



Long Island Learning  
Institute for Educators

SEPTEMBER 2019 - SEPTEMBER 2020

# Online Course Catalogue

## In-Service, Graduate & Coaching

## A Message from the Long Island Learning Institute for Educators, LLC

Educators today are under tremendous pressure. Federal, state, and local standards, as well as school report cards and media commentary have become critical components in the school community. The Long Island Learning Institute for Educators, LLC is an organization that was founded by practicing teachers who face the same 21st century challenges as those who enroll in our courses. LILIE was formed to be an educator's tool to meet the challenges of ensuring student success. LILIE courses are designed to complement professional development plans, district strategic plans, and the current educational issues of all involved in the educating of our youth. We pride ourselves in providing meaningful courses that are realistically applicable and beneficial in the classroom. It is our goal that each teacher who participates in our classes, exits with practical knowledge and new teaching insights and/or methods that can be successfully applied to his or her classroom.

CHECK OUT OUR  
CHALKBOARD PAGE ONLINE AT

 [www.lilieonline.com](http://www.lilieonline.com)

FOR UPDATED COURSES  
AND INFORMATION

For detailed information  
regarding GRAD course  
offerings and costs please  
visit [www.lilieonline.com](http://www.lilieonline.com)  
and click on the GRAD  
information link.

The Long Island Learning Institute for  
Educators, LLC is a proud provider  
of professional services through ESBOCES  
Model Schools program and NYC ASPDP.  
For more information please visit  
[www.lilieonline.com](http://www.lilieonline.com)

Register Online  
[www.lilieonline.com](http://www.lilieonline.com)

Contact us for details at:  
[questions@lilieonline.com](mailto:questions@lilieonline.com)  
(631) 696-5454

Calendar of Courses .....	page 4-5
In-Service and Graduate	
Course Descriptions .....	pages 6-17
Coaching Course Descriptions .....	page 18

Register  
electronically at  
[www.lilieonline.com](http://www.lilieonline.com)

Kindly visit our secure site online at [www.lilieonline.com](http://www.lilieonline.com) to register for all courses listed in this catalog as well as find additional information regarding the various courses we offer.

Registrations require a \$50.00 non-refundable, but transferable deposit. Transferability is voided if enrollee is dropped or chooses to drop due to failure to meet course requirements.

### CERTIFICATE OF COMPLETION

Teachers/enrollees are required to complete a log attesting to a minimum of 45 hours of course work. This log will be evaluated and approved in order for a teacher/enrollee to earn a certificate of completion.

### ATTENDANCE POLICY

100% Attendance (internet participation) is required in order to receive a certificate of completion. No exceptions will be made.

### COURSE LOADS

Please note that all courses require ample time, attention and commitment and it is therefore recommended that you plan your course schedule accordingly. To provide teachers with the benefits of such rigorous and meaningful coursework, L.I.L.I.E., LLC recommends that no more than 2 courses be taken in any one month while enrollees are working full time during the academic year. In addition, it is advised that teachers consult with their district's policies regarding such matters.

Registrants failure to comply with minimum requirements are automatically withdrawn from course and may not be notified nor refunded.

# CALENDAR OF COURSES

## — SEPTEMBER 2019 —

The Autism Spectrum  
(GRAD - MANHATTAN COLLEGE)

Tech Effects on Student  
Behavior and Learning  
(GRAD - BRANDMAN UNIV.)

Effective Strategies for  
the Dual Language  
and Bilingual Learner  
(GRAD - MANHATTAN COLLEGE)

Teaching Social Responsibility  
(GRAD - BRANDMAN UNIV.)

Philosophy\*  
Theory & Techniques\*

## — OCTOBER —

Writing as a Tool to Promote  
Advanced Thinking in All Students  
(GRAD - MANHATTAN COLLEGE)

**(NEW!)** Growing the Critically Conscious Classroom  
(GRAD - BRANDMAN UNIV.)

The Adolescent Brain & Behavior  
(GRAD - BRANDMAN UNIV.)

The Capstone and Project Based Assessment  
Movement (GRAD - BRANDMAN UNIV.)

The New Civil Rights Era Within  
Our Classrooms: Embracing the LGBTQ  
Student (GRAD - MANHATTAN COLLEGE)

Anxiety Disorders & Students Today:  
What Teachers Can Do  
(GRAD - BRANDMAN UNIV.)

Philosophy\*  
Health Sciences\*

## — NOVEMBER —

The Good & Bad of Social Media:  
Function, Psychology & Usefulness  
of Social Media in our Students  
& Classrooms Today  
(GRAD - BRANDMAN UNIV.)

Supporting English Language Learners  
(GRAD - MANHATTAN COLLEGE)

Habits of Mind: Elements of Students Success  
(GRAD - BRANDMAN UNIV.)

Building Productive and  
Enduring Educational Partnerships  
(GRAD - BRANDMAN UNIV.)

Constructivism Applied in the Classroom  
(GRAD - MANHATTAN COLLEGE)

**(NEW!)** Elevating Learning Objectives  
& Instructional Planning  
(GRAD - MANHATTAN COLLEGE)

Philosophy\*  
Theory & Techniques\*

## — DECEMBER —

Combating the Effects of Poverty on  
Student Learning (GRAD - BRANDMAN UNIV.)

Integrated Co-Teaching in an Inclusion  
Classroom (GRAD - BRANDMAN UNIV.)

Teaching Gifted Students  
(GRAD - MANHATTAN COLLEGE)

Cooperative Learning  
Structures and Strategies  
(GRAD - MANHATTAN COLLEGE)

Using Google in the Classroom to  
Expand Learning & Connections  
(GRAD - BRANDMAN UNIV.)

Close Reading: Strategies to Mine Meaning  
(GRAD - MANHATTAN COLLEGE)

Health Sciences\*

## — JANUARY 2020 —

The Humanistic Approach to Education  
(GRAD - BRANDMAN UNIV.)

Students with ADHD  
(GRAD - BRANDMAN UNIV.)

Effective Classroom Management  
(GRAD - BRANDMAN UNIV.)

21st Century Classroom Technologies  
(GRAD - MANHATTAN COLLEGE)

Principles & Practices  
in Special Education  
(GRAD - MANHATTAN COLLEGE)

**(NEW!)** Bilingual Education from  
Theory to Practice  
(GRAD - MANHATTAN COLLEGE)

Philosophy\*  
Theory & Techniques\*

## — FEBRUARY —

Embracing Diversity  
(GRAD - BRANDMAN UNIV.)

Peaceful Schools:  
Easing Stress and Depression  
(GRAD - MANHATTAN COLLEGE)

The Autism Spectrum  
(GRAD - MANHATTAN COLLEGE)

Interactive Notebooks &  
Other Note-Taking Strategies  
(GRAD - BRANDMAN UNIV.)

Strategies for the Struggling Student  
(GRAD - BRANDMAN UNIV.)

Cyberbullying & Internet Safety  
(GRAD - BRANDMAN UNIV.)

Reading Strategies for All Teachers  
(GRAD - MANHATTAN COLLEGE)

Philosophy\*  
Health Sciences\*

\*Coaching Courses - The coaching courses may now be taken as graduate courses by employed public schools teachers as a professional development option. Please note that these graduate courses cover the NYSED coaching requirement for non PE teachers wishing to coach, but are NOT affiliated with a Manhattan College degree program.



