Graduate Credit
Continuing Education Courses

Offering graduate credit courses for teachers since 1994.

Spring 2016
QUINCY UNIVERSITY
SCHOOL OF EDUCATION

Phone Registration
217.228.5420

Online Registration
workshop.quincy.edu

Register
Today!

Course Locations: (See website for maps and directions.)

Quincy, Illinois
- Quincy University
  1800 College Avenue
  Quincy, Illinois 62301

Springfield, Illinois
- Noll Medical Pavilion
  5220 S. Sixth Street
  Springfield, Illinois 62703

Moline, Illinois
- Moline Public Library
  3210 41st Street
  Moline, Illinois 61265

Course Discounts
Group discounts are available for 1-day classroom courses. See p. 2 for details.

Graduate Credit Continuing Education Courses
Quincy University
1800 College Avenue, Quincy, Illinois 62301-2699
Telephone: 217-228-5420 • Fax: 217-228-5418
workshops@quincy.edu
**Frequently Asked Questions**

For additional FAQs, please visit workshops.quincy.edu.

**What are your policies and procedures?** To view the Quincy University policies and procedures for graduate credit courses, please visit the website at workshop.quincy.edu.

**How do I register?** Participants may register by mail, phone, or online. Online registrations are at workshop.quincy.edu. Mail registrations to: Graduate Credit Continuing Education Courses, Quincy University, 1800 College Avenue, Quincy, IL 62301-2699. To call in a registration, please call 217.228.5420. If you register online, please pay online at www.quincy.afford.com or send your check with payment for all courses at once.

**When is the registration and payment deadline?** The deadline to register is noon 2 business days before the course date. To see the registration deadline chart, please see the top of the registration form.

**How do I know if my course is going to be held?** Participants will receive an e-mail from the course coordinator by 5:00 pm the day prior to the course date. This e-mail will include driving directions, maps of the school, and extra information regarding the course. The e-mail address given at the time of registration will be the e-mail address used.

**What if my course is cancelled?** Participants will receive an e-mail notifying them of a cancelled course. A full tuition refund will be issued for those courses that are cancelled. This refund does not include convenience fees. If there is a balance remaining in your account, the “refund” will go to pay for the unpaid balance due.

**When will my grades be available?** Grades are due from the instructor 3 weeks after the course date. Please allow 3 weeks after completion for grades to be released. Grades are not mailed. Please check online for all grades.

**How do I request an official transcript?** To request an official transcript, go online to workshop.quincy.edu and material submission for grades to be released. Grades are not mailed. Please check online for all grades.

**What does "IP" stand for on my unofficial grade report?** “IP” stands for “In Progress.” If the course does not have a grade, an IP will appear on your grade report.

**When is the end of the semester?** The Spring 2016 semester ends May 1, 2016, for VESi and Mind University courses. One-day classroom courses end May 1, 2016.

**When are my materials due to VESi or Mind University?** Materials are due to VESi and Mind University by May 1, 2016, for the Spring 2016 semester. Materials must be postmarked by this date.

**What is the refund policy?** If a course is cancelled by the Quincy University Graduate Credit Office, the full tuition paid by the student will be refunded. This does not include convenience fees. If the student does not notify the Quincy University Graduate Credit Office of his/her intent not to attend a course by the Registration Deadline for that course, there will be no tuition refund.

Regarding Virtual Education Software, Inc. (VESi) courses - written notification of withdrawal from the course and return of the course packet of CDs to VESi is required for refunds. Refunds are computed from the date course packet was sent out. Refund amounts are based on the following schedule:

- First week from registration date - No Charge
- Second week from registration date - 25% of tuition charged
- Third week from registration date - 50% of tuition charged
- Fourth week from registration date - 75% of tuition charged
- Fifth week from registration date - 100% of tuition charged

**Can I get an extension for VESi and Mind University courses?** It is possible that your instructor may allow you additional time. You must contact the instructor. For the semester you registered, your grade will be recorded “IN” (incomplete), provided an extension was granted. You have only the following semester to complete the course. Any coursework not completed by the end of the next semester will result in course failure. Your grade will change from “IN” to “F.” If your coursework is completed in the extension period, you will receive one letter grade deduction. For example, you earned an “A” at the end of the extension period, then your grade of record will be a “B.”

