

# Spring 2021 Credit Course Offerings

Register early to prevent your preferred course from filling or canceling due to insufficient enrollment. Information: **410-777-2981**.

## EDUCATION

The following credit classes count toward degree, certificate and letter of recognition programs. Many credits will transfer to four-year colleges and universities. This spring, all education courses are offered online and list the date range only. This format is good for students who want more flexibility in their schedule. For these courses, you are not required to log in or meet at scheduled times. All essential instruction will be provided through the Canvas platform and may use other online tools, resources and activities. You must meet assignment deadlines set by your instructor.

Questions? Contact Sandy Koskovich at **410-777-2981** or **smkoskovich@aacc.edu**.

### EDU 131

#### Children's Literature - 3 cr hrs

Examine literary trends and materials for young children. Explore specific genres, curriculum issues, authors and illustrators, literature selection and teaching strategies.

**8 weeks - March 29-May 21**

200 Online

### EDU 133

#### Growth and Development - 3 cr hrs

Examine the growth and development of children from infancy through adolescence and the influence of development on the delivery of effective education programs. Learn about social, emotional, cognitive and physical development of children and the application of the theories of child development and learning to education.

*Prerequisites: EDU 111 or EDU 132 or permission of department chair.*

*Note: Course requirements include 15 hours of fieldwork, which requires an additional cost and a background check.*

**15 weeks - Jan. 25-May 21**

200 Online

201 Online

**13 weeks - Feb. 8-May 21**

202 Online

### EDU 135

#### Children's Health, Nutrition and Safety - 3 cr hrs

Discover the relationship of health, nutrition and safety to learning. Learn about proper health, nutrition, physical fitness and safety from infancy through adolescence. Examine a holistic view of children through exploration of topics such as brain research, environmental concerns, malnutrition, illness, family involvement, emergency preparedness and child abuse and neglect.

*Prerequisites: ENG 101/ENG 101A.*

**15 weeks - Jan. 25-May 21**

200 Online

**8 weeks - March 29-May 21**

201 Online

### EDU 211

#### Educational Psychology - 3 cr hrs

Discover the basic theories of learning and teaching and the application of theory to educational environments. Examine the adaptation of the concepts of behavioral, cognitive and constructivist learning theories to teaching and managing an effective learning environment. Learn about the principles of motivation, classroom management and assessment of student performance.

*Prerequisites: EDU 214, EDU 133 and passing Praxis scores or equivalent or a bachelor's degree.*

**15 weeks - Jan. 25-May 21**

200 Online

**8 weeks - March 29-May 21**

201 Online

### EDU 213

#### Strategies for Teaching Adults with Diverse Needs - 1 cr hr

Investigate and analyze a variety of learning styles, disabilities, backgrounds, and instructional strategies for meeting the needs of diverse learners. Examine topics such as brain research and multiple intelligences pertaining to teaching adults with diverse needs.

**5 weeks - March 29-May 2**

200 Online

## EDU 214

### Introduction to Special Education – 3 cr hrs

Identify the categories of special education and the characteristics of special learners. Examine the diverse needs of special education students and the application of appropriate instructional adaptations. Discuss the historical overview of special education legislation and legal issues.

*Prerequisite: EDU 133 or a bachelor's degree.*

**8 weeks – Jan. 25–March 21**

200 Online

**8 weeks – March 29–May 21**

201 Online

## EDU 215

### Principles of Instructional Assessment – 3 cr hrs

Explore the principles and concepts of educational measurement and the application of assessment measures and processes in the learning environment. Practice using various assessment techniques, interpreting assessment data and recognizing ethical issues in the assessment of learning. Discover the uses of portfolios, development of grading and scoring procedures and construction and analysis of teacher-made tests.

*Prerequisite: A bachelor's degree and seeking teacher certification or permission from department chair.*

**8 weeks – Jan. 25–March 21**

200 Online

**8 weeks – March 29–May 21**

201 Online

## EDU 216

### Technology for Educators – 1 cr hr

Survey technologies for educational learning environments. Examine the issues and challenges of making informed and creative decisions regarding the instructional use of technology. Learn about the integration of technologies to enhance the instructional process by increasing engagement and appealing to multiple learning styles.

**5 weeks – March 29–May 2**

200 Online

## EDU 230

### Educator Portfolio Development – 1 cr hr

Learn about setting the purpose of the portfolio, then selecting artifacts that support and enhance that purpose. Develop skills needed to identify, analyze and reflect on artifacts appropriate for inclusion in a portfolio, which documents accomplishments and talents. Examine the alignment and organization of artifacts to reflect growth and learning that have occurred as a result of the creation of each artifact.