# CALENDAR OF COURSES

## — MARCH —

- Effective Strategies of the Dual Language and Bilingual Learner (GRAD - MANHATTAN COLLEGE)
- (NEW!)** Faiths within Our Multicultural and Diverse Classrooms (GRAD - BRANDMAN UNIV.)
- Infusing Rigor into your Classroom (GRAD - MANHATTAN COLLEGE)
- Building a Positive School Culture (GRAD - MANHATTAN COLLEGE)
- Creating a Successful Classroom for Children with Disabilities (GRAD - BRANDMAN UNIV.)
- Writing as a Tool to Promote Advanced Thinking in All Students (GRAD - MANHATTAN COLLEGE)
- (NEW!)** Social Emotional Learning in the K-12 Classroom (GRAD - BRANDMAN UNIV.)
- Philosophy\* Theory & Techniques\*

## — APRIL —

- Instructional Needs of Neuro Diverse Students (GRAD - MANHATTAN COLLEGE)
- Blended Learning: An Introduction (GRAD - BRANDMAN UNIV.)
- Supporting Students in Crisis (GRAD - BRANDMAN UNIV.)
- The Dyslexic Mind (GRAD - MANHATTAN COLLEGE)
- The New Civil Rights Era Within Our Classrooms: Embracing the LGBTQ Student (GRAD - MANHATTAN COLLEGE)
- Whole School, Whole Community, Whole Child (GRAD - BRANDMAN UNIV.)
- (NEW!)** Growing the Critically Conscious Classroom (GRAD - BRANDMAN UNIV.)
- Health Sciences\* Philosophy\*

## — MAY —

- (NEW!)** Displaced Students and the Educational Impact of Homelessness (GRAD - BRANDMAN UNIV.)

## — MAY (CONTINUED) —

- Instructional Strategies for Special Education (GRAD - MANHATTAN COLLEGE)
- Tech Effects on Student Behavior and Learning (GRAD - BRANDMAN UNIV.)
- (NEW!)** Managing the Culturally Responsive Classroom (GRAD - MANHATTAN COLLEGE)
- Effective Feedback (GRAD - BRANDMAN UNIV.)
- Classroom Strategies of Differentiated Learning (GRAD - MANHATTAN COLLEGE)
- The Good and Bad of Social Media (GRAD - BRANDMAN UNIV.)
- Philosophy\* Theory & Techniques\*

## — JUNE —

- Building Productive and Enduring Educational Partnerships (GRAD - BRANDMAN UNIV.)
- Combating the Effects of Poverty on Student Learning (GRAD - BRANDMAN UNIV.)
- Dangerous Trends in Adolescent Behavior (GRAD - BRANDMAN UNIV.)
- Overview of Learning Disabilities (GRAD - MANHATTAN COLLEGE)
- Proactive Discipline Classroom Culture: Ensuring high achievement through pro-active discipline structures (GRAD - MANHATTAN COLLEGE)
- Supporting English Language Learners (GRAD - MANHATTAN COLLEGE)
- Stem and The New Generation (GRAD - MANHATTAN COLLEGE)
- Health Sciences\* Philosophy\*

## — JULY —

- (NEW!)** Elevating Learning Objectives & Instructional Planning (GRAD - MANHATTAN COLLEGE)
- Cultivating Student Leadership (GRAD - BRANDMAN UNIV.)
- (NEW!)** Social Emotional Learning in the K-12 Classroom (GRAD - BRANDMAN UNIV.)
- Embracing Diversity (GRAD - BRANDMAN UNIV.)

## — JULY (CONTINUED) —

- (NEW!)** Faiths within Our Multicultural and Diverse Classrooms (GRAD - BRANDMAN UNIV.)
- Addiction Awareness: Knowing Your Students (GRAD - BRANDMAN UNIV.)
- Academic Vocabulary Infusion (GRAD - MANHATTAN COLLEGE)
- Using Google in the Classroom to Expand Learning & Connections (GRAD - BRANDMAN UNIV.)
- Health Sciences\* Philosophy\* Theory & Techniques\*

## — AUGUST —

- Anxiety Disorders & Students Today: What Teachers Can Do (GRAD - BRANDMAN UNIV.)
- (NEW!)** Bilingual Education: From Theory to Practice (GRAD - MANHATTAN COLLEGE)
- The Self Driven Learner and Motivational Strategies (GRAD - MANHATTAN COLLEGE)
- Changing Minds: Using Growth Mindset to Encourage Student Development (GRAD - BRANDMAN UNIV.)
- Effects of Mind Body Connection (GRAD - MANHATTAN COLLEGE)
- Media Literacy Education: Skills and Strategies Determining the Reliability of Sources (GRAD - MANHATTAN COLLEGE)
- Health Sciences\* Philosophy\* Theory & Techniques\*

## — SEPTEMBER 2020 —

- (NEW!)** Displaced Students and the Educational Impact of Homelessness (GRAD - BRANDMAN UNIV.)
- STEAM Education (GRAD - BRANDMAN UNIV.)
- Computer Utilization & Literacy (GRAD - MANHATTAN COLLEGE)
- The Humanistic Approach to Education (GRAD - BRANDMAN UNIV.)
- Teaching with Graphic Organizers (GRAD - BRANDMAN UNIV.)
- Philosophy\* Theory & Techniques\*

\*Coaching Courses - The coaching courses may now be taken as graduate courses by employed public schools teachers as a professional development option. Please note that these graduate courses cover the NYSED coaching requirement for non PE teachers wishing to coach, but are NOT affiliated with a Manhattan College degree program.

## Online Courses

Online courses are 3 credit/45 hours and will be conducted via the LILLIE website at [www.lillieonline.com](http://www.lillieonline.com). Courses will run for one month, and teachers will be required to log into their class throughout each week. Questions or comments should be e-mailed to [questions@lillieonline.com](mailto:questions@lillieonline.com). After registering/enrolling online, participants will receive an automatic reply from LILLIE confirming registration, providing directions for accessing course(s) and alike.

### 21st Century Classroom Technologies

Course #: EDPD 634 Instructor: Liz Scott-Pothier  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

**Objective:** 21st Century Technology Instruction will explore the changing dynamics of new technologies and next generation education (Learning 2.0). The Common Core Curriculum and the increase of “user generated content” require students to hone their critical thinking skills of collaboration, creativity, research and technological skills. Instructional strategies will include (but are not limited to) topics such as the impact and use of social media, podcasts, blogging, electronic white boards, smart phones, video-on-demand, internet use and websites as well as other aspects of the digital media. Teachers will ultimately explore the how and when to include technology in order to broaden the spectrum of instructional strategies and enhance lesson plans.

*January 1-28, 2020*

### Academic Vocabulary Infusion

Course #: EDPD 618 Instructor: Jennifer DeCollibus  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

**Objective:** Shift 6 for the CC focuses on Academic Vocabulary and the needs for students to consistently build upon their vocabulary to access the complex texts they will be charged with mastering in their various courses. Through an interdisciplinary analysis of the content areas, this course will explore vocabulary that relates to all content areas and its connection to student success as well as cover the goals of the shift, movement from esoteric literary terms to pivotal terms found in complex texts and assessments and how to infuse such into both instruction and content.

