

Continuing Teacher Education

Single Course Offerings



Continuing Education Overview

At the University of Phoenix, Continuing Education is designed to offer non-degree, for-credit course work to professional educators who are pursuing professional growth credits as well as credits towards endorsement and certification requirements. All three-credit, non-degree courses require completion of a comprehensive, application-based outside-of-class project that is due two and one-half weeks following the last class meeting date. (Directed Study and Online students should discuss the Outside Project due date with their faculty member.) This project involves a minimum of 42 hours of outside-of-class research and work.

Continuing Teacher Education – Course Offerings

Delivery Method: UniModule

Credit Hours: Three

Workshops: Five

School Administration

ADM 502

School Finance

Course Description

This course focuses on sources and distribution of funds for education, budgeting, accounting and reports.

ADM 503

Personnel Administration in Education

Course Description

This course examines the composition of school staffs and the functions of various personnel, patterns and practices in school personnel management, issues, and trends.

ADM 504

Public School Law

Course Description

This course covers the analysis of educational questions as influenced legal principles and the case law, effect of legal provisions upon administrative and other educational decisions and upon social policy.

ADM 510

Charter School Administration

Course Description

This course is designed to give students an understanding of charter schools within the framework of public education. Students will develop, design, and discern the value of charter schools within their community. This course will teach the critical components of developing a charter, understanding the governance of charter schools and applying those rules and laws within their charter development, and comparing the value of charter schools within their community.

ADM 520

The Superintendency

Course Description

This course covers functions and responsibilities of the chief school executive and central office staff with emphasis on external and internal system relationships in policy formation and decision-making.

ADM 528

Administration of Special Programs by the Building Principal

Course Description

This course will emphasize the duties, responsibilities, activities, and problems that confront the school principal when integrating special programs (special education, gifted, bilingual, Chapter I) into the school curriculum. Federal and state mandates will be discussed. The focus will be on the competency of the school principal to coordinate and manage programs to provide service to special needs students and at the same time create a positive impact on the total school's program. This course is structured for the aspiring principal and applies to administrative certificates.

ADM 535

Educational Leadership: Issues for Women

Course Description

This course is designed to provide students with an understanding of issues facing those in "leadership" positions. Within a classroom or as a leader of a school, teachers and school administrators will examine various styles of leadership and explore how they impact classroom or whole-school environments. The course also focuses on the challenges women face in each of these settings and incorporates current research specifically related to women, as classroom or school leaders, into the content.

ADM 541

School-Based Management

Course Description

This course discusses a new style of decision-making, school-based or site-based management, emerging in education today. This concept is based on those most closely affected by decisions and those who play a significant role in making those decisions.

ADM 545 (replaces ADM 528)

Special Education Program Administration

Course Description

This course examines the administration of special education programs. It focuses on the duties, activities and problems that face education administrators when integrating special education programs into the school curriculum. Federal and state guidelines as well as the supervision of teachers and instruction are covered.

Continuing Teacher Education – Course Offerings

ADM 560

Ethics in Education

Course Description

This foundation course in ethics provides students with the opportunity to evaluate and apply ethical principles in their own educational settings. Within a classroom or as the leader of a school, teachers and school administrators will develop and refine skills necessary to analyze and integrate constructive ethics into practices that support the success of the educator, their students and the community. Emphasis is placed on the ways ethics affect thinking, decision-making, professional conduct, and learning.

ADM 590

Internship on the Principalship

Course Description

This course provides students interested in school administration with a comprehensive, supervised internship experience at a school/district site outside the University environment.

ADM 591

Internship on the Superintendency

Course Description

This course provides students interested in school administration with a comprehensive, supervised internship experience at a school/district site outside the University environment.

ADM 592

Supervisory Administrative Internship

Course Description

This internship provides opportunities for the student to engage in experiences relevant to the supervisor. As many activities as possible will be provided in which the student will have first-hand knowledge of the day to day operations of the supervisor. The student will be provided a supervised experience at a district located outside the University environment.

EDU 580

Organization and Administration

Course Description

This course develops an understanding of the organizational structure of public schools and investigates the working relations between the community, the governing board, superintendent, principal, and teachers. Emphasis is placed on communications with parents and staff, school law, parental involvement, and teacher rights.

Bilingual Education and English as a Second Language

BLE 530 or TESL 530

Foundations of Instruction for Limited-English-Proficient Students

Course Description

This course introduces students to the historical and theoretical frameworks of ESL/BLE education in the United States. It also identifies current ESL/BLE instructional modules and teaching practices and defines aspects of multicultural education, which affect the development of ESL/BLE programs.