**5 weeks – Feb. 8–March 14**

200 Online

## EDU 239

### Quality Parent and School Partnerships – 1 cr hr

Explores the framework of comprehensive school, family and community partnerships. Examines strategies for targeting hard to reach families. Learn about practical applications for students' individual school or for a community agency will be made.

*Prerequisite: Eligibility for ENG 101/ENG 101A.*

**5 weeks – Feb. 8 – March 14**

200 Online

## EDU 242

### Foundations of Reading and Language Arts – 3 cr hrs

Examine the theories, processes and acquisition of reading and language arts. Learn about the cognitive, linguistic, social and physiological factors involved in oral and written language development. EDU 242 is a Maryland State Department of Education approved reading course.

*Prerequisite: EDU 133 and completion of MAT 221 or MAT 222 or MAT 223, or a bachelor's degree.*

**13 weeks – Feb. 8–May 21**

200 Online

**8 weeks – March 29–May 21**

201 Online

## EDU 244

### Assessment for Reading Instruction – 3 cr hrs

Examine the techniques, processes and instruments for assessing reading performance. Learn about administration of assessment tools, interpretation of assessment data and diagnosis of reading deficiencies. Focus on the utilization of assessment data for selecting instructional methods, facilitating instructional decisions and monitoring student performance. EDU 244 is a Maryland State Department of Education approved reading course.

*Prerequisite: A bachelor's degree and seeking teacher certification or permission from department chair.*

**8 weeks – Jan. 25–March 21**

070 Th 4:30-6:30pm

*Note: Section 070 is an online/synchronous section with mandatory attendance in online class sessions every Thursday from 4:30–6:30 p.m.*

## EDU 245

### Materials for Teaching Reading – 3 cr hrs

Learn how to select and evaluate materials and resources for the effective teaching of reading. Explore the effective use of text and other media to best meet diverse reader needs. Examine the role of the parent and community in fulfilling the goals of the literacy program. EDU 245 is a Maryland State Department of Education approved reading course.

*Prerequisite: A bachelor's degree and seeking teacher certification or permission from department chair.*

**8 weeks – March 29–May 21**

200 Online

## EDU 248

### Instructional Strategies – 1 cr hr

Provides knowledge and skills specific to the use of instructional strategies and methods in the process of analyzing the teaching environment and individual student needs. Describes adaptations/accommodations or modification of instruction that will best facilitate learning and the strategies and methods associated with learning. Designed to provide skills for supporting students in regular and inclusive classrooms, resource rooms or self-contained settings.

*Prerequisite: Eligibility for ENG 101/ENG 101A.*

**5 weeks – March 29–May 2**

200 Online

## EDU 251

### Behavior Management – 1 cr hr

Learn about the causes of human behavior and refines technical skills in leading with the various behaviors of students with special needs. Develop awareness of the feelings that such behaviors around in professionals and support staff who work with these students and discover the interconnectedness of the various components that lead to a well-managed classroom.

**5 weeks – March 29–May 2**

400 Tu 5–6 p.m.

*Note: Section 400 is an online/synchronous section with mandatory attendance in online class sessions every Tuesday from 5- p.m.*

## EDU 252

### Autism Spectrum Disorders – 1 cr hr

Surveys and examines autism spectrum disorders and the characteristics related to this increasingly prevalent developmental disorder. Includes functional, sensory, cognitive, communication and social/emotional skills of school age children with autism. Provides an emphasis on school and community implications related to autism and maximizing learning through various strategies and interventions.

*Prerequisite: Eligibility for ENG 101/ENG 101A*

**5 weeks – March 29 – May 2**

200 Online

## EDU 255

### Instructional Teamwork – 3 cr hrs

Examines the theories and models of collaboration appropriate for developing partnerships that meet the needs of diverse student populations. Focuses on the application of collaboration in special services, models of consultation, teaming in the school setting and conflict management styles. Emphasizes the development of effective interpersonal problem-solving and communication skills for the professional.

*Prerequisite: Eligibility for ENG 101/ENG 101A.*

**5 weeks – March 29–May 2**

650 S 9-10:30 a.m.

*Note: Section 650 is an online/synchronous section with mandatory attendance in online class sessions every Saturday from 9-10:30 a.m.*

## EDU 259

### Assistive Technology for Students with Special Needs – 1 cr hr

Focuses on the identification of assistive technology, strategies and techniques for implementation in the educational environment for the purpose of accommodating school age individuals with disabilities. Provides techniques using assistive technology to enhance learning experiences for students with special needs.