*July 1-28, 2020*

### Addiction Awareness: Knowing Your Students

Course #: EDDU 9495 Instructor: Kysten Ellison-Martin  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

**Objective:** Like adults, children develop addictions that may interfere with their social and academic development. Through the information provided in this class, teachers will be given the tools to help support staff identify students suffering from an addiction. An overview of the different types of addictions, symptoms, and preventative methods will be discussed. Materials and will also include methods teachers can implement when planning to support their students academically and help them cope with their addictions.

*July 1-28, 2020*

### Anxiety Disorders & Students Today: What Teachers Can Do

Course #: EDNU 9654 Instructor: Allison Jahn  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

**Objective:** Throughout this course, educators will understand the various forms of anxiety that exist today. Many anxiety disorders consume our students and distract them from learning and achieving while in school. Participants will understand the signs and symptoms kids often display as well as the co-disorders that commonly lead to or are a result of this ever-powerful emotional disorder. We will study the history and development of labeled anxiety disorders, how they are recognized in our schools, understanding/recognizing the symptoms and the impact on education. Further, course participants will be trained on classroom management techniques and learn ways to assist students in need and in an anxiety crisis.

*October 1-28, 2019  
August 1-28, 2020*

### Bilingual Education - From Theory to Practice

Course # TBA Instructor: Mihaela Kuhnle  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE



**Objective:** This course is designed to prepare bilingual, ESOL, and interested mainstream teachers to successfully work with English Language Learners, in the context of bilingual/ESL programs. It includes the study of the historical, psychological, social, cultural, political, theoretical, and legal foundations of bilingual education programs in the United States. Participants will examine different bilingual program models and will explore and implement effective research-based strategies of instruction in the main content areas. Communication with parents and families, concerning students' academic and social outcomes will be highlighted.

*January 1-28, 2020  
August 1-28, 2020*

## Blended Learning: An Introduction

Course # EDDU 9984 Instructor: Hal Kench  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

**Objective:** Blended learning (aka Flipped Classroom) is the practice of combining online learning and resources with traditional face to face classrooms. In a traditional classroom, the instructor would lecture about material, then assign students homework on that same material. The flipped classroom provides students with the digital lecture material and resources beforehand (videos, lessons, handouts, etc...), and then uses the valuable face to face time in the classroom to work on homework/activities. The benefits to this method of teaching is that students can work at their own pace with the online components of the lesson, and then have more one on one time with the instructor to clarify any points of difficulty. This model also gives students who are confident in the material a chance to peer mentor their struggling classmates.

This course will teach you how to combine course materials into an easy to navigate online digital portfolio, and “flip” your classroom!

*April 1-28, 2020*

## Building a Positive School Culture

Course # EDPD 665 Instructor: Cathy Carella-Dean  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

**Objective:** School Culture refers to the values, beliefs, norms, and rituals that make up a school’s “persona”. This course will examine the specifics of what school culture is and how it impacts student outcomes. Participants will understand the role they have in sustaining or changing school and classroom culture. Additionally, participants will analyze the effects that Positive Behavior Interventions & Supports (PBIS) and Professional Learning Communities (PLC) have in shaping a positive school culture. Participants will create, collaborate on, and share out action plans that will ultimately lead to increased opportunities to move along the continuum of positive school cultures.

*March 1-28, 2020*

## Building Productive and Enduring Educational Partnerships

Course # EDAU 9759 Instructor: Catherine Carella-Dean  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

**Objective:** Educational partnerships take form when stakeholders come together for the sake of enhancing the good of the school and for improving student outcomes. Partners include students, educators, parents, community members, and others who have an interest in promoting lifelong learning. This course will examine the specifics of how educators can forge ahead with building productive and enduring partnerships that will serve to benefit their students now and in the future. This course will explore research-based rationales for building partnerships and it will analyze best practices for creating and sustaining bonds with various educational partners. Participants will learn how to develop strategies and action plans that engage all partners in collaborative efforts that help students achieve their full potential now and in their lives.

*November 1-28, 2019*

*June 1-28, 2020*

## Changing Minds: Using Growth Mindset to Encourage Student Development

Course #: EDDU 9506 Instructor: Jennifer DeCollibus  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

**Objective:** The image of a successful person can vary from one individual to the next; however, upon closer inspection those who succeed share a common quality: their mindset. This course will examine how teachers have the ability to positively impact their own lives as a result of mindset, but equally important, how students can benefit from a growth mindset culture. Participants will discover what mindsets are and how they affect the classroom, specific ways to cultivate this culture, the role of critical thinking, a fixed mindset or a growth mindset, ways to change mindsets, and ultimately, a new way of thinking that can transform students’ learning experiences.

*August 1-28, 2020*

## Classroom Strategies of Differentiated Learning

Course #: EDPD 615 Instructor: Jennifer DeCollibus  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

**Objective:** This instructional course will focus on the applied classroom practice of differentiated instruction theory. Teachers will research and evaluate the specific methodologies of differentiation in terms of organization and management, and modify and or design lessons relevant to their specific content area and grade level. Specific elements of differentiation covered in the course include tired lesson planning, homework choice boards, flexible grouping, project based-learning, formative assessment, and other facets in consideration of student learning styles, interest, or readiness level.

*May 1-28, 2020*

## Close Reading: Strategies to Mine Meaning

Course #: EDPD 644 Instructor: Jennifer DeCollibus  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

All teachers are working to implement the Common Core Learning Standards and share in the responsibility of literacy instruction; however, many are presented with the additional challenge of correctly teaching the skills of close reading. The CCLS emphasize closely reading a text through the process of reading, re-reading, and analyzing with the purpose of accurately understanding it at a deeper level. Students are expected to examine texts, evaluate author’s craft and purpose, text structure, and recognize patterns and significant details to ultimately reach a more in depth comprehension of a whole text. This course will provide the foundation of what close reading is, how to teach it, and the opportunity to develop activities that foster the application of this skill. Participants will complete this course with the essential framework for close reading that will help create life-long independent critical thinkers and readers.

*December 1-28, 2019*



## Combating the Effects of Poverty on Student Learning

Course #: EDDU 9989 Instructor: Kerri Coudrey  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: One in five American children under the age of 18 live in poverty making the effects on students' well-being and academic success vast. As educators, must delve in to understand it and how to best combat its effects on our students and classrooms. This course will explore the reasons poverty impacts our students, the ramifications on their personal lives, self-esteem and academic progress. Awareness, strategies and outreach opportunities educators can put into practice to support the students will be provided, assessed and ultimately implemented by those participating in this course. The end product of this class are well-versed educators that understand the impact poverty has on our students, can identify such and put into practice strategies that will minimize the struggles our students face and help lead them to more robust levels of success. Participants will be asked to create and implement the strategies as well to provide feedback, evaluation and participate in an anonymous case study to make the skills and information learned as useful and beneficial to our daily instruction and lives of our students.

