



Course Catalog

Graduate credit courses
for professional
educators



2010 – 2011

www.aspdgroup.com

Course Titles Available

Course descriptions begin on page #4

Teaching English Language Learners

Theory/Foundations of ESL Programs (3 graduate semester hours) EDEU 9388

Methods of Teaching ESL in Bilingual Programs (3 graduate semester hours) EDEU 9389

Cross Cultural Issues in Educating ELLs (3 graduate semester hours) EDEU 9390

Methods of Teaching ESL (3 graduate semester hours) EDEU 9391

Linguistics for ESL Teachers (3 graduate semester hours) EDEU 9392

Theoretical Foundations of Bilingual Education (3 graduate semester hours) EDEU 9393

Assessment of English Language Learners (3 graduate semester hours) EDEU 9394

Middle Level Education/General Pedagogy (note the ED/B prefix)

Effective Middle Level Programs (3 graduate semester hours) EDDU 9893

Understand/Teach/Support Middle School Students (3 graduate semester hours) EDDU 9894

Middle Level Education/Teaching Middle School Math

Methods/Strategies for Teaching Math in Middle Grades (3 graduate semester hours) EDRU 9535

Key information

Graduate credit: ASPD partners with accredited colleges and universities who have pre-approved ASPD courses for credit. As such, this means that ASPD courses include the depth, breadth, and rigor consistent with that required of any graduate credit course.

Time commitment/expectation: Consistent with the universal credit hour standards, ASPD assures that all courses provide the participant with *at least* 15 hours of contact with learning activities for each graduate credit hour earned. Therefore, those who enroll in 3-credit courses will invest about 45-60 hours in the courses, as has been consistently reported by participants surveyed at the completion of each learning module within courses.

Eligibility to enroll/participate: All graduate credit courses are open to educators who hold a minimum of a BA/BS degree.

Registration: Registration occurs in two phases. The first step is to register for the course(s) online at www.aspdgroup.com. Upon successful completion of all course requirements, a student will register at the partner university who issues the final grade and the credit. Partner university registration forms and directions are found within the ASPD OnlineClassroom for each course.

Grading: Only those participants who complete all assignments and activities successfully will be forwarded to Chapman University for a final grade.

Course delivery formats: Courses are offered in one of two formats: fully online, or blended. Blended delivery courses include face-to-face sessions and online learning. For a three (3) graduate credit hour course, there will be about 24 hours of face-to-face meetings which are usually divided among eight three-hour sessions. The number and length of scheduled face-to-face contact may vary based on the length of sessions and the course design. For example, a course may meet for three hours on 8 days, 8 hours on three days, 6 hours on 4 days, and so forth. The schedule specifies all requirements.

Books and materials: To the greatest degree possible, high quality, scholarly resources available on the internet are included to provide the richest learning experience possible. Any materials or books to be purchased are the responsibility of the participant and may be purchased from the vendor of choice. Books and materials are not sold by ASPD or the partner universities/colleges.

Professional/academic integrity (plagiarism): ASPD and our partner universities expect academic integrity at all times. Participants are expected to document the source of ideas, content, or quotations that is not the original, unique creation of the participant. Plagiarism is the use of ideas, content, or quotations whether copied exactly or paraphrased without providing a clear reference to the source. ASPD reserves the right to immediately terminate enrollment, without refund, at any time plagiarism is found. A grade of “F” will be issued by our partner university for that course. Continue enrollment/re-enrollment in other ASPD courses is at the sole discretion of ASPD.

Course design: ASPD course design reflects best practices in teaching and learning, and the standards of the National Staff Development Council (NSDC). Courses begin with activities to activate prior knowledge which sets the stage for learning. New content is provided through the use of a variety of print and multimedia resources. As practicing educators, participants then apply the new learning in practical situations, and each module closes with an activity which requires the participant to reflect on their learning.