BLE 531 or TESL 531

Assessment of Limited-English-Proficient Students

Course Description

This course introduces students to assessment related to teaching non-English speaking students. The laws governing ESL/BLE assessment will be explored. Throughout the course the national standards for ESL/BLE populations will be applied. Students will identify and interpret theories of testing and assessment as it relates to placement, prescription, transitioning, and exiting within ESL/BLE programs. The needs of ESL/BLE special education and gifted students will be analyzed and addressed.

BLE 532 or TESL 532

Linguistics

Course Description

Linguistics introduces educators to the study of the nature, structure, and acquisition of language. The course examines the first and second language acquisition process. It addresses the cultural implications of language and the relationship to classroom instruction focusing on the integration of theory and practice. This course provides teachers with the knowledge and skills in linguistics to meet the state requirements for endorsement in ESL or BLE. The course explores these areas of linguistics: semantics, pragmatics, syntax, and grammar. English grammar will be addressed to help students identify language skills and needs of ESL students and to create corresponding techniques for incorporating grammar instruction in various educational settings.

Continuing Teacher Education – Course Offerings

BLE 534 or TESL 534

School, Community and Culture

Course Description

This course introduces the student to the effects of cultural beliefs and customs as they affect communication and interactions of students, parents and communities. Students study characteristics, traditions, and differences in language of various cultures, and learn methods to integrate the cultures into the classrooms. Special focus is given to developing content-specific and relevant grade-level appropriate outcomes. The course focuses on a critical review of current research in order to introduce students to the application of research in classroom practices and school contexts.

TESL 535 or BLE 535

Teaching Reading and Writing to Limited-English-Proficient Students

Course Description

This course examines reading and writing issues related to the acquisition of English by students who are Limited English Proficient (LEP). It also presents strategies for enhancing the reading and writing skills of LEP students.

BLE 598 or TESL 598

BLE/ESL Practicum

Course Description

This supervised practicum focuses on the practical application of ESL teaching skills. Teachers will have opportunities to plan, implement and evaluate classroom activities with ESL students and will present a completed portfolio demonstrating their competence.

BLE 537

Methods of Bilingual Education

Course Description

This course focuses on the strategies appropriate for teaching Bilingual Education. It introduces the theories, methods, and approaches for instructional techniques.

TESL 533

Instructional Techniques and Methods of ESL

Course Description

This course focuses on the strategies appropriate for teaching ESL education in all content areas and grade levels. IT introduces the theories, methods and approaches for instructional techniques.

TESL 536 (Nevada specific course)

Assessment of Limited-English-Proficient Students

Course Description

This course is designed to introduce individuals to issues related to the assessment of students who are second language learners. Issues related to the relationship between teaching and assessment, progress reporting, content-area testing, program interventions, and the role of parents will be addressed.

TESL 537 (Nevada specific course)

Linguistics

Course Description

Linguistics introduces educators to the study of the nature, structure, and acquisition of language. The course examines the first- and second-language acquisition process. It addresses the cultural implications of language and the relationship to classroom instruction, focusing on the integration of theory and practice. The course explores the following areas of linguistics: semantics, pragmatics, syntax, phonetics, and grammar. English grammar will be addressed to help students identify language skills and needs of ESL students and to create corresponding techniques for incorporating grammar instruction in various educational settings. Educators will have the opportunity to explore local school district procedures in the identification, placement, progress, reclassification, and follow-up of English proficiency status of ESL students.

TESL 538 (Nevada specific course)

Methods for English as a Second Language

Course Description

This course focuses on methodology for instructing Limited-English-Proficient (LEP) students. The course also reviews theories, programs, and instructional strategies that support effective methods for teaching LEP students. In this course, participants will explore instructional practices utilized in the local school district.

TESL 539 (Nevada specific course)

Teaching Reading and Writing to Limited-English-Proficient Students

Course Description

This course examines reading and writing issues related to the acquisition of English by students who are limited-English-proficient (LEP). It also presents strategies for enhancing the reading and writing skills of LEP students.

TESL 540 (Nevada specific course)

School, Community, and Culture

Course Description

This course introduces the student to the effects of cultural beliefs and customs as they affect communication and interactions with students, parents, and communities. Students study characteristics and traditions of a variety of cultures in order to compare and contrast for a comprehensive multicultural understanding. Concepts, strategies, and materials related to a variety of cultural groups are explored as they apply to classroom instruction.