**Do these courses count for Graduate Credit?** Yes, Quincy University Graduate Credit Continuing Education Courses count for graduate credit. All course numbers read MSE 5 XX ###. MSE stands for Master in Science in Education. The number 5 denotes the course is a 500-level class. The next two letters indicate the course topic and the course number. Ex: “Learning Disabilities” is MSE5SP101. (SP stands for Special Education topic and course number 101.)

**Why is there a 3% convenience fee for credit cards and an online checking fee?** Quincy University uses Tuition Management Systems, Inc. (TMS) as the online payment provider. TMS is a secure way for university students to make online tuition payments. The company does charge a non-refundable convenience fee for credit card transactions, but does not charge for online checking. To read more, please visit the TMS website at www.quincy.afford.com.
Name ____________________________________________________  SSN ________________________
Address _________________________________________________________________________________
City ________________________________  State  __________  Zip _____________  County __________
Telephone Number ___________________________  E-mail Address _____________________________
Do you consider yourself to be Hispanic or Latino? □ Yes □ No
Select one or more of the following, do you consider yourself:
□ American Indian/Alaskan Native  □ Asian  □ Black or African American  □ Native Hawaiian or Pacific Islander  □ White
DOB ________________________________________  Payment: __________________________________
□ Check (Please make check out to Quincy University and mail all payments to
Graduate Credit Continuing Education Courses,
Quincy University
1800 College Avenue
Quincy, IL 62301

Credit card or check payments may be made with online registrations.

Course Discounts: Group discounts are available to groups of seven or more participants
registering together for the same 1-day classroom course. Groups participating will not only
receive a tuition discount of $140 per credit hour, but are also guaranteed the course will be
held.* To register for a group discount, please mail all seven (or more) paper registration forms
with each $140 tuition payment to the School of Education at Quincy University before the
registration deadline. Group discount registrations are not available for phone or online
registrations.

*The course is guaranteed to be held under the stipulation that participants do not withdraw
from the course decreasing enrollment numbers to less than five participants.
Yes! Please register me for the courses checked below.

### One Day Courses

<table>
<thead>
<tr>
<th>Workshop Date</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr. Hour</th>
<th>Instructor</th>
<th>Location</th>
<th>Price</th>
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<td>1/9/16</td>
<td>MSE5HE112</td>
<td>The Healthy Educator Part I</td>
<td>1</td>
<td>Cliff Erwin</td>
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### Teaching with Primary Sources Courses

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### VESi Online Courses

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The focus is to help students learn the skills and knowledge of "Highly Effective People." This is a foundational component for both students and staff members. The book study will examine the "7 Habits of Highly Effective People" for this particular leadership development process for both students and staff. The result goals are to improve academic success, reduce discipline referrals as well as increase levels of accountability and engagement with both parents and staff.

**MSE5HE112 THE HEALTHY EDUCATOR: A RESEARCH & DISCUSSION SEMINAR**

(1 cr hour) Cliff Erwin - This workshop will focus on strategies and techniques to help educators maintain or increase their level of health. Through research on the Internet and group discussions, participants will gain increased knowledge of topics such as stress reduction, nutrition, value of exercise, and how to decrease everyday health risks.

**MSE5HE113 THE HEALTHY EDUCATOR PART II: ALTERNATIVE MEDICINES**

(1 cr hour) Cliff Erwin - This workshop is a follow-up to the Healthy Educator: Part I and will explore in greater depth approximately ten major systems of alternative medicine. There will be a focus on Blended Medicine throughout the workshop. Participants do not have to take the Healthy Educator: Part I prior to this workshop.