*December 1-28, 2019*  
*June 1-28, 2020*

## Computer Utilization & Literacy

Course #: EDPD 610 Instructor: Hal Kench  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: This is a course designed to introduce educators to the vast, useful, FREE resources available on the internet, and various web quests. We'll be exploring credible educational web sites such as PBS Learning Media, Teachers Domain, NOVA, Frontline, Design Squad and American Experience, and introduce the important information found on the NYSED web site. We will also delve into the resources available at Google Docs, Sheets, and Slides. These are productivity apps that let you create different kinds of online documents, work on them in real time with other people, and store them in your Google Drive online — all for free. You can access the documents, spreadsheets, and presentations you create from any computer, anywhere in the world. Participants will discover simple ways to align current and future lessons with CCLS and State Standards, create sample assessments and unit plans tailored toward content, receive an overview of the dangers the internet may pose to students. This course will provide teachers and administrators, at all levels and in all subject areas, with strategies for developing and implementing the use of current and near future computer technology in education as well as explore creative techniques to build into and enhance their existing curriculum. Devising programs and materials for their own classrooms and schools in support of their teaching will also be covered. Little or no prior computer experience is needed.

*September 1-28, 2020*

## Constructivism Applied in the Classroom

Course #: EDPD 626 Instructor: Liz Scott-Pothier  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: The constructivist theory course reviews this theory as it applies to teaching strategies and the curriculum. The course will examine the theories as they connect to lesson planning, question techniques, unit and lesson creation, testing, differentiation, common core, professional review as well as other facets of the teaching profession.

*November 1-28, 2019*

## Cooperative Learning Structures and Strategies

Course #: EDPD 601 Instructor: Valerie Fiano  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE

Objective: The cooperative learning and learning structures course offers educators and an opportunity to become proficient in social learning theory, project based learning as well as the elements involved in creating and structuring cooperative learning groups and teams in their classrooms. Ultimately, teachers will exit the course with concrete lessons that may be implemented in their classrooms

*December 1-28, 2019*

## Creating a Successful Classroom for Children with Disabilities

Course# EDDU 9986 Instructor: Kysten Ellison-Martin  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. This course will focus on the various types of disabilities, how each disability may impact student learning, the accommodating classroom environment, accessing resources, and explore ways to use this information to better meet the needs of our developing students.

*March 1-28, 2020*



## Cultivating Student Leadership

Course # EDAU 9757 Instructor: Catherine Carella-Dean  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: The principles of student leadership are rooted in the belief that a drive to benefit the greater good lends itself to establish, harness, and achieve a common purpose. Educators are in a unique position to identify and cultivate the leadership qualities in all of their students. This course will give participants the tools to identify the leadership characteristics that their individual students possess. This course will impart knowledge about how to design and implement lesson plans and action plans that provide ongoing, structured student leadership opportunities. Additionally, participants will learn how to inspire and steward student leaders into broader community initiatives and activism.

*July 1-28, 2020*

## Cyber Bullying and Internet Safety

Course #: EDKU 9825 Instructor: Hal Kench  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: Internet safety and the rise of Cyber bullying are two serious educational concerns that are affecting the school community. The goal of this course is to educate teachers on the issue of internet safety and how teachers may contribute the development of a cyber-smart student as well as promote internet safety through instruction.

*February 1-28, 2020*

## Dangerous Trends in Adolescent Behavior

Course #: EDDU 9020 Instructor: Colette Tarantino  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: The Dangerous Trends in Adolescent Behavior course will provide educators with insights into ways children and adolescents engage in self-destructive behaviors. Teachers will be educated on current trends such as the choking game, extreme eating disorders, secret cutting, and behaviors associated with OCD. Ultimately teachers will be versed in identifying warning signs and the various support available to help their students who suffer due to self-destructive behavior.

*June 1-28, 2020*

## Displaced Students and the Educational Impact of Homelessness

Course# TBA Instructor: Thomas Fabian  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE



Objective: The number of homeless, or displaced, students has been consistently increasing over the past several years. In fact, in NYC alone, that number has reached a record high where nearly 1 in 10 students have been considered homeless at some point. Understandably, this living situation can have an extreme impact on a child's education. This course will discuss a topical overview of the McKinney-Vento Act as it relates to the classroom, common misconceptions of the definition of homelessness, some of the challenges that displaced students face, tips to communicate with the families of displaced students, and strategies to accommodate for this group's diverse academic needs.

*May 1-28, 2020  
Sept 1-28, 2020*

## Effective Classroom Management

Course #: EDCU 9006 Instructor: Valerie Fiano  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: In this course participants will gain a full understanding in the important of classroom management and how it is necessary and can affect student success. The most important aspect of education is the classroom environment maintained and set-forth by the teacher - this course will cover in details various strategies and tools a teacher can use to create an effective classroom environment, such as how to set expectations for behavior, modeling these behaviors within the classroom, arrangement of the classroom, the importance of student praise and acknowledgement, how to implement appropriate consequences, and monitoring students' academic work.

*January 1-28, 2020*

## Effective Feedback

Course #: EDCU 9041 Instructor: Liz Scott-Pothier  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: An important aspect of successful classroom instruction is the teacher's ability to give effective feedback to his or her students. This course will explore the various methods and techniques of feedback, types of feedback including oral and written, and the use of adjusting feedback practices for the different types of learners.

*May 1-28, 2020*



## Effective Strategies for the Dual Language and Bilingual Learner

Course #: EDPD652 Instructor: Valerie Fiano  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE

Objective: This course will highlight the specific structure of the Dual Language and Bilingual classrooms. Strategies and best teaching practices will be discussed in order to promote student success. Each week will highlight a specific idea. 1. Effective features of instruction. 2. How to promote literacy and strategies 3. Assessment of these learners and programs. 4. Community and parent involvement. In addition, students are encouraged to participate in the complimentary course Differentiating the World Language Classroom, which will further delve into the techniques all can incorporate to meet the needs of these highly diverse learners.

*September 1-28, 2019*  
*March 1-28, 2020*

## Effects of the Mind Body Connection

Course #: EDPD 631 Instructor: Kysten Ellison-Martin  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE

Objective: The “Mind-Body Connection” has a profound effect on an individual’s learning. The mind-body connection can be explained as the physical and mental connection between our existence and how we perceive the world. Some researchers believe that the mind is a result of electrical activity in the brain. Others believe the mind exists outside of the body and affects the brain, causing the electromagnetic activity that we can observe with technology. This course will focus on Contemporary Mind-body Perspectives, the Emotion’s Effect on the body, how the mind and body are functionally inseparable, how thought affects physiology, how to harness the power of positive attitude, unconscious and conscious awareness, responsibility and creative intelligence, core beliefs and seed thoughts, emotion and the body’s language, mental projections and expectations, interpersonal versus intrapersonal communication, body messages, technological feedback, brain- body integration, how the brain and body communicate, the stress response, the relaxation response, the subconscious mind and behavior, how exercise, physical fitness, nutrition and sleep affect learning, how a healthy body fosters a healthy mind, and how to improve the capacity to learn.