TESL 560 (Nevada specific course)

Foundations of Instruction for Limited-English-Proficient Students

Course Description

This course introduces students to the historical, legal, and theoretical frameworks of education for second language learners in the United States. It also identifies effective instructional models and teaching practices and defines aspects of multicultural education that impact the development of programs for second language learners.

Continuing Teacher Education – Course Offerings

Computer Science Courses

CED 501

HyperStudio

Course Description

This course is designed to introduce teachers to the educational applications of HyperStudio®. Students will learn how to create classroom portfolios and student projects enhanced by multimedia presentations

CED 514

Elementary Methods of Teaching Technology

Course Description

This course focuses on technology teaching methods, the process of integrating technology into curricula, and advocating for the utilization of technology at the elementary level. Students will learn methods to evaluate and enhance learning. Students will also analyze exemplary lesson plans that incorporate technology, create lesson plans, and units for the elementary and/or middle school grade levels. In addition, an overview of educational technology leadership will be provided.

CED 515

Secondary Methods of Teaching Technology

Course Description

This course focuses on technology teaching methods, the process of integrating technology into curricula, and advocating for technology utilization at the secondary level. Students will learn methods to evaluate and enhance learning. Students will also analyze exemplary lesson plans that incorporate technology, create lesson plans, and units for the secondary grade levels. In addition, an overview of strategies for educational technology leadership will be provided.

CED 528

Discovering the World of Multimedia

Course Description

This course is designed for students with a basic proficiency in computer applications who wish to learn the fundamental techniques and procedures for working in an instructional, multimedia environment. Graphics, presentation software, the Internet, and other multimedia resources designed for the classroom are explored. Students learn applications and procedures that effectively incorporate multimedia-based information resources within instructional units, lesson plans, and student projects.

CED 529

Internet for Educators

Course Description

This course is designed for students who have a basic proficiency with computers and who wish to explore the instructional resources within the Internet information highway environment. The course focuses on instructional models that effectively incorporate real-world information resources within instructional units, lesson plans, and student projects. Overall, this course focuses on the practical and economical use of the Internet within an educational setting.

CED 531

Teaching with the Internet

Course Description

This course is designed for intermediate Internet users. The focus of the course concerns the integration of the Internet into the educational setting. Internet research techniques, multimedia capabilities of the browser, and customization of the Web browser are discussed. Effective strategies for teaching with the Internet within a variety of activity structures are emphasized. The course features the utilization of Internet resources to enhance curriculum content, lessons, and student presentations.

CED 537

Web Authoring for Educators

Course Description

This course provides teachers, trainers, and other educators with fundamental knowledge of Web page construction. Students explore instructional design and Web content theories and apply them directly to authored projects. Students will use a variety of Hypertext Markup Language (HTML) editors and media to create material appropriate for educational environments.

CED 540

Presentation Pizzazz

Course Description

This course will develop the use of Microsoft PowerPoint® as an instructional aid for teachers and a multimedia presentation tool for students. The course covers very basic concepts, including understanding slide shows and storyboarding, as well as advanced features such as integrating video and Internet links. The focus will be on classroom applications of this powerful presentation software.

Continuing Teacher Education – Course Offerings

CED 550

Technology Integration in P-12 Curriculum

Course Description:

This course focuses on the use of various technologies and software applications appropriate for P-12 curriculum. Students will learn applications that effectively use multimedia-based information and resources within instructional units and lesson plans. The use of technology as a classroom management and productivity tool also will be explored.

Educational Counseling

COUN 530

Foundations for Individual Counseling Techniques

Course Description

This course focuses on basic helping-relationship practices based on individual intervention and guidance. Techniques and skills are investigated and applied to situations commonly faced by personnel in the context of the populations they serve within a school setting.

COUN 531

Foundations for Group Facilitation

Course Description

This course examines the various aspects of small group work within a school setting. It also presents techniques and strategies for the noncounseling credentialed adult who is interested in working with students who may benefit from the small group process.

COUN 532

Overview of School Counseling

Course Description

This course introduces the new Comprehensive Guidance and Counseling Program (CGCP) of the American School Counseling Association's (ASCA) National Model for elementary, middle/junior high, and high school students. It also presents a systematic approach to the foundation, delivery, management, accountability elements, and implementation of guidance programs in schools.

COUN 533

School Counseling Theories

Course Description

This course introduces counseling theories commonly used in a school setting. The theoretical frameworks including philosophies, key concepts, techniques, and procedures studied in this course will give an introductory experience of learning how school counselors assist school-age children in working through personal issues that prevent social and academic success.