(1 cr hour) Tony Cerveny - It’s the deadliest combination going: bullies who terrorize, bullied kids who are afraid to tell, bystanders who watch and adults who see the incidents as a normal part of childhood. This course takes a look at how to reverse this epidemic and a look at how school policies could more thoroughly address this issue. Read the book, The Bully, the Bullied, the Bystander by Barbara Coloroso to discuss these topics and how, as educators, we can become more effective in dealing with these issues. The only requirement is to read the book prior to class and there will be no final project. Participants can get a copy of the book at various locations: Barnes and Noble, Ebay, Amazon, or the public library. In some instances a teacher discount may be used.

**MSE5RE197 BOOK STUDY: UNBROKEN BY LAURA HILLENBRAND**

(1 cr hour) Cliff Erwin - This workshop will consist of a guided discussion on the book “Unbroken”; an inspiring, true story of a man who lived through a series of catastrophes during World War II almost too incredible to believe. Laura Hillenbrand, author of “Seabiscuit”, tells the story of Louie Zamperini, a juvenile delinquent turned Olympic runner turned army hero when his plane crashed over the Pacific Ocean. For the next three years, he endured trials on the sea, Japanese Prisoner of War camps, and many other trials. Applications to several curricular areas will be stressed during the workshop.

**MSE5RE198 THE ENERGY BUS: A BOOK STUDY**

(1 cr hour) Tony Cerveny - This book study examines various angles of the most significant behavior trait found in the most highly successful performers, athletes, educators and CEO’s. There will be an examination of how this trait can be cultivated, shared, as well as shattered. Strategies on how this trait can be regained and revitalized will be discussed. Be ready to feel and live what it is like on Buss 11-The Energy Bus.

**MSE5RE199 THE LEADER IN ME: A BOOK STUDY**

(1 cr hour) Tony Cerveny - This book study will examine this particular leadership development process for both students and staff members of which the "7 Habits of Highly Effective People" is a foundational component. The focus is to help students learn the skills and self-confidence to become our leaders of the future. The result goals are to improved academic success, reduce discipline referrals as well as increase levels of accountability and engagement with both parents and staff.

**MSE5RE208 UNDAUNTED COURAGE: A BOOK STUDY**

(1 cr hour) Cliff Erwin – This workshop will consist of a guided discussion on the best-selling book Undaunted Courage by Stephen Ambrose, a celebrated author of more than 25 books on history. The story provides a definitive account of the most momentous journey in American history. It follows the Lewis and Clark Expedition from Thomas Jefferson’s hope of finding a waterway to the Pacific Ocean, through the heart-stopping moments on the actual trip, to Lewis’ lonely demise on the Natchez Trail. The author takes the reader into the interior of this adventure.

**MSE5RE215 MAXIMIZING YOUR MENTAL ACUITY AND LONGEVITY: A BOOK STUDY**

(1 cr hour) Cliff Erwin instructor: With an unprecedented life expectancy of 78.7 years for the youngest of the baby boomers, it is no more important than ever to incorporate healthy habits and to keep the mind active during the second half of life. This workshop will be discussion-based, covering the material in the book The Blue Zones Solution: Eating and Living Like the World’s Healthiest People by Dan Buettner. The book is a study of people who live to be a hundred years old and how we can adopt some of their habits for longevity and brain health. Improvements are possible for those in their 60’s, 70’s, and beyond as well as for baby boomers. Discussions will also focus on other current research related to mental acuity.

**MSE5RE216 TEACH LIKE A PIRATE: A BOOK STUDY**

(1 cr hour) Andrea Raskie – Teach Like a Pirate, by Dave Burgess, is a fun read to increase student engagement, boost your creativity and transform your life as an educator. Throughout our day together we will lead a "pirate’s life" in teaching with self-reflection on our passions as teachers, develop lessons using Burgess’ “hooks”, and collaborate with other colleagues. Please obtain and read, Teach Like a Pirate, prior to class.

