDUC\_792 Critique of Research in Education   Survey and critically analyze selected research and literature.   * EDUC\_790 Research   Conduct research leading to the doctorate. Maximum units which may be applied to the degree to be determined by the department.   * EDUC\_712 Issues in Human Motivation   Analyze motivational principles, diagnosis and solutions to motivation gaps in learning environments and understand motivation and efficacy theories and principles.   * EDUC\_713 Issues in Lifespan Development   Examine issues related to the development of diverse students and the development of environments that promote motivated behavior.   * EDUC\_714 Measurement and Evaluation for Decision Making   Collect, analyze, and use quantitative data to solve problems of practice and evaluate educational institutions, programs and policies.   * EDUC\_715 Current Research in Learning   Review current research in the application of learning theories, and the applicability of this research across a variety of contexts.   * EDUC\_707 Administration in Higher Education   Examine administrative issues in higher education, including academic leadership related to undergraduate and graduate education quality standards and assessment and how administrators create efficiency, effectiveness, performance, and change.   * EDUC\_708 Advanced Student Development Theory   Examine traditional and emergent student development theories.   * EDUC\_709 Finance in Higher Education   Examine local, national, and global economic policy environments and their effect on institutional policies and practices.   * EDUC\_710 Assessment, Organizational learning and Performance   Understand current organizational, state and federal policies impacting urban postsecondary education.  K-12 Leadership in Urban School Settings Concentration   * EDUC\_716 Instructional Leadership   Examine the role of Instructional leaders in improving student performance, current issues in curriculum design and implementation and effective instructional leadership approaches for school improvement.   * EDUC\_717 Schooling as Economic Enterprise   Apply economic theory to the study of education. Gain an understanding of the application of market theory to education, partnerships, allocation of resources and the examination of educational enterprises.   * EDUC\_719 The Policies and Politics of Education Governance   Survey major issues facing educators in the 21st century. This course emphasizes how educational policy can focus on incentives for schools to improve student learning.   * EDUC\_720 Leadership for Principals   Understand the role of the principal as an instructional leader with a focus on improving student achievement.   * EDUC\_721 Leadership for Superintendents   Understand the role of the superintendent in establishing a focus on student achievement and holding school sites accountable. Learn how superintendents support student learning through leadership.  Teacher Education in Multicultural Societies (TEMS) Concentration   * EDUC\_717 Schooling as an Economic Enterprise   Apply economic theory to the study of education. Gain an understanding of the application of market theory to education, partnerships, allocation of resources and the examination of educational enterprises.   * EDUC\_701 Pedagogy in Teacher Education   Critically examine pedagogical practices in teacher education, including the design of pedagogical approaches and programs for diverse and underserved students in urban schools.   * EDUC\_702 Curriculum, Teacher Preparation, and Student Learning   Study the process and role of curriculum in a variety of urban settings, teacher preparation, and professional growth. Understand the philosophical and psychological foundations of curriculum development.   * EDU\_703 Examining Literacy Theories and Practice   Examine literacy theories as practiced in urban, teacher education and professional development settings using an inquiry approach to examine best practice.   * EDUC\_714 Measure and Evaluation for Decision Making |  |
| **University of California Los Angeles (UCLA) Extension** | * EDUC\_333.6 Microcomputers in the Classroom * EDUC\_328.59 Principles/Practices Teach Exceptional Learner * EDUC\_312.35 Health Education for Teachers * ENGLXL1331 Creative Writing Poetry   This workshop combines writing assignments with an exploration of contemporary poetry. Students look at forms ranging from the sonnet to prose poems and develop their own voices. Each week the work of a contemporary poet is discussed and writing assignments are critiqued via instructor and peer feedback. Extensive and writing.   * WRITING\_XL413.2E   Fundamentals of crime writing , including structure, pacing, point of view, setting, character development, dialogue, voice, clues, red herrings; also includes self-editing techniques, writing, workshopping, and agenting. |  |