COUN 534

Legal and Ethical Issues in School Counseling

Course Description

This course emphasizes the legal and ethical responsibilities of the school counselor. Students become familiar with the code of ethics and legal parameters of their disciplines in order to effectively interpret and act upon situations in an appropriate and effective manner. Content includes client rights, confidentiality, duty to warn and protect dual relationships, supervision and consulting, ethics and special populations, and ethical decision making.

COUN 535

Assessment Methods in School Counseling

Course Description

This course provides a foundation of knowledge in psychometric principles, necessary to gain an understanding of instruments and other methods of assessment to make educational counseling decisions. Ethical and legal issues of assessment are examined and common testing instruments are reviewed. Administration, scoring, and interpretation of standardized tests are described. The purposes of assessment are considered for placement, planning, and accountability in the educational counseling setting.

COUN 590

School Counseling Practicum

Course Description

The educational counseling practicum is designed to help students make the transition from the study of school guidance and counseling concepts to the practical application of these concepts in an elementary, middle/junior high, or secondary school setting. The practicum requires a minimum of 100 hours, with 40 hours in direct service with students. Practicum students are closely supervised by qualified professionals, as they develop skills and techniques that will enable the students to become successful, competent educational counselors.

Continuing Teacher Education – Course Offerings

Special Topics in Education and Miscellaneous Courses

EDD 503

Teaching Critical Thinking Skills in the Classroom

Course Description

This course will demonstrate how to teach students to analyze, synthesize, apply and evaluate information. Class discussions will focus on problem solving, thinking through the use of a specific framework, reasoning abilities, critical thinking through critical writing and specific questioning techniques.

EDD 508 (Nevada specific course)

Teaching Critical Thinking Skills in the Classroom

Course Description

This course will demonstrate how to teach students to analyze, synthesize, apply and evaluate information. Class discussions will focus on problem solving, thinking through the use of a specific framework, reasoning abilities, critical thinking through critical writing and specific questioning techniques.

EDD 513

Communication Techniques for the Educator

Course Description

This course is designed to develop personal and group communication skills utilizing successfully proven, business and academic approaches. Strategies and techniques presented include “fearless” public presentation, leadership styles, organizational teamwork, motivation of self and others and strategies for conducting effective meetings.

EDU 552

Effective Schools: Restructuring for the Future

Course Description

This course will focus on what effective schools and effective teachers are doing to increase achievement of all students. It will examine a step-by-step approach for developing and implementing a strategic school improvement process based upon a decade of research from all over the United States. Discussion and activities will be centered around the educational theme of teaching.

VTE-ED 571 Replaces EDU 571

Growing and Learning Theories

Course Description

From early childhood through the secondary level, this course evaluates student behavior changes, basic principles of psychology, child development and learning, promotion of student’s self-image and current principles of learning.

EDD 516

Overview of the Community College

Course Description

This course covers the scope, objectives and educational functions of community colleges. National issues and local perspectives will be addressed. This course applies to the state’s Community College endorsement.

VTE 501

Cooperative Education Programs in Vocational Educational/Technical Education

Course Description

This course examines the components comprising quality cooperative education programs for high school students. Students will discuss work-based learning, review case studies related to equity concerns and youth employment laws, and analyze employability skills as they relate to specific work settings.

EDD 585

Introduction to Middle Schools: Curriculum and Instruction

Course Description

This course examines the junior high and middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

MED 510

Methods of Teaching Elementary Art

Course Description

This course is designed to introduce the elements and principles of art instruction to the regular classroom teacher. An emphasis is placed on integrating art across the curriculum.

VTE-ED 570

Educational Foundations

Course Description

This course involves working with students from various cultural backgrounds, purposes of public education and educational theorists and the scope and sequence in curriculum.

VTE-ED 578 or EDU 578

Classroom Management

Course Description

From early childhood through the secondary level, this course covers time management, student self-motivation, and instructional equipment, subject centered strategies, discipline, written and verbal communication skills.

Continuing Teacher Education – Course Offerings

EDU 566

Adolescent Psychology

Course Description

This course covers major developmental issues regarding the adolescent by looking at the influence of emotional, intellectual, physiological, social and cultural factors.

EDD 507

Preventing School Violence

Course Description

This course will examine the elements that contribute to the violence occurring in America's P-12 school system. Students will analyze and generate possible steps for alleviating the tragic violence that has intruded on our educational system.