*August 1-28, 2020*

## Elevating Learning Objectives and Instructional Planning

Course #TBA Instructor: Kerri Coudrey  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE



Objective: The best educators often make teaching look effortless because they focus on the process of learning and a growth mindset rather than content alone. This course is designed to help educators of all levels, from the new teacher to the experienced one, understand the nuances of crafting thoughtful and powerful lessons and in turn deliver powerful lessons that are engaging, meaningful and with measurable outcomes. Designing meaningful lessons is essential to both the teaching process and the learning process. Lesson planning needs to be thoughtful and strategic, as it encourages student responsibility for learning. Instructional planning is the blue print that addresses the specific learning needs of students and how best to structure learning to help students achieve and demonstrate their understanding in multiple ways.

Through a cycle of learning, participants will be taught the theory and objective of instructional planning, the language to both provide and assess depths of knowledge and thinking, opportunities to craft and pilot such lessons in their own instructional practices or school and ways to better modify and deliver such powerful lessons. Participants in this course will exit with the depth of understanding needed to actively create their own lessons that challenge, inspire and meets the various needs of all learners in their care.

*November 1-28, 2019*  
*July 1-28, 2020*

## Embracing Diversity

Course # EDDU 9924 Instructor: Valerie Fiano  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

Objective: In this course participants will gain a thorough understanding and respect for racial and multicultural diversity as it relates to education, family life, specific customs, and community. As our society becomes more and more diverse it is especially important for educators in all areas of education to have knowledge about various cultures in order to ensure that we can work with these students effectively and help them to become successful learners. Additionally, participants will learn ways to infuse cultural diversity into their classroom environment so that all students are welcome, feel comfortable, and confident within the learning environment.

*February 1-28, 2020*

*July 1-28, 2020*

## Faiths within Our Multicultural and Diverse Classrooms

Course #EDUU 9979 Instructor: Carmella Currao-McAlvaey  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE



Objective: Whether you are walking down a city street, visiting a school classroom or working in a busy office you will come in contact with the many faces, languages, customs and modes of dress of today's rich multicultural world. Religious beliefs and practices underpin how these diverse peoples present themselves in their daily lives, and this includes the classroom. This course will explore the basics of the world's major religions and how this affects the daily lives of those who practice them. It will also explore the nature of a multicultural classroom, and how this impacts teaching and learning. The course will discuss challenges the teacher may meet, as well as strategies that can be used. You will learn to plan lessons taking into consideration the varying cultural backgrounds and beliefs of today's students.

*March 1-20, 2020*

*July 1-28, 2020*

## Growing the Critically Conscious Classroom



Course #:EDDU 9949 Instructor: Valerie Fiano  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

Objective: What is critical consciousness? In this course, participants will learn about a theory first documented by Paulo Freire and now becoming the forefront in education as we start to have an increasingly culturally diverse population of students in our classroom. The need to empower all students and engage them in not only in the classroom but in their communities as well has become extremely important in long-term success. Participants will learn and implement various instructional practices related to growing a more critically conscious classroom including but not limited to opening up the dialogue with students in regards to social justice issues in class discussions, various questioning techniques in order to see various perspectives, differentiating instruction and assessments in order to give opportunities for all students to demonstrate understanding, and to lead students in challenging and examining texts, social interactions and situations.

*October 1-28, 2019*

*April 1-28, 2020*

## Habits of Mind: Elements of Students Success

Course #: EDLU 9161 Instructor: Valerie Fiano  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

Objective: The Habits of Mind course will allow teachers of all content areas, grade levels, and experience to examine the educational philosophy behind habits of mind that have been linked to the optimal success of students. Participants will look at all sixteen successful student behaviors in detail and determine how to promote these behaviors in their classroom practice.

*November 1-28, 2019*

## Infusing Rigor into your Classroom

Course #: EDPD 633 Instructor: Liz Scott-Pothier  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: Participants in this course will examine ways they can create meaningful, challenging instruction that provides opportunities for higher level thinking in their students. By approaching personal teaching practices with the goal of increasing levels of rigor and relevance student achievement will increase. Educators will explore resources and develop teaching strategies that can be incorporated immediately across content areas, grades, and subjects to provide challenging and significant learning experiences in their classrooms.

*March 1-28, 2020*

## Integrated Co-Teaching in an Inclusion Classroom

Course #: EDDU 9826 Instructor: Valerie Capriotti  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

Objective: The inclusive classroom is one that welcomes all and provides focused differentiated instruction to not only meet the needs of a unique special education population but also challenge those in the mainstream. This course will not only discuss the various models for inclusion but provide all teachers with concrete strategies to incorporate into their daily instruction that will help and empower all students in both the academic setting as well as social. Special emphasis will be placed on exploring and implementing the talented and expert techniques used by successful inclusion classrooms that can be easily translated into any class.

*December 1-28, 2019*



## Interactive Notebooks and other Note-taking Strategies

Course #: EDDU 9327 Instructor: Liz Scott-Pothier  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

Objective: Teach your students how to improve critical thinking, increase creativity, and become better organized. Research has shown that personalization, relevance, and using both visual and linguistic intelligences facilitates learning while increasing student achievement and success. Participants in this course will learn: the value of interactive note-taking, strategies to develop right and left brain thinking in their students and how to provide opportunities for information processing and differentiated learning including suggestions for how to make an interactive student notebook

*February 1-28, 2020*

## Instructional Needs of Neuro Diverse Students

Course #EDPD 635 Instructor: Colette Tarantino  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: In embracing such unique attributes as the learning styles, cultures, and family dynamics of students. An exciting and new horizon is the undeniable benefits of also understanding and adapting to students' neurodiversity, a skill all teachers must embrace and flourish. Neurodiversity includes, but may not be limited to, learning disabilities, attention deficit hyperactivity disorder, autism, intellectual disabilities, and emotional and behavioral disorders. Teachers' expertise in understanding how such neurodiversity impacts learning and development of the student can surely ensure a positive environment in which all can thrive in the classroom. This course will focus on the characteristics of the various neurodiversities, strategies for each that can be used to teach and progress students, the benefits of such strategies and exercises for both the neurodiverse and neurotypical students as well as information and discussions on how to support the parents of such students.

*April 1-28, 2020*

## Instructional Strategies for Special Education

Course #EDPD 653 Instructor: Colette Tarantino  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: This course is designed for both the regular education teacher and the special education teacher. Participants will focus on how to provide brain-based instruction for students with learning disabilities in the regular education and special education classroom. Teachers will learn how to plan for their instruction to provide for cognitive strategy instruction allowing students with special needs the opportunity to "learn how to learn." In addition, behavior modification strategies that work to limit student frustration and increase participation and motivation will be addressed. Overall participants will exit the course with a better understanding of how to create and modify lessons with their special education students in mind.

*May 1-28, 2020*

## Managing the Culturally Responsive Classroom



Course # TBA Instructor: Valerie Fiano  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: As cultural diversity increases in our schools – it is imperative that we adjust the way in which we manage our classrooms. In a comprehensive, and practical course participant will learn how why today's classrooms are best managed through valuing culturally responsive engagement and what they can do in their classrooms for both students and teachers to flourish. Participants will begin by reflecting upon their current management styles and will begin to implement changes that support students of all cultural backgrounds. Several specific strategies and techniques will be introduced for a variety of classroom environments and situations. Highlights will include how to modify response to student behavior, reward systems, small and whole group communication skills, enhancing parent-teacher collaboration and student-teacher communication to name a few. All strategies will be implemented and then shared among all participants and instructor for detailed feedback and suggestions.