| **University of the Rockies** | * PSY\_7512 Psychology of Leadership   The course will provide an overview of the key events and accomplishments that have played an important role in the historical evolution of the psychology of leadership and the systems that form the basis of the discipline. A review of the history of organizational psychology introduces several important distinctions that define the discipline, and theoretical models and perspectives that trace the evolution of theory and practice. The learning activities emphasize the dichotomy between the science and applications of organizational psychology and leadership. The course approaches the psychology of leadership from three different perspectives.  1) Objectives for research and practice in the field.  2) Basic methodological orientation of practitioners  3) The systems and research-based foundations that form the basis of organizational psychology and the psychology of leadership.   * RES\_7105 Scholarly Argument 1   In this course, students will learn foundation skills for searching the academic literature and constructing a sound argument. Students will develop a detailed topic outline and an annotated bibliography of resources in an area of interest. This course will give students the opportunity to develop the research skills to succeed in their coursework and complete either an Applied Doctoral Project or Dissertation.   * PSY\_7510 Biological Bases of Behavior   This course is designed to provide the student with a foundation of human physiology including the nervous, hormonal, reproductive, and sensory systems, and the attendant functions of digestion, sleep, learning and memory, emotion and other human biological functions. The course provides an essential knowledge base for most other offerings in the field of psychology. |  |
| **Western Governors University** | <https://www.wgu.edu/>   * C351\_Professional Presence and Influence   The Professional Presence and Influence course is designed to help students see themselves as influential leaders in transforming health care. Professional practice includes therapeutic use of self, along with applications from the art and science of nursing.  This course should start at the beginning of a 6-month term. Most students will need at least 4-6 weeks to accomplish the process-oriented competencies in the course. Assignments and assessments might be administered throughout the term.   * C158\_ Organizational Leadership & Inter-Professional Team Development*.*   This graduate level course builds on baccalaureate-level leadership knowledge to develop application skills in complex healthcare environments with diverse teams. Graduates will develop knowledge and competencies in the following areas:   * Leadership theory * Systems and complexity theory * Advanced communication * Building consensus   Knowledge, skills, and abilities related to creating cultures of safety and leading quality improvement are key parts of this course and of contemporary leadership. Most importantly, you will develop and establish your role in leadership within your organization, a central theme in the course.   * C155 \_ Pathopharmacological Foundations for Advanced Nursing Practice   In Pathopharmacological Foundations for Advanced Nursing Practice, you will gain application skills by examining syndromes rather than looking at body systems independently. The course includes pathophysiologies, the associated pharmacological treatments, and social and environmental impacts. Most students will need at least 6-8 weeks to accomplish the process-oriented competencies in the course.   * C352\_ Contemporary Pharmacotherapeutics   This course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents, herbals, and supplements. You will explore the pharmacologic treatment of major health problems and examine the principles of pharmacogenomics. The effects of culture, ethnicity, age, pregnancy, gender, healthcare setting, and funding of pharmacologic therapy will be emphasized. Legal aspects of prescribing will be fully addressed. Case studies will be utilized to present some of these concepts.   * C156\_ Advanced Information management and the Application of Technology   In the Advanced Information Management and the Application of Technology Course, you will examine the interface of technology and nursing experienced by a Masters prepared nurse, and examine the complementary roles of the Masters level=prepared nursing information technology professionals, including informaticists and quality officers. You will analyze current and emerging technologies and information systems that support safe, quality, evidence-based patient care, examine ethical, legal and regulatory informatics issues related to current healthcare environments, also explore the various roles nursing informatics plays in healthcare.   * C350\_ Comprehensive Health Assessment for Patients and Populations   In this course, you will learn about the principles of health assessment from the individual to the global level. You will learn to perform a comprehensive functional health assessment that includes social structures, family history, and environmental situations, from the individual patient to the population.  You will rely on knowledge gained in previous courses in areas such as pathophysiology, pharmacology, and epidemiology, and focus on applying this knowledge in various populations with common disorders. You will also develop advanced communication and problem-solving skills.  This course is roughly divided into three parts: advanced health assessment focusing on abnormal findings for common disease, integrating health assessment finding into a population, considering such issues as culture, spirituality, and continuum, and functionality of clients based upon the problems and populations.   * C301\_ Translational Research for Practice Populations   Translational Research for Practice for Populations is a graduate-level course that prepares you to lead changes in patient-centered care at the individual and population levels through professional nursing roles in nursing education and nursing leadership. Key skills needed for these roles include the ability to read, analyze, interpret, and synthesize research studies, with the ultimate goal of translating this new knowledge into nursing practice.  