EDD 516

Overview of the Community College

Course Description

This course provides an overview of the history, development, mission and purpose, governance, curriculum and instruction, functions, trends, and issues of community colleges. National and local perspectives will be reviewed and analyzed

EDU 564

Art, Media, and Techniques for the Classroom

Course Description

This course will provide a comfortable, hands-on opportunity for classroom teachers to learn the basic elements and principles of visual art. The class will focus on materials that are readily available in schools, keeping budgetary issues in mind. Classroom teachers will learn how to easily write lesson plans that follow the National Visual Art Standards and at the same time integrate with other academic areas. A variety of media and techniques will be covered, including paints, markers, pastels, pencils, crayons, paper, and glue.

EDU 566

Adolescent Psychology

Course Description

This course covers the psychology of the adolescent from a historical point of view to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.

EDU 578

Classroom Management

Course Description

This course covers time management, student self-motivation, instructional equipment, subject-centered strategies, and discipline, as well as written and verbal communication skills from early childhood through the secondary level.

EDUC 577

Creative Bookbinding and Paper Arts for the Classroom Teacher

Course Description

This course explores bookbinding and paper arts techniques to enhance art instruction and creativity in the classroom. The five hands-on workshops will cover techniques for making decorative papers, handmade papers, prints, collages, and hand-bound books. Participants will be able to synthesize bookmaking into curriculum units that readily integrate visual art, history, writing, science, and math.

HED 580

Health and Nutrition for the Classroom Teacher

Course Description

This course provides a study of health and nutrition education for the classroom teacher. There are three workshops that address the areas of nutrition, sexually transmitted diseases, cardiovascular health, and the physiological and sociological effects of alcohol, narcotics, drugs, and tobacco use.

BLE-ED 501

Experiencing Multicultural Art

Course Description

This course is designed to give educators information and techniques that will increase their students' understanding and knowledge of many cultures and countries around the world. Using a variety of hands-on experiences, teachers will learn historic, geographic and religious influences that contribute to the creation of the art forms of these cultures.

EDU 580

Organization and Administration

Course Description

This course is designed to provide students with an understanding of the duties and responsibilities of the school administrator and how leadership occurs in the educational environment. The course also explores leadership in terms of the changing role of the administrator, communication and human interaction, analysis and planning, and decision making. This course incorporates and reflects current research in the area of educational leadership and schools as organizational systems.

Continuing Teacher Education – Course Offerings

Educational History Courses

HIS 500

Arizona Constitution (1 credit, 3 workshops)

Course Description

This course is designed to provide an overview of Arizona History and its Constitution from territorial days to the present.

HIS 501

United States Constitution (1 credit, 3 workshops)

Course Description

This course provides a brief history establishing a foundation of understanding the U.S. Constitution. An actual study of the U.S. Constitution takes place.

Library Courses

LBR 500

Information Technology in School Library Media Centers

Course Description

This course is designed to provide an overview of technology and its applications in the school library setting. Students will develop an understanding of computer networks in libraries, library automation software, and Web applications for information retrieval. Students will explore acceptable use policies for technology, technology standards for students and teachers, and emerging trends in library technology.

LBR 501

Foundations of Library and Information Science

Course Description

This course is a survey of the practices, standards, and values of the library profession focusing on current trends. The roles and responsibilities of school librarians as teachers, information specialists, instructional partners, and program administrators will be explored. Additional attention will focus on concepts of information retrieval and the ethical and legal contexts in which it occurs; as well as on the promotion of quality literature.

LBR 502

Selecting and Evaluating Resources for School Library Media Centers

Course Description

This course is designed to familiarize students with the processes and procedures used to select resources for school libraries. Students will survey children's literature and techniques for building and maintaining library collections. Additional focus will be given to integrating library resources and curriculum standards. Students will have the opportunity to examine censorship and the needs of diverse populations.

LBR 503

Administration of School Library Media Centers

Course Description

This course will survey principles and practices involved in the role, function, and administration of K-12 school library media centers. Topics will include budgeting, personnel issues, time management, fund raising, and resource sharing. In addition, issues of copyright compliance will be discussed.

LBR 504

The Role of the School Library Media Center in the School Community

Course Description

This course is designed to examine the programs and services of the school library media center. Topics will include the identification of student characteristics, ways to lead innovation in the school community, and professional resources for faculty and staff. Consideration will be given to both everyday activities and special events. Additionally, students will explore ways to encourage and promote the effective use of the library and its resources and to develop collaborative efforts within the school community.

Math and Science Courses

MED 506

Methods of Teaching Elementary Mathematics

Course Description

The intent of this course is to assist teachers in developing sound strategies and instructional techniques in teaching math in the elementary school (grades K-8). This course will emphasize the use of math manipulatives. The course will review math programs used in schools today as well as discuss the impact of the new NCTM math standards in education.