*May 1-28, 2020*

## Media Literacy Education: Skills and Strategies for Determining the Reliability of Sources

Course #: EDPD 657 Instructor: Liz Scott-Pothier  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: Standing between kids and the onslaught of fake news is the educator. Many of today's media outlets are filled with cleverly delivered and phrased misinformation making it dire for students to be critical thinkers in order to be able to spot that misinformation. This course will assist teachers in developing specific content-based lessons that will empower students to apply the strategies and analysis skills necessary in order to recognize real, hard fact-based and credible information and dismiss the phonies.

*August 1-28, 2020*

## Overview of Learning Disabilities

Course # EDPD 606 Instructor: Carmella McAleavey  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE

Objective: The rise of learning disabilities seen in students has been seen throughout all levels and subject areas and the skill to understand, assess and develop lessons for learning are of paramount importance for educators. The prognosis, treatments and research surrounding learning disabilities in this course will promote strategies teachers may use to encourage success in students with disorders that affect spoken and written language, mathematical calculations, coordinate movements, and direct attention. Teachers will exit the course with an understanding and ability of how to create/modify lessons geared towards children with learning disabilities so that all students within their classroom settings learn and show progress.

*June 1-28, 2020*



## Peaceful Schools: Easing Stress and Depression

Course #: EDPD 608 Instructor: Kysten Ellison-Martin  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE

Objective: The class will address the stress and anxiety students contend with on a daily basis. Teachers will examine the causes and learn ways to diminish stress and anxiety by creating more peaceful classroom environments. The course will also offer teachers insight into depression and how to recognize the behaviors and the various support systems available to help students cope with depression.

*February 1-28, 2020*

## Principles & Practices in Special Education

Course # EDPD 664 Instructor: Carmella Currao-McAleavey  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: Understanding the vast and various nature and needs of exceptional children is paramount to crafting both the supports, educational plans and teaching strategies required to further ensure these children meet school with success. Initially, the history, legislation, current issues, policies, practices, the C.S.E. process, I.E.P.'s support services, educational environments, and family dynamics for the exceptional student will be explored. The traits of different disabilities, strategies involved in developing an appropriate educational plan for the individual child, principals of learning and the techniques of teaching all students, particularly those with disabilities will provide educators with a wealth of instructional techniques and practices that can positively impact the well-being and academic success of exceptional children in their care.

*January 1-28, 2020*

## Proactive Discipline Classroom Culture: Ensuring high achievement through pro-active discipline structures

Course #: EDPD 654 Instructor: Liz Scott-Pothier  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: New and experienced teachers can benefit from learning how to implement the proactive discipline philosophy and strategies to cultivate a learning centered, harmonious environment. Teachers will explore the various theories and techniques used by teachers in orchestrating the optimal learning environment through proactive discipline exploring the respectful discipline styles to promote ways in which they can incorporate effective rules and consequences that foster a high achievement environment. Ultimately teachers will discover which modes of discipline are useful in creating a positive learning environment for all students and in turn, improved student success both personally and academically through evaluating and synthesizing successful teacher traits, including reflection, skill in problem solving, skill in managing student behavior, and the ability to provide engaging instruction into their teaching repertoire.

*June 1-28, 2020*

## Reading Strategies for All Teachers

Course #: EDPD 638 Instructor: Jennifer DeCollibus  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: The rigors of Common Core impact all teachers regardless of subject area and one of the most integral parts of this educational overhaul is the undeniable move forward and upward with improving reading abilities and comprehension skills across all areas. Teachers that want to both improve and inspire students to be successful readers are encouraged to participate in this course. The course has been designed to meet the needs of the teacher by providing specific skills and strategies for both the teachers and students to help decode texts, understand variations and clues within genres, exercises to build reading muscles and ways in which to run a class in order to foster a developing and subsequently strong reading community that ensures progress both academically and personally.

*February 1-28, 2020*

## Social Emotional Learning in the K-12 Classroom

Course # EDUU 9949 Instructors: Alana Philcox  
and Edward Storck  
GRAD THROUGH BRANDMAN  
UNIVERSITY OR IN-SERVICE



Objective: This course will empower educators to successfully address the daunting task of cultivating empathy and social harmony in K-12 classrooms. Discussion and assignments incorporate critical conscious texts and strategies that can be used to foster acceptance and understanding for diverse individuals and promote social-emotional learning (SEL) on topics including race, gender, sexual orientation, disability, and socio-economic status. Through the information provided in this class, educators will be given the tools to implement social-emotional learning in their instruction, as well as methods to support their students socially, emotionally, and academically creating positive and nurturing learning environments and cultures.

*March 1-28, 2020*

*July 1-28, 2020*

## STEAM Education

Course #: EDDU9400 Instructor: Liz Scott-Pothier  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: Science, Technology, Engineering, Arts, and Mathematical elements all wrapped in one. Join us in learning more about this educational framework created for all disciplines and types of learners. It is an integrative, multi-disciplinary avenue for teaching the inter-relationships of how subjects relate in real-life. By adding the arts element educators will learn new ways to: stimulate and develop the imagination, refine cognitive and creative skills, strengthen problem solving and critical thinking skills, nurture team-building, cultural and alternative perspective values, and develop a sense of craftsmanship and goal setting skills needed in the classroom and beyond.

*September 1-28, 2020*

## STEM and the New Generation

Course # EDPD 662 Instructor: Christine Knoell  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: The new Common Core State Standards have placed a great emphasis on Mathematics and English Language Arts. Science, Technology, Mathematics and Engineering achievement in the United States has received greater attention as the nation continues to be a major competitor in the world economy and in the research and development of new technologies. This course provides a general overview of the three initiatives that will drive the curriculum across all areas of K-12 education. The course starts with an overview and a brief history of STEM initiatives as well as the reasons why these subject areas are critical to the success of American students. Participants will examine the most recent college readiness reports based upon student performance in various benchmark indicators and will gain a deeper understanding of the importance of these critical areas and their role in the Common Core Learning Standards. Participants will have an opportunity to conduct in-depth analysis and review of the Next Generation Science Standards and how these will direct K-12 education in the 21st century. Participants will also research and utilize STEM resources and lesson plans for their own classrooms. During the course, a pedagogical analysis of STEAM and STEM standards will permit participants to examine how courses in the Arts content areas can complement and support STEM education to further prepare students for college and competitive careers.

*June 1-28, 2020*

## Strategies for the Struggling Student

Course #: EDDU 9071 Instructor: Valerie Fiano  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: This course will focus on students having academic difficulty in the classroom and delve into what to do as a teacher, how to foster a learning environment that supports students having academic difficulty, how to work with parents of students having academic difficulty as well as what parents can do to support their student and the teacher. In addition, specific strategies teachers can incorporate into their classes will be explored as well as other proven methods for empowering students to overcome various academic obstacles.