As you work through each week of learning in the course of study, you will learn how a nurse researcher identifies and defines nursing practice problems and questions and how diverse methods uniquely answer them. You will develop skills in the efficient and comprehensive search of the literature for evidence to support practice changes and how to critically appraise the evidence collected. Synthesis and interpretation of the collected evidence helps to inform and support recommendations for practice changes based on the literature.  Nurse educators and leaders must translate or adapt new knowledge to a practice context. In this context, translation as a concept challenges an individual to convey ideas or information which are communicated in one language (the language of science and research) into a new language; the language of nursing practice. As a change agent in nursing education and nursing leadership, you will assume the role of translator; as such, you must have fluency in both languages. You already speak the language of nursing practice. This course will teach you the language of nursing science and prepare you to fulfill the expectations and challenges of the role of translator as you lead practice changes in patient centered care.   * C159\_ Policy , Politics, and Global Health Trends   Welcome to the Policy, and Global Trends course. Social, political, and economic factors influence policies that impact health outcomes in acute care settings in communities, nationally, and globally. Nurse leaders need to understand the determinants of health as well as how legal and regulatory processes, healthcare finances, research, the role of professional organizations, special interest groups, and lobbyists impact health care outcomes.  This course provides a framework for understanding the organization of healthcare delivery and financing systems in the U.S. and other nations. It addresses how policies are made and factors that influence policies at local, national, and global levels that impact health, and the nursing profession. The roles of values, ethical theories, stakeholder interests, research, and recent legislation related to health policy and health outcomes will be explored. Through the activities in this course, the nurse leader will gain expertise in effecting change through active participation in influencing or developing policies that impact health.  You will complete a performance assessment to demonstrate your mastery of the content in this course. The performance assessment requires you to actively engage in advocating policies. It is encourage that you look at the performance assessment now so you can organize your notes and study habits and be prepared to complete it quickly.   * C157\_ Essentials of Advanced Nursing Practice Field Experience   The Essentials of Advanced Nursing Practice Field Experience course gives you an opportunity to apply leadership knowledge to evaluate a healthcare facility and then recommend an organizational change to improve population health.  In this course, you will integrate and apply your learning in clinical experience while working with a nurse leader. You will demonstrate and document the following skills:   * Lead change to improve quality health in populations * Advance a culture of excellence through lifelong learning * Build and lead collaborative inter-professional teams * Navigate and integrate care services across the healthcare system * Design innovative nursing practices * Translate evidence into practice * C358 \_Foundations of Nursing Education   This graduate-level course examines the historical, theoretical, and contemporary issues of nursing education. You will explore emerging trends in curriculum development and evaluation. Ethical, legal, and regulatory issues related to nursing education will examined.   * C160 \_Facilitating Learning in the 21st Century   Facilitating Learning in the 21st Century examines external and internal issues and initiatives that influence nursing curricula development and course designs. You will examine strategies to facilitate learning with a diverse student population as well as measures to determine achievement of course and curricula outcomes   * Nursing curricula development * Facilitated learner development and diversity * Assessment and evaluation strategies of learners * Evaluation of course and program outcomes * C359 \_Future Directions in Contemporary Learning and Education   The Future Direction in Contemporary Learning and Education course builds on previously developed concepts acquired in Foundations of Nursing Education and Facilitation Learning in the 21st Century. This course will explore how changes in the economy, advancements in science, and the explosion of technology have created a paradigm shift in nursing education. You will further explore the role of the educator and the application of innovative education strategies.   * C821\_Nursing Education Field Experience   The Nursing Education Field Experience provides the academic nurse educator student an opportunity to work collaboratively with academic mentors and inter-professional stakeholders to analyze the need-gap for a curriculum change, innovation, or improvement. Based on the identified need-gap, the graduate student will design and develop a course that reflects evidence-based instructional design and assessment principles and practices. This course prepares students for the role of an Academic Nurse Educator, as an agent for change and quality improvement in nursing education.   * C822\_Nursing Education Field Experience   The Nursing Education Capstone course provides the Academic Nurse Educator student an opportunity to apply previous course work towards the completion of an evidence-based curriculum proposal project. During this course, students will build on previous work during their Nursing Education Field Experience course by planning the implementation and evaluation phases of their proposed curriculum change, innovation or improvement. The capstone proposal project represents a synthesis of competencies across the Masters Science of Nursing—Nursing Education degree program, which prepares them to lead, manage, and transform nursing education in diverse and complex academic settings. |  |
| **University of Laverne** | **Professional Development Courses:**  [**https://www.pdcourses.net/courses.php?cat\_id=2**](https://www.pdcourses.net/courses.php?cat_id=2)   * EDUC\_710B I’m So Stressed I Could Scream   This course explores physiological causes of stress and various approaches to stress reduction. Events that trigger stress and identification of stress response are discussed, including special causes of stress for students. The teachers will learn to tailor a stress reduction program to meet their individual needs, and also the needs of their students.   * EDUC\_710C The Multicultural Classroom   The growing number of culturally diverse students in the classroom demands a teacher's knowledge of educating without alienating, condescending or offending. This course covers topics such as teaching all students equally and equity in classroom assessment.   * EDUC\_711I Teaching Gifted and Talented Girls   Self-esteem of gifted girls begins to drop at the beginning of adolescence and reaches its lowest point at the end of college. Internal and external characteristics that prevent a gifted female from reaching her potential are reviewed, as are current research on gifted girls and biographies of eminent women. Practical advice is given to help teachers and counselors guide young women to success.   * EDUC\_713K The Differentiated Classroom   Disruptive behavior, lack of motivation, power struggles - the list of obstacles seems endless. This course provides teachers with positive, effective strategies and practical solutions to help them address those discipline problems and more. Teachers will learn how to eliminate power-struggles and restore order to their classrooms, form mutually respectful teacher-student relationships, use natural and logical consequences, and create a cooperative, positive learning environment   * EDUC\_713J Motivating Students who Don’t Care   Motivating students who don’t care is one of the biggest problems faced by today’s teachers and principals. This course begins by examining different types of motivation, student and teacher attitudes toward and perceptions of learning, and activation of the cognitive system at various levels of motivation. It then gives the teacher models for developing motivation in the classroom, taking into consideration various learning states and discipline problems. Various methods of reaching diverse learners are also discussed.   * EDUC\_714A Personal Motivation & Maintaining a Positive Attitude in the Classroom   In order to be able to motivate students and be effective in the classroom, the educator must be excited about teaching. This course elaborates on the concept that attitudes are contagious and the most effective teachers are those who demonstrate enthusiasm for their subject and profession. It provides the teacher with numerous tips for personal motivation and provides a variety of checklists for self-evaluation. Designed as a course for personal and professional growth.   * EDUC\_714S-Becoming a More Effective Teacher   This course is designed for the beginning teacher, the teacher changing grade levels, or for the returning teacher who may want to refine his or her classroom organization and management. Through the process of reading two texts, the teacher will focus on answering questions about the classroom environment as well as classroom management. The teacher also will complete a six-step project to demonstrate an understanding of a well-developed classroom environment, a consistent discipline plan, clear classroom procedures, a lesson plan grid for the first week of school, and a letter of introduction to the parents.   * Learn about classroom management strategies, lesson planning, and setting up a classroom. * Learn about classroom management strategies, lesson planning, and setting up a classroom * Plan and organize the classroom environment * Plan and document classroom procedures. * Become familiar with various discipline plans and document the discipline plan that will be in place. * Plan and document the first week's lesson plans. * Compose a letter of introduction. * Become familiar with experienced teachers on-site and ask for their guidance as mentors. * EDUC\_715C Fit for Life   This course is designed for teachers interested in teaching the fundamental components and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on fitness and wellness through the study of nutrition, weight control, stress management, fitness assessment and consumer facts on exercise and fitness. Students will learn strategies for planning a personal, lifelong fitness program based on individual needs, abilities, and interests.   * EDUC\_716J Visit an Art Museum   Students will visit a major Art Museum of their choice and study specific works of art and research the importance and functioning of an art museum.  Goals:   * Gain a better understanding of the significance and importance of an art museum as an educational tool and its importance to the local community and attendees. * Learn what educational opportunities are provided by the museum * Learn how museums work and how they support art and artists. * Learn about specific works of art and their relevance to art history and the creative process. * Research if an art museum would make a good field trip for students. * EDUC\_718D Cognitive Approaches to Learning and Teaching   Principles of efficient and effective learning and teaching are presented in highly approachable texts based on decades of research in cognitive psychology. Traditional study habits – underline, review, memorize, cram are ineffective and waste time. Better are questioning, self-quizzing, spaced retrieval and avoiding traps that lead to false confidence. Traditional teaching methods – lecture, homework problems, test – similarly are less fruitful than focusing on what students will think about during lessons, relating current content to already-present knowledge, and encouraging deep understanding.   * Educ\_717E Creating a Google Apps Classroom   This course will provide the digital tools necessary to prepare students for the jobs of tomorrow. Students will develop the 21st century skills of collaboration, communication, creativity and innovation, critical thinking, and problem solving. Use Google Apps to create engaging learning experiences for your students.   * EDUC\_717M Understanding Dyslexia   This course provides the knowledge and skills educators need to effectively understand, assess, and treat individuals struggling with dyslexia, and other reading and language-based disabilities.   * EDUC\_717J Technologies, Social Media, and Society: Current Topics   This course is organized around important dimensions of society, rather than computing. Themes include the balance of the risk and reward of new technology, the economy, the community, and politics.   * EDUC\_7117Z Terrorism: Roots , Cause, and Diversity   This course examines the roots, reasons and varieties of terrorism from an array of perspectives and introduces the student to the importance of the terrorist phenomenon. Topics include definitions of terrorism and its scope, categories of international terrorism, potentials for terrorism in the Unites States, and the financing of terrorism. The relationship between terrorism and the electronic and print mediums and the status of women and children as victims of social violence are also covered.   * EDUC\_713U Native People of North America   This survey of North American Indigenous People takes a regional or “cultural area” approach to American Indian studies based upon history, geography, anthropology, biography, ethnographic case study and art. It focuses on both diversity of Native Americans and the tenuous links between them. It emphasizes both the unique ecological adaptations and the sociopolitical organization of the native groups that lived in today’s Canada, the United States, and the northernmost corner of Mexico. From basic prehistory and the European invasion to the contemporary issues of religion, health and politics, this course gives an excellent overview of the native Peoples of North America.   * EDUC\_715J Extraordinary and Enterprising Females of the American Revolution   Through both texts, this course transports you back to the American Revolution, a home-front war that brought scarcity, bloodshed, sacrifice, and danger into the lives of every American. It spotlights the vital role that women and female adolescent children played in this struggle for independence. Relive the valiant efforts of the extraordinary females as they boycott British goods in years before independence, write propaganda that radicalizes their neighbors, raise funds for the army, spy on British Army, and help finance the fledgling government. See how the women manage farms, plantations, and businesses while their men serve in battle, as well as how they serve as nurses and cooks in army camps.   * EDUC\_712Z Understanding Autism   This course discusses the exciting developments in research, education, and treatment that have emerged in recent years. Topics covered include the history of autism, special education policy, autism throughout the life cycle, and new developments in brain research. By studying these topics, students can learn about the challenges facing people affected by autism, as well as their unique insights and gifts.   * KINE\_733 Strength Training for Women   The importance of muscular fitness and its effect on the quality of a female’s life is the focus of this course. While Strength Training for Women covers basics on starting a strength-training program and how to improve an existing training regiment. It also covers topics ranging from the physiology of strength training to the benefits of strength training. Other topics include psychological strategies for weight control, conquering inhibitions, how to train without using equipment, and negative-only exercises.     * KINE\_753 Sports Nutrition That Works   Performance can be significantly affected by what an athlete eats and drinks in training and prior to competition. This course provides the student with knowledge about the occurrence of nutrients in foods and their role in human structure and function | 3/$345/online or campus  3/$345/online or campus  3/$345/online or campus  3/$345/online or campus |