MED 512

Secondary Mathematics Methods

Course Description

This course examines the secondary mathematics classroom and curriculum, teaching strategies and assessment strategies. It incorporates and reflects on the current research on learning and reviews the curriculum, evaluation and professional standards as reflected in the National Council of Teachers of Mathematics Standards.

Continuing Teacher Education – Course Offerings

MED 509

Methods of Teaching Elementary Science

Course Description

The purpose of this course is to focus on the development of a balanced and articulated elementary school science program. An evaluation of texts and reference materials, development of hands-on activities and the use of homemade and commercial equipment will be among the subjects discussed.

Method Courses

MED 500

Methods of Teaching Elementary Language Arts

Course Description

This course provides students with an understanding and the opportunity to explore the theories, modules and strategies for the teaching and learning of the components of the language arts program. The course extends an opportunity for teachers to acquire knowledge and apply strategies for teaching, reading, writing, listening, and speaking.

MED 503

Methods of Teaching Elementary Social Studies

Course Description

This course is designed for elementary educators who instruct children in the key concepts found in social studies. This course emphasizes the instructional methods and strategies, which help students, become active learners of social studies concepts and wise participants in a democratic society.

MED 520

Methods of Teaching Secondary Art

Course Description

This course is designed to explore the elements and principles of art instruction appropriate for the secondary level. A variety of lesson-planning and management skills will be covered.

MED 522

Teaching Math through Art

Course Description

This course is designed for the elementary classroom, the art classroom, the math lab, and some high school classrooms. The course will examine various learning styles as they apply to processing math/art concepts. The math emphasis will be on spatial geometric applications. The art emphasis will be on the elements and principles of design as they apply to math concepts. Using hands-on experiences, participants will learn how to teach math through art using problem solving and visual creativity.

MED 530 or VTE-ED 530

Secondary Methods for Classroom Teachers

Course Description

This course focuses on a variety of methods teachers can use across the content areas taught at the secondary level and in vocational educational settings. Students learn reflective teaching techniques, effective questioning strategies, integrated instructional strategies and methods to guide the successful learning of the diverse student population represented in the classroom.

MED 511

Teaching Reading and Language Arts through Art for Classroom Teachers

Course Description

This course is designed for the elementary classroom, the art classroom, the reading lab, and some middle or high school classrooms. The course will examine various learning styles as they apply to learning reading/language arts concepts. The reading/language arts emphasis will be on visual decoding and spatial visualization, enhancing student vocabulary, visualization to increase creative writing, analysis techniques, mindmapping strategies, improved prediction and thinking skills, and increased problem solving, drama activities, note taking, parts of speech and punctuation aides, sequencing, and organization skills. The art emphasis will be on the elements and principles of design. Using hands-on experiences, participants will learn how to teach reading/language art through art using problem solving and visual creativity.

Continuing Teacher Education – Course Offerings

Reading Specialist Courses

RDG 511 (replaces RDG 505/506)

Decoding of Reading Skills and Reading Practicum

Course Description

This course provides an overview of current theory regarding the teaching of reading. Students will become familiar with philosophical and research bases of various reading techniques. Emphasis is placed on acquiring new strategies for instruction and assessment. The course practicum includes tutoring a school-aged child in reading.

RDG 508

Diagnosis and Remediation of Reading Difficulties

Course Description

This course is designed to assist classroom teachers and reading specialists with the diagnosis of reading difficulties as demonstrated by the students in the classroom. It examines the definition of reading, problems exhibited by students and the use of group and individual instruction methods for remediation. The course covers a variety of remediation activities and materials to meet the problems of children through their learning styles and assessment procedures such as ASAP and portfolio assessment.

RDG 513

Elementary Reading Methods

Course Description

This course offers an integrated approach to the teaching of reading particularly for the intermediate and middle school grades 4-8. Students will explore specific strategies for helping students who show difficulty handling content area reading materials and to construct meaning across the curriculum. Pre-reading techniques, vocabulary development, writing, teaching phonics and motivational issues will be addressed.

RDG 514

Primary Reading Methods

Course Description

This course addresses how to help children in the primary grades K-3 develop literary effectively. It covers the exploration of the philosophy of the literature-based reading programs, acquisition of teaching techniques for integrated content instruction and development of holistic assessment/evaluation methods for young emergent readers.

RDG 515

Secondary Reading Methods

Course Description

This course offers an integrated approach to the teaching of reading particularly for the secondary school grades 7-12. The course provides knowledge of the skills needed by students for reading content area textbooks as well as instructional strategies for teaching reading with content area materials.