**5 weeks – Feb. 8–March 14**

400 M 5–6 p.m.

*Note: Section 400 is an online/synchronous section with mandatory attendance in online class sessions every Monday from 5-6 p.m.*

## EDU 261

### Methods of Teaching in Secondary Education – 3 cr hrs

Explore teaching methodology for effective instruction in secondary classrooms. Practice the development of learning objectives, selection of instructional techniques and use of resources appropriate for secondary content/curricula. Learn about basic principles of classroom management and applies theories of learning and teaching to the organization and presentation of secondary lessons.

*Prerequisite: A bachelor's degree and seeking teacher certification or permission from department chair.*

**8 weeks – Jan. 25–March 21**

200 Online

## EDU 262

### Literacy in the Content Area: Part 1 – 3 cr hrs

Focuses on the interactive nature of the reading process in the content area. Examines the use of effective instructional strategies for developing content reading skill, literacy, vocabulary and concepts. Emphasizes the design of instruction that incorporates appropriate methods and materials for developing reading proficiency in the content area. EDU 262 is a Maryland State Department of Education approved reading course.

*Prerequisite: A bachelor's degree and seeking teacher certification or permission from department chair.*

**8 weeks – Jan. 25–March 21**

200 Online

**8 weeks - March 29–May 21**

201 Online

## EDU 263

### Literacy in the Content Area: Part 2 – 3 cr hrs

Discover how to implement a coherent literacy program that supports content area learning and literacy. Focuses on the use of effective instructional methods and materials in the design of reading programs to meet the diverse needs and backgrounds of students. Examines the use of technology, writing strategies and learning experiences to promote independence in content area reading.

*Prerequisite: A bachelor's degree and seeking teacher certification or permission from department chair.*

**8 weeks – Jan. 25–March 21**

200 Online

**8 weeks - March 29–May 21**

201 Online

## EDU 271

### Management Strategies in the Classroom – 1 cr hr

Examines classroom management strategies for current teachers and paraprofessionals. Emphasizes integration of effective teaching techniques with appropriate classroom strategies. Examines classroom and lesson planning, principles of effective instruction and teacher-student relationships.

**5 weeks – March 29–May 2**

200 Online



## PARENTING CAN BE TOUGH. AACC IS HERE TO HELP.

Parenting One-on-One courses are designed to allow students the flexibility to arrange parenting courses around their busy schedules and to allow for a more personalized approach. Courses are also available in Spanish. For information contact The Parenting Center at **410-777-2159** or [parenting@aacc.edu](mailto:parenting@aacc.edu).

### MANAGING ANGER IN FAMILY LIFE: ONE-ON-ONE (TPC-323)

Learn the origins of problem anger in the home. Practice methods to expressing anger. Learn to channel energy into productive thoughts, feelings and behaviors. Explore ways to develop inner peace and cultivate interpersonal skills. CEUs issued.

**Cost: \$360 includes \$22 fee.**

### SYSTEMATIC TRAINING FOR EFFECTIVE PAR- ENTING (STEP): ONE-ON-ONE (TPC-324)

Learn the principles of this parent education curriculum through individual instruction. Focus on child-rearing issues, parent-child communication and discipline methods. Gain training to improve family cooperation and lessen parent-child conflicts. CEUs issued.

**Cost: \$360 includes \$22 fee.**

### PARENTING THROUGH SEPARATION AND DIVORCE: ONE-ON-ONE (TPC-325)

Learn to shield children from the parental conflict associated with divorce or separation. Discover tools for managing anger, negotiating peacefully and creating an effective, child-focused, co-parenting plan. CEUs issued.

**Cost: \$360 includes \$22 fee.**

### THE EXPLOSIVE CHILD: ONE-ON-ONE (TPC-356)

Discover ways to direct children away from explosive episodes. Explore why traditional discipline strategies often don't work with behaviorally challenged children. Review the concepts of lagging skills and unsolved problems. Practice collaborative problem solving strategies. CEUs issued.

**Cost: \$360 includes \$22 fee.**

### RULES, ROUTINES AND RITUALS: ONE-ON-ONE (TPC-357)

Receive individual instruction on establishing rules, routines and rituals that provide the predictability and structure children crave. Discuss how relationships can be improved by creating meaningful rituals. Discover how rules, routines and rituals are linked to childhood resiliency. CEUs issued.

**Cost: \$360 includes \$22 fee.**

### **New!** IN-HOME LEARNING: TIPS AND TRICKS FOR PARENTS (TPC-362)

Learn how to support in-home learning, even without a teaching certificate. Discover resources that enrich education. Explore ways to teach life skills and build connections to create a peaceful home environment. Examine how to implement structure with realistic routines and goals. CEUs issued.