**MSE5SC119 NATIVE & ORNAMENTAL GRASSES: HISTORY, VALUE & PROPAGATION TECHNIQUES**

(1 cr hour) Cliff Erwin- Participants will learn about the environmental and ornamental roles that grasses play in nature. Grasses as landscaping plants, a bio-mass fuel and food source for animals will be discussed. Propagation techniques will be demonstrated and each participant will receive either a native prairie grass or an ornamental grass for planting later at a location of their choice. The last half of the workshop will be spent on farm sites where a variety of native and ornamental grasses are grown for observation of the propagation process and choosing a plant to grow and report on later.

**MSE5ST161 CONTROVERSIAL ISSUES IN EDUCATION: A RESEARCH AND DISCUSSION SEMINAR**

(1 cr hour) Cliff Erwin—This workshop (formerly titled “Current Issues in Education”) will focus on current and often controversial issues in education. Students will gain increased awareness of six to eight major issues and identify a specific issue of interest for further research on the Internet. Topics covered will include issues such as zero tolerance, educational vouchers, student searches, character education, peer mediated instruction, looping, balanced calendars and alternative schools.
Two graduate credits

Educational Assessment: Assessing Student Learning in the Classroom (MSE5AS107) Bob Pillay – Designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals and implement meaningful instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. The course will outline procedures for designing or selecting, administering, and interpreting a variety of informal assessment measures typically used in schools. The use of a range of informal assessment measures in the academic and social skills areas will form the core of the content to be covered. The presentation of assessment information in an acceptable format to parents and teachers will also be addressed.

Teaching Diversity: Influences & Issues in the Classroom (MSE5CD111) Pamela Bernards – Designed to give the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. The course will help understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. An emphasis in this course will be on understanding how students’ learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values.

Advanced Classroom Management: Children as Change Agents (MSE5CM150) Mick Jackson – Primarily for professionals (e.g., regular or special educators, instructional assistants, school psychologist, counselors) serving children and youths presenting behavior problems in the school or community. Focuses on cognitive- and cognitive-behavioral interventions (often lumped together under the rubric “social skills”) with an emphasis on teaching students how to change and manage their own behavior.

Early Childhood: Family-Centered Services (MSESEC103) Aumony Dahl – Welcome to Family-Centered Services, an interactive computer-based instruction (CBI) course, designed to give you a new perspective on serving the needs of young children and their families. In this course you will learn what is meant by family-centered services as it applies to diverse systems of care, gain an understanding of family diversity, and explore the major stress factors facing families today. We will discuss the theoretical basis for family-centered services, as well as reflect on current research and best practice. Family-Centered Services will also examine the role of early childhood educators and explore ways to build partnerships with parents and create communities of care—for the benefit of our children, and ultimately society as a whole.

Reading Fundamentals #1: An Introduction to Scientifically-Based Research (MSE5RE170) Mick Jackson – The first in a three-course series on effective reading instruction was designed to give background on Reading First as it applies to the No Child Left Behind federal legislation. The course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment and evaluation. The course explores myths and misconceptions concerning reading instruction and remediation. It also presents an evaluation checklist designed to assess the effectiveness of your current reading program. The goal of the course is to present you with research, trustworthy evidence and background information that support the need for a reading program that is based on scientific research and proven methods.

Reading Fundamentals #2: Laying the Foundation for Effective Reading Instruction (MSE5RE171) Mick Jackson – The second course in this three-course series is designed to lay the foundation for effective reading instruction. As part of this course, you will learn about the elements of effective instruction. It is important that all teachers have a firm understanding of effective instructional procedures. Teachers benefit, and more importantly, students benefit, both in terms of their behavior and their academic performance. Further, you will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading.
Attention Deficit Hyperactivity Disorder: Information & Interventions for Effective Teaching (MSE5SP100) Mick Jackson – Designed to help achieve a better understanding of ADD and intervention strategies to facilitate positive student change. The course provides information on the history of the disorder, accepted methods to assess and identify students with the disorder and various treatment methods that are currently being used to treat the disorder. The course follows through the referral process, when it is felt a student needs services beyond what teachers are capable of or comfortable providing in classroom environment. This course also lists resources for both teachers and parents who would like more help or information about ADHD.