RDG 516

Children's Literature and Cultural Diversity

Course Description

This course provides students with an opportunity to review children's literature, focusing on authors and genres that enhance appreciation and understanding of cultural diversity. Reading and writing response strategies for the development and integration of multicultural literature in the elementary curriculum are also emphasized. This course is appropriate for bilingual and ESL endorsement because it reinforces the teaching of reading and writing through literature for these populations.

RDG 518

Phonological theory and classroom applications

Course Description

This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.

RDG 519 (Nevada Specific Course)

Decoding of Reading Skills and Reading Practicum

Course Description

This course provides an overview of current theory regarding the teaching of reading. Students will become familiar with philosophical and research bases of various reading techniques. Emphasis is placed on acquiring new strategies for instruction and assessment. The course practicum includes tutoring a school-aged child in reading.

RDG 520 (Nevada Specific Course)

Elementary Reading Methods

Course Description

This course offers an integrated approach to the teaching of reading particularly for the intermediate and middle school grades 4-8. Students will explore specific strategies for helping students who show difficulty handling content area reading materials and to construct meaning across the curriculum. Pre-reading techniques, vocabulary development, writing, teaching phonics and motivational issues will be addressed.

RDG 521 (Nevada Specific Course)

Secondary Reading Methods

Course Description

This course offers an integrated approach to the teaching of reading particularly for the secondary school grades 7-12. The course provides knowledge of the skills needed by students for reading content area textbooks as well as instructional strategies for teaching reading with content area materials.

Continuing Teacher Education – Course Offerings

Spanish Courses

SPAN 502

Spanish for Educators, Part I

Course Description

This course focuses on the acquisition of conversational Spanish for teachers and educators. It emphasizes the development of domain-specific communicative skills for educators so they can effectively educate their Spanish-speaking students and include those students' parents in the learning process. The course is taught entirely in Spanish, incorporating practical applications, role plays, dialogues, and audio-visuals that educators can use in their classrooms. Participants also analyze the sociolinguistic aspect of the Spanish language to improve their understanding of cultural norms and differences.

SPAN 503

Spanish for Educators, Part II

Course Description

The course focuses on the improvement of conversational Spanish for teachers and educators. It continues the development of domain-specific communicative skills for educators, using language in context with practical applications, role plays, dialogues, and audio-visuals that educators can use in their classrooms. Participants also integrate the socioinguistic aspect into their understanding of the Spanish language to deepen their comprehension of cultural norms and their awareness of the sociopolitical concerns and obstacles experienced by Hispanic communities living in Arizona.

Special Education

SPE 508

American Sign Language, Part I

Course Description

This course provides an introduction to the grammar and vocabulary of American Sign Language. Students will acquire an understanding of American Sign Language syntax, vocabulary, and the basic skills needed to communicate in sign. Students will be introduced to Deaf culture.

SPE 509

American Sign Language, Part II

Course Description

This course is a continuation of American Sign Language, Part I. Students will further their understanding of American Sign Language syntax, vocabulary, and signing skills. Deaf culture will be further explored.

SPE 519 (Nevada Specific Course)

Practicum in Gifted or Talented Education

Course Description

This supervised practicum focuses on the practical application of teaching skills related to educating students identified as gifted or talented. Participants will have the opportunity to plan, implement, and evaluate classroom activities for the gifted or talented. Participants must locate a practicum site before beginning the course. Upon completion of the practicum, participants are required to submit a completed portfolio demonstrating their competencies in the field of gifted and talented education.

SPE 525

Special Needs Children in Early Childhood Education

Course Description

This course offers an introduction to children with special needs (physically and mentally disabled) in early childhood education programs.

SPE 530

Characteristics of Speech and Language Disorders

Course Description

This course will begin by exploring the normal development of articulation and language skills. Beginning with the birth cry, language acquisition will be traced through childhood. Various speech/language disorders encountered in the school setting, as well as in clinical environments, will be investigated. The following areas will be addressed: articulation disorders, language disorders, cleft palate, stuttering, and voice disorders. General remediation principles will be presented, as well as an overview of the speech/language profession today.

SPE 532

Teaching Students with Gifts or Talents

Course Description

This course explores definitions of giftedness, ways of identifying gifted students, and types of programs developed for this population. It addresses issues in educating the gifted and introduces concepts that apply to gifted endorsement.

SPE 534

Guidance and Counseling of Students with Gifts or Talents

Course Description

This course examines the need for guidance and counseling of children with gifts and talents. Motivational and self-concept issues will be analyzed, and career and family counseling for children with gifts and talents will be discussed.