*February 1-28, 2020*

## Students with ADHD

Course #: EDNU 9043 Instructor: Allison Jahn  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: This course delves into the many topics surrounding the study of ADHD: history, theory and brain research, diagnosis, symptoms, medical treatments, behavioral modifications and classroom suggestions. Students have the opportunity to develop individual classroom manuals, which detail ADHD accommodations across multi-leveled curriculum settings.

*January 1-28, 2020*

## Supporting English Language Learners

Course # EDPD 620 Instructor: Mihaela Kuhnle  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE

Objective: English Language Learners have special needs that must be provided by today's educator. In order to foster assimilation into American culture as well promote academic success of the ELL student, teachers can provide specific classroom strategies and techniques. This course will evaluate the ELL student's psyche, and discuss specific classroom methodologies so that classroom teachers can differentiate their instruction in teaching ELL students

*November 1-28, 2019*

*June 1-28, 2020*

## Supporting Students in Crisis

Course #: EDCU 9029 Instructor: Allison Jahn  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: A number of students today enter our classrooms in crisis, and this crisis affects academic performance. This class will delve into the different issues students may be dealing with on a day-to-day basis and discuss the role of the classroom teacher in supporting students with specific problems. Issues that will be covered include death of a parent or loved-one, sibling rivalry, divorce or remarriage, a parent's loss of employment, moving to a different school district, and other pertinent issues.

*April 1-28, 2020*

## Teaching Gifted Students

Course #: EDPD 603 Instructor: Liz Scott-Pothier  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE

Objective: A concern among the educational community is that the academic and emotional needs of gifted students are not being met in the heterogeneous classroom. Teaching Gifted Students is a course for educators to learn how to teach students who come into their classrooms already versed in knowledge beyond their years. Differentiated learning practices geared for instructing the gifted, such as tiering, project-based learning, and independent study are a few of the methods that will be reviewed.

*December 1-28, 2019*

## Teaching Social Responsibility

Course #: EDCU9005 Instructor: Liz Scott-Pothier  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: Teachers are often asked to promote social responsibility among their students by integrating positive messages into their lessons. This class will explore the importance of promoting social responsibility by identifying issues such as the experimentations with sex, shop-lifting, the courtships of gang affiliation, drug distribution, as well as other topics that may impact students at all levels. It will also touch upon ways to inspire students to “live examined, intentional lives so that what they do today helps the planet, animals, and all people tomorrow.” Teachers will discuss the various topics that impact the educational setting and explore the many resources available to help create socially and morally responsible students.

*September 1-28, 2019*

## The Adolescent Brain and Behavior

Course #: EDDU 9424 Instructor: Kysten Ellison-Martin  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: The adolescent brain has a profound effect on a child’s learning. New research explores how the brain does not fully mature until the age of twenty five, and consequently has notable effects on adolescent behaviors such as difficulty controlling emotions, having a preference for high excitement and low effort activities, poor planning and judgment, a lack of consequential thinking, and engaging in more risky and impulsive behaviors. This course will focus on the brain development and impact on adolescents, their learning, the classroom environment and explore ways to use this information to better meet the needs of our developing students.

*October 1-28, 2019*

## Teaching with Graphic Organizers

Course #: EDDU 904 Instructor: Valerie Fiano  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: Graphic organizers can greatly enhance student understanding. This class will assist teachers in helping students organize ideas, display conceptual formulate mathematical and scientific thoughts. This course will examine the various types of graphic organizers available to educators. In addition, the class will delve into the use of specific graphic organizers for the different learning styles and how graphic organizers may be used to promote critical thinking in all the content areas.

*September 1-28, 2020*

## Tech Effects on Student Behavior and Learning

Course #: EDKU 9160 Instructor: Hal Kench  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: Kids growing up in the digital age have a different outlook on life and learning and technology is affecting the way they think and focus. This course will explore how technology influences a student’s attention span, decision-making, reasoning, memory and ability to learn. Teachers taking the course will discuss how to integrate technology into lessons that will enhance student achievement while examining countermeasures to ease the influence of the negatives of technology that impede on student academic achievement.

*September 1-28, 2019  
May 1-28, 2020*

## The Autism Spectrum

Course #: EDPD 605 Instructor: Colette Tarantino  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: Teaching with autistic behavior in mind is extremely important when children with Autism are mainstreamed into the regular education setting. This class will thoroughly review the traits of the brain disorder in K-12 children, its origins, and discuss the environmental and social considerations that need to be made in the educational setting. Teachers will be given an overview of autistic characteristics, importance of the parent-teacher relationship, and successful classroom methodologies used in the mainstream classroom.

*September 1-28, 2019  
February 1-28, 2020*



## The Capstone and Project Based Assessment Movement

Course # EDDU 9985 Instructor: Liz Scott Pothier  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: This course will examine the exciting and developing educational platform of “Project-based Capstone” According to Edglossary.org, “capstone projects are often an extension of more systemic school-improvement models or certain teaching philosophies or strategies, such as 21st century skills, community-based learning, proficiency-based learning, project-based learning, or student-centered learning, to name just a few.” Learn about the history, benefits and implementation of adopting a “project based capstone” platform for all education levels. Discover the foundations of creating such a transformative platform, the role and philosophies of assessment and evaluate small and large scale programs already at work. This course will give teachers the insight, skills and knowledge to help design and implement project based capstones in order to see the dramatic and positive impact such a creative instructional and student focused platform can have on students’ success.

*October 1-28, 2019*

## The Dyslexic Mind

Course #: EDPD 659 Instructor: Valerie Capriotti  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: It is estimated that 1 in 5 people have the brain difference known as dyslexia. As an educator you can assume that 20% or more of your students possess the unique characteristics of a dyslexic brain. In this class we will discuss current brain research, academic and psychosocial needs and supports for students with dyslexia. Having a brain that is wired differently often brings with it so many unique gifts; our job as educators is to help dyslexic students discover theirs while learning strategies to overcome the challenges that dyslexia can present.

*April 1-28, 2020*

## The Good & Bad of Social Media: Function, Psychology & Usefulness of Social Media in our Students & Classrooms Today

Course #: EDKU 9689 Instructor: Allison Jahn  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

Objective: This course focuses on the social, physical and academic impact of social media on our students, their well-being and their learning. We will analyze and evaluate the role of social media today and its impact on teens in order to discover ways to link popular medias and apps with both academic and personal success. The course will study both the positive and negative roles social media plays in kids’ lives, as well as educate educators on how to utilize this type of technology in our classrooms to foster meaningful learning. In addition to strategies and technology that supports both educators and students, a timely and valuable benefit of this course will help educate and better protect students on the dangers of social media while focusing on the positive connections to their education.

*November 1-28, 2019*

*May 1-28, 2020*

## The Humanistic Approach to Education

Course #: EDDU 9423 Instructor: Kysten Ellison-Martin  
GRAD THROUGH BRANDMAN UNIVERSITY OR IN-SERVICE

Objective: Humanistic education or person-centered education is an approach to education based on humanistic psychologists. These approaches to education seek to engage the “whole person” that includes the intellect, social capacities, and artistic and practical skills that are important for growth and development. Important objectives include developing children’s self-esteem, their ability to set and achieve appropriate goals, and their development toward autonomy. The humanistic approach places an emphasis on a student’s choice and control over the course of their education. Some topics in this course include early humanism, choice and control, felt concern, the whole person, self-evaluation, the teacher as the facilitator, and field studies in humanistic education.