Autism & Asperger’s Disorder: Information & Effective Intervention Strategies (MSE5SP102) Marrea Winnega – Designed to help achieve a better understanding of Autism and Asperger’s Disorder, intervention strategies to enhance communication and learning and to teach more conventional behaviors. The course provides information on the characteristics of the disorder, learning styles associated with the disorder, communication weaknesses and various intervention strategies that have proven to be successful when working with students with Autism spectrum disorders. Inclusion: Working with Special Needs Students in Mainstream Classrooms (MSE5SP103) Florah Luseno – Designed to help special and general educators alike gain a better understanding of inclusion, one of the current educational reform movements that advocates for educating students with disabilities in the general education classroom.

Inclusion: Working with Students with Special Needs in General Education Classrooms (MSE5SP103) Karen Lea – Designed to help special and general educators alike gain a better understanding of inclusion, one of the current educational reform movements that advocates for educating students with disabilities in the general education classroom.

Violence in Schools: Identification, Prevention & Intervention Strategies (MSE5ST112) Michael Sedler – Designed to give a better understanding of school violence and increase interventions strategies. The course provides a foundational understanding of violence and motivational purposes behind aggression. The correlation and impact of the media, community and family upon violence will be investigated. The course teaches identification and intervention approaches to working with out-of-control behaviors. In addition, each student will receive information on national resources available for both parents and teachers. This course will help each person to increase his or her understanding of violence, the motivations behind the use of violence and specific strategies to minimize the occurrence of violence in a school and community.

Drugs & Alcohol in Schools: Understanding Substance Use & Abuse (MSE5ST113) Peggy Rapp – Designed to give a more comprehensive understanding of alcohol, drugs and their influences in your classroom. This course provides a contextual framework for understanding what students may be experiencing through their own substance use or the impact of substance use around them. The course provides a basic historical perspective of substance use along with descriptions of biological, psychological and social factors that comprise the disease of addiction. This program will help better understand a multitude of complex dynamics that contribute to this biological and social phenomenon.

Child Abuse: Working with Abused and Neglected Children (MSE5ST125) Joan Halverstadt – Designed to help identify and effectively teach students affected by child abuse and/or neglect. This course teaches how to recognize the signs of physical abuse, emotional abuse, sexual abuse, physical neglect and emotional neglect in students. It also discusses the specific factors that exist in families who abuse or neglect their children. A major emphasis in this course is on helping the participant understand the special learning needs of the abused or neglected child and how to meet those needs in the regular classroom. Working with parents and community agencies is also emphasized.

Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning (MSE5ST143) Joan Halverstadt – Designed to help identify and effectively teach students affected by stress, trauma and/or violence. The course teaches how to recognize the signs of stress, trauma, or violence in students. It also discusses the specific factors that exist in families and communities where stress and violence are common. A major emphasis in this course is on helping the participant understand the special learning needs of the student who is experiencing stress, trauma, or violence in his/her life and how to meet his/her needs in the regular classroom. Working with parents and community agencies is also emphasized.

Infant & Toddler Mental Health: Issues & Information for Educators (MSE5ST153) Dr. Aumony Dahl – Is an interactive computer-based instruction (CBI) course designed to help you achieve a better understanding of infant and toddler mental health, child development and strategies you can use to promote positive relationships with children and their families. This course provides information that will help you to understand and identify your role as a child care provider, educator and early childhood professional. Infant and Toddler Mental Health will provide you with research-based information on child development, attachment, temperament and curriculum. This course also lists resources for both teachers and parents who would like more help or information about infant and toddler mental health.
Harassment, Bullying & Cyber-Intimidation in Schools (MSE5ST171) Dr. Candyce Reynolds – Harassment, Bullying & Cyber-Intimidation in schools will discuss definition and the personal, social and legal ramifications associated with sexual harassment, bullying and cyber-intimidation. The course will address what we know about these troubling areas. We will then explore preventative strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all.