Continuing Teacher Education – Course Offerings

SPE 536

Enhancing Creativity in Students with Gifts or Talents

Course Description

This course examines the history, definition, and current theories of creativity, including intermingling concepts of giftedness, talent, and creativity. Steps of the creative process are outlined and characteristics of creative individuals in various domains are examined. Strategies to encourage creativity through motivation and schooling are presented, as well as things to avoid. Techniques for creativity training are demonstrated.

SPE 538

Practicum in Gifted or Talented Education

Course Description

This supervised practicum focuses on the practical application of teaching skills related to educating students identified as gifted or talented. Participants will have the opportunity to plan, implement, and evaluate classroom activities for the gifted or talented. Participants must locate a practicum site before beginning the course. Upon completion of the practicum, participants are required to submit a completed portfolio demonstrating their competencies in the field of gifted and talented education.

SPE 580

Inclusion and Mainstreaming

Course Description

This course examines mainstreaming/inclusion of special needs children in regular classroom programs. Options for success are explored, along with the problems that may arise. Through classroom discussions, class projects, and class materials, students focus on strategies that enable both the special needs child and the regular classroom teacher to meet with success.

SPE 522 (Nevada Specific Course)

Teaching Students with Gifts and Talents

Course Description

This course explores definitions of giftedness, ways of identifying gifted students, and types of programs developed for this population. It addresses issues in educating the gifted and introduces concepts that apply to gifted endorsement.

SPE 523 (Nevada Specific Course)

Guidance and Counseling of Students with Gifts and Talents

Course Description

This course examines the need for guidance and counseling of children with gifts and talents. Motivational and self-concept issues will be analyzed, and career and family counseling for children with gifts and talents will be discussed.

SPE 524 (Nevada Specific Course)

Enhancing Creativity in Students with Gifts or Talents

Course Description

This course examines the history, definition, and current theories of creativity, including intermingling concepts of giftedness, talent, and creativity. Steps of the creative process are outlined and characteristics of creative individuals in various domains are examined. Strategies to encourage creativity through motivation and schooling are presented, as well as things to avoid. Techniques for creativity training are demonstrated.

SPE 533

Practicum in Gifted or Talented Education

Course Description

This supervised practicum focuses on the practical application of teaching skills related to educating students identified as gifted or talented. Participants will have the opportunity to plan, implement, and evaluate classroom activities for the gifted or talented. Participants must locate a practicum site before beginning the course. Upon completion of the practicum, participants are required to submit a completed portfolio demonstrating their competencies in the field of gifted and talented education.

One-Credit Courses

Delivery Method: UniModule

Credit Hours: One

Workshops: Three

HIS 500

Arizona Constitution (1 credit, 3 workshops)

Course Description

This course is designed to provide an overview of Arizona History and its Constitution from territorial days to the present.

HIS 501

United States Constitution (1 credit, 3 workshops)

Course Description

This course provides a brief history establishing a foundation of understanding the U.S. Constitution. An actual study of the U.S. Constitution takes place.

EDD 524

Targeting A.I.M.S. (1 credit, 3 workshops)

Course Description

This course is designed to integrate reading and writing techniques that teachers can use in preparing students for assessment. Addressing critical elements of communication patterns, teachers will have an opportunity to examine research-based strategies that support state standards achievement. Emphasis will be placed on the concept that reading and writing strategies are essentially thinking techniques as students recognize elements as they read and write. Consciously, consistently and intentionally teaching these patterns provides students with a solid instructional base.

EDD 526 (ADM 501)

No Child Left Behind (1 credit, 3 workshops)

Course Description

This course is designed for educators who wish to learn how the federal No Child Left Behind Act (NCLB) will impact their districts and schools, as well as their own experiences as a teacher or administrator. Students will learn the basic provisions of the act, including its requirements for the state, district, and individual school accountability. Additionally, the course will examine the assessment requirements of NCLB, the requirements for highly qualified teachers and paraprofessionals, the act's implications for special populations such as special education and Limited English Proficient (LEP) children, and the requirements governing "persistently dangerous schools." Completion of the course will enable students to consider thoughtfully how best to respond to the often daunting requirements of the law.

HIS 502

Nevada Constitution

Course Description

This course is designed to meet the Nevada teacher licensure requirements in Nevada school law and Nevada constitution. The course introduces students to the sources of educational law, related research, fundamental law concepts, case briefings of significant court decisions at the state and federal level, and Nevada statutory and regulatory materials used by school practitioners. The course also addresses codes of ethics and morality related to educational law.