*January 1-28, 2020*

*September 1-28, 2020*

## The New Civil Rights Era Within Our Classrooms: Embracing the LGBTQ Student

Course #: EDPD 658 Instructor: Jonathan Chiaramonte  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE

Objective: An educator’s classroom includes a diverse group of pupils, which will consist of LGBTQ students. Families of LGBTQ students expect and deserve a fair and safe learning environment for their children to learn. Educators know that in order for meaningful learning to take place, all students must feel safe and supported in the school community. This is especially true for students who identify as lesbian, gay, bisexual, or transgender, or are questioning their sexuality. Statewide legislation such as DASA and provisions under the federal law, Title IX do protect LGBTQ pupils, however, the true impact begins from a compassionate and informed teacher. As an advocate, a teacher renders a tremendous difference on students who are struggling with their identities. Ultimately this course will inform teachers how to work with parents, administrators, support staff and LGBTQ students to promote a safe, respectful learning environment.

*October 1-28, 2019*

*April 1-28, 2020*



## The Self Driven Learner and Motivational Strategies

Course #: EDPD 636 Instructor: Valerie Fiano  
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: This course will help participants explore various research based motivational theories. Emphasis on intrinsic and extrinsic motivational factors will be analyzed and discussed. Participants in the course will learn about how to incorporate role models and peer models into classroom activities. Participants will also learn how to promote a culture of learning by taking on supportive/coaching roles within a traditional classroom setting. Concepts learned in this course will enable teachers to meet the rigor of the Common Core Curriculum and motivate their students to excel with academic goals.

*August 1-28, 2020*

## Using Google in the Classroom to Expand Learning & Connections

Course # EDDU 9987 Instructor: Harold Kench  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: This course will introduce many of the free resources provided by Google, to include Drive, Docs, Sheets, Slides, and Forms. The Google Drive collection provides a streamlined, collaborative solution to writing papers, forming presentations, putting together spreadsheets and sharing files/assignments with students and colleagues alike making resources, feedback and access available for all as to help improve interaction, connections and opportunities for achievement with class, teacher and peers.

An introduction to Google Classroom will be provided, however, Google Classroom accounts are not required.

*December 1-28, 2019*

*July 1-28, 2020*

## Whole School, Whole Community, Whole Child

Course # EDCU 9980 Instructor: Kysten Ellison-Martin  
GRAD THROUGH BRANDMAN UNIVERSITY  
OR IN-SERVICE

Objective: This course examines the relationship between children's health and their K-12 school experience. The eight components of the CDC's Division of Adolescent and School Health (DASH) coordinated school health program model and the ten components of the whole school, whole community and whole child model are the framework and the foundation of this course. Topics include the history and development of school health, the relationship of in-school interventions to students' health, health care access and academic outcomes, school health policy and politics, and the impact of school context on research methodology and findings.

*April 1-28, 2020*

## Writing as a Tool to Promote Advanced Thinking in All Students

Course # EDPD 660 Instructor: Valerie Capriotti  
GRAD THROUGH MANHATTAN COLLEGE  
OR IN-SERVICE

Objective: Today's students are being called on to think, read and write at a higher level than ever before. This course will prepare teachers to use writing as a tool for thinking and learning. Teachers of all subjects and grades will be able to engage in meaningful discussions of current practices and possible applications of teaching writing strategies. Beginning with sentence level strategies, teachers will expand their ability to guide students to better formulate and understand the higher-level language needed to be successful in school and life.

*October 1-28, 2019*

*March, 1-28, 2020*

# Coaching Courses

## NYS Accredited Online Coaching Courses

For questions regarding enrollment of sports specific sections 6-9, please contact us at [kristina@lillieonline.com](mailto:kristina@lillieonline.com)



According to the mandates of the state education department, teachers who are not certified in the area of physical education are required to complete Theory & Techniques of Coaching and Health Sciences Applied to Coaching within 3 years of his/her employment as a coach at the secondary level. Philosophy, Principles and Organization of Athletics in Education must be completed within the first 2 years of employment as a coach.

### New Graduate Option with Manhattan College \$525.00

The coaching courses may now be taken as graduate courses by employed public schools teachers as a professional development option. Please note that these graduate courses cover the NYSED coaching requirement for non PE teachers wishing to coach, but are NOT affiliated with a Manhattan College degree program.

## The Theory & Techniques of Coaching

Course: EDPD 650 Instructor: Paul Pedersen

Objective: This course will delve into the theories and techniques associated with coaching athletics at the secondary level. Topics will include the history of high school athletics in New York state, state and local regulations and procedures, planning, scouting, strategies, safety, officials and guidelines for working with them, the preseason, season and postseason, management, motivation, and instruction on various secondary level sports. Please note: it is highly suggested that participants take this course during or the same season of the sport in which they will or do coach.

*September 1-28, 2019*  
*November 1-28, 2019*  
*January 1-28, 2020*

*March 1-28, 2020*  
*May 1-28, 2020*

*July 1-28, 2020*  
*August 1-28, 2020*  
*September 1-28, 2020*

## Health Sciences Applied to Coaching

Course: EDPD 649 Instructor: Paul Pedersen

Objective: The course is a series of interactive exercises and activities designed to study Health Sciences as they apply to coaching sports. Through these activities, exercises and health application to coaching topics, participants will gain information, organize it for professional and personal use, and apply it to their particular programs. Health Sciences as applied to coaching will also help define: selected principles of biology, anatomy, physiology, kinesiology related to coaching; risk minimization; mixed competition; NYSED selection and classification of athletes; age and maturity of athletes. The course is divided into three parts: philosophy, physiology, and psychology, fitness, conditioning, sport specific training, nutrition, weight management and current and on-going health issues and administrative procedures.

*October 1-28, 2019*  
*December 1-28, 2019*  
*February 1-28, 2020*

*April 1-28, 2019*  
*June 1-28, 2020*  
*July 1-28, 2020*

*August 1-28, 2020*

## The Philosophy, Principles, and Organization of Athletics in Education

Course: EDPD 648 Instructor: Matteo De Vincenzo

Objective: This coaching course will evaluate the goals of athletic programs in New York State, the philosophy of athletics and the role of interscholastic athletics in education. In addition, this course will focus on the regulations and procedures set by national, state, and local Governments, and explore the legal and moral responsibility of coaching. Specific topics include: the coaches responsibility to players, spectators, and student athletes, team discipline and supervision, sportsmanship, motivational techniques, coaching methodology, coaching concerns, evaluations, the business aspects of coaching, and challenges for the modern day athlete.

*September 1-28, 2019*  
*October 1-28, 2019*  
*November 1-28, 2019*  
*January 1-28, 2020*

*February 1-28, 2020*  
*March 1-28, 2020*  
*April 1-28, 2020*  
*May 1-28, 2020*

*June 1-28, 2020*  
*July 1-28, 2020*  
*August 1-28, 2020*  
*September 1-28, 2020*