Talented & Gifted: Working with High Achievers (MSE5TG100) Pamela Bernard – Designed to help achieve a better understanding of the talented and gifted student, methods used in identification and strategies for instruction of these students in an inclusive classroom. The course provides information on the history of the exceptional in relation to education, current law and accepted methods for referral, assessment and identification of these students. The course also covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom. This course also lists resources for teachers and parents who would like more information about the talented and gifted.

Teaching Elementary Math Conceptually: A New Paradigm (MSE5MA124) Dr. Kim Chappell – This course is designed to expand your methodology for teaching Mathematics. The course will explore an innovative teaching model that incorporates strategies for teaching concepts, constructively and contextually. The goal is for you to gain a deeper understanding of the underlying concepts of various math topics and explore the principles of teaching those concepts to learners. This course will focus on the topics of number sense, basic operations and fractions.

Reading & Writing in Content Area (MSE5RE150) Dr. Pamela Bernard – Reading & Writing in Content Area offers instruction in teaching reading and writing in various subject matter fields at the secondary level. The material stresses the skills of vocabulary building, comprehension and writing, as well as methods for motivating adolescents to read and write. The course also provides information on recognizing reading difficulties, assessing textbooks and the integration of reading strategies within a content area. The strategies taught are aligned with the Praxis Reading Across the Curriculum test guide and the Reading in the Content Area national standards.

Three graduate credits

Why DI?: An Introduction to Differentiated Instruction (MSE5CI143) Steve Dahl, M. Ed. – Why DI?: An Introduction to Differentiated Instruction provides an understanding of the framework of need for creating supportive learning environments for diverse learning populations. It defines Differentiated Instruction (DI) and the common myths associated with creating the differentiated classroom. The course covers legal, theoretical, pedagogical foundations in the field of education that support the utilization of differentiated instructional practices and principles, best practices and national trends in the design of the educational setting to meet the needs of a diverse learning population.

Try DI!: Preparing a Differentiated Instruction Program - (3 cr hour) - Steve Dahl, M. Ed. – This course is designed to provide you an opportunity to learn about an instructional framework, Differentiated Instruction (DI), aimed at creating supportive learning environments for diverse learning populations. Students will be presented a method for self-assessment of the extent to which their current instructional approach reflects the perspective, principles, and practices of the DI approach. The course reflects an approach that aligns the principles of DI with the practices of DI. The concept of a “theory of action” will also be provided within a DI context. The course has also been designed to introduce students to a range of strategies associated with a DI approach. Strategies included in the course have been selected on the basis that they are effective in the widest possible range of educational K-12 settings. This course follows “Why DI?: An Introduction of Differentiated Instruction,” which addressed the What, Why, and Who of a classroom that reflects a DI approach. The focus of “Try DI!: Planning & Preparing a Differentiated Instruction Program” is on the When, Where, and How of the DI approach.

Understanding & Implementing Common Core (MSE5CI208) Michael Sedler - In this course you will learn a number of factors that contributed to the overall design of the Common Core Standards as well as practical pedagogical approaches that will support practitioners working toward deeper implementation.

Understanding Aggression: Coping with Aggressive Behavior in the Classroom (MSE5CM115) Michael Sedler – This course is about violence in America, and its impact on our schools, the children; and, most especially, its several causes and promising solutions.
Behavior is Language: Strategies for Managing Disruptive Behaviors (MSE5CM130) Mick Jackson
– Designed to give a new perspective on student behavior and effective tools for facilitating positive student change. The course provides a developmental framework for understanding what students are trying to tell you through the “language” of their behavior. The course teaches techniques and intervention strategies that remediate disruptive behaviors, reduce power struggles while increasing classroom control and reduce your workloads and burnout. This program helps teachers, as well as students, find creative, effective solutions to problems.