Final projects: Also consistent with best practices in professional development for educators, final projects are typically (though not always) an action research/professional application project that provide the participant with an opportunity to conduct one or more activities in the classroom over multiple days, collect data, make observations about their practices and how students are impacted. At the end of the project, participants analyze their results and write them up in the format provided which includes both descriptive and analytical writing similar to that of the National Board for Professional Teaching Standards.

Course Descriptions

Teaching English Language Learners

EDEU 9388 - Theory/Foundations of ESL Programs (3 graduate semester hours) Learn how historical, political, sociocultural, and educational events, policies, laws, and issues drive and affect education of linguistically and culturally diverse students in ESL programs in schools. Learn what services and programs are to be provided to ELL students in ESL programs based on local, state, and federal policies and laws. Explore program delivery models and various theories of Second Language Acquisition (SLA), bilingualism, and sociocultural variables.

EDEU 9389 - Methods of Teaching ESL in Bilingual Programs (3 graduate semester hours) Learn about best practices and resources for teaching English Language Learners within bilingual programs including print materials, games, multimedia materials, online resources, and effective short and long term lesson planning.

EDEU 9390 - Cross Cultural Issues in Educating ELLs (3 graduate semester hours) Gain deeper awareness of how one's personal attitudes, values, and beliefs about language, patriotism, culture, teaching, learning, power, privilege, and other cultural norms, values, and mores impact teaching and learning. Participants will relate these concepts to cross-cultural interactions in educational settings and explore implications about how these impact interactions with students and their families, instructional decisions, and perceptions about student performance, teaching, and learning within your professional practice.

EDEU 9391 – Methods of Teaching ESL (3 graduate semester hours) Learn about best practices and resources for teaching English Language Learners including print materials, games, multimedia materials, online resources, and effective short and long term lesson planning.

EDEU 9392 - Linguistics for ESL Teachers (3 graduate semester hours) Analyze the role language plays in society. Deepen your awareness about sounds, words, sentence structure, oral and written communication, key aspects of nonverbal communication, the history of the English language, and the evolution of language. Explore elements of linguistics relevant to second language learning and teaching English Language Learners. Similarities and difference between the structures of English and other languages with emphasis on (but not limited to) languages found in the classrooms, schools, and communities of the participants as well as those of major groups in the US will be explored.

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EDEU 9393 - Theoretical Foundations of Bilingual Education (3 graduate semester hours) Learn how historical, political, sociocultural, and educational events, policies, laws, and issues drive and affect education of linguistically and culturally diverse students in bilingual programs in schools. Learn what services and programs are to be provided to ELL students based on local, state, and federal policies and laws. Explore program delivery models and various theories of Second Language Acquisition (SLA), bilingualism, and sociocultural variables.

EDEU 9394 - Assessment of English Language Learners (3 graduate semester hours) Acquire understanding of strategies and instruments for diagnosing and evaluating learning and instruction in English and the student's home language. Focus will be on the purposes, characteristics, strengths, and limitations of teacher-made and commercial assessments used to assess acquisition of content, language and social skills in students for whom English is a new language. Strategies for reflecting on and using assessment results (data) to modify instruction will be explored along with the significance of sociological and psychological results of testing, validity, reliability, bias, scoring, and other assessment-related issues.

Middle Level Education/General Pedagogy

EDDU 9893 - Effective Middle Level Programs (3 graduate semester hours) Develop an understanding about philosophy, curriculum, and instructional methods for designing and teaching developmentally appropriate middle grades programs. Emphasis is placed on addressing the cognitive, emotional and physical development of each child, including teaching reading in the content areas (e.g., science, social sciences).

EDDU 9894 - Understand/Teach/Support Middle School Students (3 graduate semester hours) Explore educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordinating and referring students to health and social services.

Middle Level Education/Teaching Middle School Math

EDRU 9535 - Methods/Strategies for Teaching Math in Middle Grades (3 graduate semester hours) Explore best practices and strategies for teaching math in the middle grades with the depth, breadth, and rigor intended by state and NCTM (National Council for Teachers of Mathematics) standards. Emphasis is placed on problem based, interactive methods which include use of manipulatives and technology.

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