**Cost: \$360 includes \$7 fee.**

Looking for one-on-one support but don't see a course that meets your needs? Call The Parenting Center at **410-777-2159**. Our team of highly qualified parent educators can create customized programming to help parents overcome parenting challenges.





### Direct Billing Voucher for AACPS Employees

This agreement authorizes the AACPS employee named below to register for the eligible AACCC Education courses listed below. Only LDCJ educational courses are eligible for reimbursement under this agreement. Excident fees are waived for eligible courses.

By signing this form, the AACPS employee grants AACCC the right to release my/our grade for the course(s) listed below to AACPS. If the AACPS employee does not achieve the necessary grade or surpasses the reimbursement credit limitation per the appropriate negotiated agreement, AACPS will recoup the tuition payment directly from the employee via payroll deduction. The employee must be actively employed to be eligible for this program. I acknowledge that, at any time during this course, I no longer am employed with AACPS, I am responsible for all expenses relative to my course work and must pay AACPS directly.

Decisions regarding course cancellation are made up to two weeks in advance of the start date of a course and are based upon minimum enrollment requirements. It is therefore recommended that students complete and return the direct billing voucher and AACCC/TEACH Institute registration form at least two weeks in advance of the course start date.

*This form must accompany a completed AACCC/TEACH Institute registration form, and both must be submitted in person, by email, mail or fax to:*

The TEACH Institute, Anne Arundel Community College  
7009 Arundel Mills Circle, Hanover, MD 21076/AMM 309  
Fax: 410-777-4316 Phone: 410-777-2681  
Email: [s.mkoskovich@aaccc.edu](mailto:s.mkoskovich@aaccc.edu) or [teach@aaccc.edu](mailto:teach@aaccc.edu)

Employee Name: \_\_\_\_\_ Unit: \_\_\_\_\_

School/Work location: \_\_\_\_\_ Position: \_\_\_\_\_

Course Title: \_\_\_\_\_

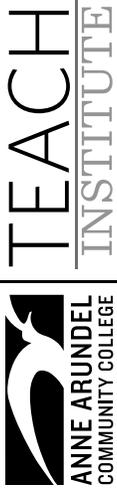
Dates: \_\_\_\_\_ Time: \_\_\_\_\_

*I understand by signing this form that if I do not achieve the necessary grade or surpass the reimbursement credit limitation per the negotiated agreement governing my unit of employment, AACPS will recoup the tuition payment directly from my payroll deduction. I grant AACCC the right to release my grade to AACPS for the purposes of tuition payment.*

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Verification of current employment: I verify that the AACPS employee named above is currently employed by AACPS at the work location stated above.

Principal/Supervisor or Designated Signature \_\_\_\_\_ Date \_\_\_\_\_



**7009 Arundel Mills Circle • Hanover, MD 21076 • www.aacc.edu/TEACH**  
 Fax: 410-777-4316 • Phone: 410-777-2981  
 Email: teach@aacc.edu

**AACPS CONTRACT CREDIT REGISTRATION FORM**

AACC ID# \_\_\_\_\_ TERM: \_\_\_\_\_ YEAR: \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Initial \_\_\_\_\_

Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone  Home  Business  Cell  Home  Business  Cell  Email address \_\_\_\_\_

Program of Study (Major) or  Non-degree seeking \_\_\_\_\_

Action:	Department	Course Number	Section Number	Title	Credit Hours	Start Date	Days of Week	Time	Location
Register	EDU	111	010	Sample Course	3	8/25	MWF	7-7:50 pm	HUM 116
	EDU								
	EDU								
	EDU								

I request the course(s) indicated above. I understand that by signing this form that if I do not achieve the necessary grade or surpass the reimbursement credit limitation per the negotiated agreement governing my unit of employment that AACPS will recoup the tuition payment directly from my pay via payroll deduction. **I am granting AACPS the right to release my grade to AACPS for the purposes of tuition payment.** By proceeding with this registration I agree to abide by the Academic Integrity Policy and all other college policies as cited in the college catalog.

**Student's Signature (required)** \_\_\_\_\_ **Date** \_\_\_\_\_

This form must be accompanied by a completed Direct Billing Voucher for AACPS Employees.

**Director or Assistant Director TEACH Institute** \_\_\_\_\_ **Date** \_\_\_\_\_

Notice of Nondiscrimination: AACPS is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30 days' notice. For information on AACPS's compliance and complaints concerning sexual assault, sexual misconduct, discrimination or harassment, contact the federal compliance officer at 410-777-1239 or complianceofficer@aacc.edu, the Title IX coordinator at 410-777-2256, or Maryland Relay 711. 3/18