Early Childhood: Program Planning (MSE5EC100) Aumony Dahl
– Welcome to Early Childhood: Program Planning, an interactive distance learning course designed to give you a new perspective on planning and implementing developmentally appropriate programs for young children from birth through age eight. In this course you will learn what is meant by curriculum, assessment, evaluation and program planning as these terms apply to early childhood education. We will discuss several historical perspectives and theories of child development, and examine best practice for early childhood education. We will also examine key concepts and specific activities for teaching various curricular content areas including language and literacy, mathematics and science, and the expressive arts.

Early Childhood: Typical and Atypical Development (MSE5EC101) Darcie Donegan
– Welcome to Early Childhood: Typical and Atypical Development, an interactive distance learning course which explores contemporary best practice and perspectives on early childhood development. Content includes patterns and sequences of typical development for children from birth to six years. Emphasis is on individual differences, cultural influences, and the impact of developmental delay and disability during infancy, toddlerhood, and the preschool years. Discussion will also include instructional technology (IT) and assistive technology (AT) applications for this population.

Early Childhood: Observation & Assessment (MSE5EC102) Darcie Donegan
– Welcome to Early Childhood: Observation & Assessment, an interactive distance learning course which explores observation and assessment instruments, as well as recommended practices and available resources for infants, toddlers and preschoolers. Content includes an emphasis on observing young children and assessing their early childhood learning environments.

Reading Fundamentals #3: The Elements of Effective Reading Evaluation & Assessment (MSE5RE172) Mick Jackson
– Will focus on learning to read, reading to learn and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Further, we discuss information on teacher preparation in learning about comprehension strategy instruction and reading instruction, as well as how to integrate computer technology into the classroom. Additionally, the course will provide information on important assessment terms and definitions and will explore how reading assessment fits within the Reading First Program. This analysis includes specific recommendations on 29 reading assessments. Finally, the course describes how teachers can conduct pivotal curriculum-based measurement procedures in their classrooms.

Learning Disabilities: Practical Information for the Classroom Teacher (MSE5SP101) Bob Pillay
– Designed to provide an introduction to the field of Learning Disabilities for special teachers, general classroom teachers, integration teachers and related professionals, especially those working in the areas of language, psychology and counseling. This course will cover diverse theoretical approaches, lay the foundations for sensitive and appropriate assessment and evaluation of students, provide directions for program planning and implementation, indicate the importance of and the need for a close and positive partnership with parents (or alternative caregivers) and consider ways for ensuring that the home-school axis is effective and meaningful. This program will also consider some major trends and unresolved issues in the field of Learning Disabilities.
Teaching with Primary Sources
at Quincy University

MSE5LE258 TEACHING WITH PRIMARY SOURCES
(3 cr hours) Byron Holdiman - The Library of Congress
Teaching with Primary Sources program at Quincy University offers a series of 3 full-day workshops that introduce educators to the online resources available on the Library of Congress website and differing methods of using primary sources in various disciplines to help develop higher level learning abilities. Illinois educators can receive free Professional Development hours for participating in the complete workshop series or 3 graduate credits at the discount of $270 (45% of the full tuition cost of $495 is subsidized by grant funding).

If you are planning to sign up for this course for Professional Development Hours, please register at the TPS QU Website: [http://www.tpsqu.org/workshop.html](http://www.tpsqu.org/workshop.html)

Moline: Jan. 9, 23, Feb. 6
Quincy: Jan. 16, Feb. 20, March 5
Springfield: March 12, 26, April 9
VESi System Requirements

1) Reliable high speed broadband Internet.
2) Most recent version of Internet Explorer, Firefox, Safari or Google Chrome browsers.

The CD format available for those who prefer or do not have access to a reliable high speed Internet connection and those system requirements are as follows:

**Macintosh Operating Systems**
Mac OS 9.x or OS 10.x, 512MB of RAM and 5MB of free hard disk space, 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

**Windows Operating Systems**
Windows XP Home, Professional or Vista, 512MB of RAM and 5MB of free hard disk space; 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

If you do prefer the CD-ROM version of the courses, you must request the CD-ROM on your registration form or by calling the School of Education Office at 217-228-5420.
Graduate Credit Continuing Education Courses

Spring 2016