| **University of Redlands** | * EDUC\_607 Higher Education in the United States   This graduate survey course examines five these in American higher education: (a) history of higher education (b) education access (c) student populations (d) roles of educators, and (e) current context   * EDUC\_603 Inquiry I: Quantitative Research   Elements of quantitative research and evaluation are covered. Familiarity with written convention is developed. Introduces review of literature, problem definition, study design, data collection and analysis, and interpretation of statistics. Application to current practice is emphasized.   * EDUC\_614 Organizational Theory & Leadership in Higher Education   Emphasis on theoretical perspectives of organization theory and management with a focus on colleges and universities. Introduction to organization theory, organizational structure, governance, and cultures of higher education. |  |
| **University of San Diego** | * EDU\_X779P Principles of Coaching   Athletics coaching is an extremely rewarding and challenging profession. In order to be an effective coach, one must not only know the X’s and O’s of their sport, but how to place the importance of the athlete’s wellbeing above winning. As a coach, you are responsible for preparing tomorrow’s leaders to become successful members of their communities. In this course, you will learn the importance of identifying your coaching objectives and the benefits of a well-developed coaching philosophy. You will reflect on why you coach, consider the importance of character education, learn how to better communicate with your athletes, and develop your own coaching philosophy that will help you make tough decisions and coach more successfully.   * EDU\_X780P Character and Athletics   In this course, you will examine the relationship between character and athletics. You will explore ways to establish a culture of character, model positive leadership, foster ethical decision-making and promote equality in athletics. You will also enhance your personal philosophy of athletics, develop an athletic mission statement and create a cumulative final project with practical application to your current role as an athletic leader.   * EDU\_X781P Differentiation of Instruction: How to Reach Every Athlete on Your Team   Student athletes participate in team sport with a variety of skill level, motivation, and desired outcomes—they are not “one size fits all.” Gone are the days of the drill sergeant coach with a loud whistle commanding a large group to fall in line and pay attention to instructions. Today’s student athletes need authentic opportunities to connect with their coach to develop positive relationship that will address and support their individual goals and learning needs. Like in the classroom, coaches are now being asked to develop both whole group lessons that focus on exposure of content for team success, as well as differentiated instruction that connects with what each athlete needs for mastery of the skill or concept being taught. This course will focus on the second leg of this two-prong approach working to address each athlete’s skill level and motivation throughout the season. Developing your ability to build stronger relationships that foster differentiation of instruction will have a positive impact on each athlete’s experience and will lead to greater team success, and ensures that every athlete, no matter the score, has a successful season.   * EDU\_X782P Leadership in Coaching   In this course, you will learn the importance of developing leadership within an entire organization and the benefits of approaching every situation with a positive attitude. You will examine professional behaviors and approaches to winning that will ensure that players who leave your program will have enjoyed relating to their coaches and peers, feel better about themselves, as well as having improved their skills.   * EDU\_X791J Introduction to Mental Health First Response   This is one of five courses in the Mental Health First Response Certificate program. In much the same way that traditional first aid is designed to save the life of a person in crisis, Mental health First Response focuses on saving lives by recognizing the emotional distress, depression, and other issues impacting students. These issues increasingly lead to suicide, violence and hart to self or others when not appropriately addressed in a timely manner. This course will prepare teachers and other school professionals to identify, interact with and make appropriate referrals for students with emotional, mental and social issues. Teachers will also focus on issues, specifically those that may lead to gun violence and/or harm to self or others within a school setting. Additional topics will include how to work with community resources to create and implement an appropriate preparedness plan and use “universal precautions” to preserve staff and student safety.   * EDU\_X792J Mental Health Prevention Programs and Process   This is one of five courses in the Mental Health First Response Certificate program. The main focus of this course is crisis prevention and response coordination efforts. It is said that an ounce of prevention is worth a pound of cure: certainly no better example could be found that that of mental health prevention measures. School systems have historically been reactive rather than proactive when it comes to mental health issues. This course is designed to tackle those topics related to mental health prevention including public and private fears concerning “labels,” privacy and confidentiality, why school based mental health prevention services are needed more now than ever and prior precedents. Emphasis will be on creating age appropriate prevention measures that are proactive, yet sensitive to the concerns of parents and community.   * EDU\_X793J Mental Health Triage   This is one of five courses in the Mental Health First Response Certificate program. This course assists school employees, volunteers and ancillary staff in determining the nature and severity of a potential mental health problem or emotional distress in a student. Mental health triage is much like traditional medical triage in that you are determining the nature and severity of potential risk to the individual, other students, and staff. As a result you will be able to determine the immediacy and type of response required. An emphasis will be placed on action, understanding and compassion.   * EDU\_X794J Mental Health Matters   Mental Health Matters is a symposium of timely topics and serial studies addressing current challenges and controversial aspects associated with the provision of Mental Health First Response in schools. Topics will include the current state of funding for new and existing programs, “The Big Picture” (understanding how state, federal and global objectives work together both today and tomorrow), legal challenges and potential pitfalls every educator should be aware of, the rise of social media and impact on mass communication, professional and peer development/impact, and much more.   * EDU\_X795J Mental Health Re-Entry   Words often fail to describe the emotional turmoil and long term trauma experienced long after the initial crisis has ended. What happens when everyone else has “moved on” or forgotten? Is there a proper time period in which to grieve? How can schools memorialize loss without in engaging in painful reminders? What about more practical concerns such as the need to make up for lost time and extended periods of absence, the loss of physical records and even the need to follow-up with students who may be graduating or moving to a new school? These are just a few of the issues to be addressed in re-entry. |  |

| **Course Name** | **Course Number** | **Name of College** | **Date Approved** |
| --- | --- | --- | --- |
| Integrating Technology | EDU 501 | California Coast University | 4/29/16 |
| Cultural Issues in Education | EDU 507 | California Coast University | 4/29/16 |
| Models of Teaching | EDU 851 | California Coast University | 4/29/16 |
| Psychology Applied to Teaching | EDU 521 | California Coast University | 4/29/16 |
| Strategic Issues Management | EDU 523 | California Coast University | 4/29/16 |
| Curriculum Design and Evaluation | EDU 524 | California Coast University | 4/29/16 |
| Supervision of Instruction | EDU 526 | California Coast University | 4/29/16 |
| Career Development | EDU 540 | California Coast University | 4/29/16 |
| Leadership Technology | EDU 545 | California Coast University | 4/29/16 |
| Public Policy | EDU 546 | California Coast University | 4/29/16 |
| Global Perspective in Curriculum | EDU 548 | California Coast University | 4/29/16 |
| Developing Critical Thinkers | ORLD 4815 | Columbia University | 2/18/16 |
| Critical Theory & Adult Learning | ORLD 5815 | Columbia University | 2/18/16 |
| Teaching English Language Learners | EDIU-9813 | Brandman University (Chapman University System) | 1/22/16 |
| Communicating through the Media | EDIU-9692 | Brandman University (Chapman University System) | 1/22/16 |
| Mental health Triage | EDU-X7933 | University of Diego | 1/15/16 |
| Classroom Management was reviewed and approved for the following | EDUX-776 | University of Diego | 1/15/16 |
| Teaching Positive Social skills to Students | EDU-X 720A | University of Diego | 1/15/16 |
| Teaching Methods for Diverse Learners | EDU-X 700A | University of Diego | 1/15/16 |
| Singapore Math: Number Sense and Computational Strategies | EDRU 9019 | Brandman University | 1/13/16 |
| Maximizing Student Achievement Through Effective Classroom Management | EDU-X797 | University of Diego | 1/13/16 |
| Introduction to mental Health First Response | EDU-X791J | University of Diego | 1/13/16 |
| Effective College Teaching | GED 548 | California State University, Dominguez Hills | 1/8/16 |
| Creating the Inclusive Classroom: Strategies for Success | EDRU 9016 | Brandman University (Chapman University System) | 4/22/15 |
| Differentiated Instruction In the Classroom | EDRU 9017 | Brandman University (Chapman University System) | 4/22/15 |
| Singapore Math: Number Sense and Computational Strategies | EDRU 9019 | Brandman University (Chapman University System) | 4/22/15 |
| Teaching Students with Disabilities | EDNU 9026 | Brandman University (Chapman University System) | 4/22/15 |
| Empowering Students with Disabilities | EDNU 9024 | Brandman University (Chapman University System) | 4/22/15 |
| The Creative Classroom | EDNU 9021 | Brandman University (Chapman University System) | 4/22/15 |
| ASCD Understanding by Design | EDEL X935 | California State University, Fullerton | 9/12/12 |
| Understanding by Design | EDEL X935 | California State University, Fullerton | 8/17/11 |
| Classroom Management Relationships | EDEL X934 | California State University, Fullerton | 8/17/11 |
| The Brain: Understanding the Mind | EDEL X953 | California State University, Fullerton | 8/17/11 |
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