

ONLINE COURSE CATALOGUE

In-Service, Graduate & Coaching



Long Island Learning
Institute for Educators

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Stony Brook, NY 11790
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SEPTEMBER 2022 -
SEPTEMBER 2023



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
FOR COURSES
AND INFORMATION

For detailed information regarding professional development GRAD course offerings and costs please visit www.lilieonline.com and click on COURSE CREDIT/INFO.

The Long Island Learning Institute for Educators, LLC is a proud provider of professional services through ESBOCES, Nassau BOCES Model Schools program and NYC ASPDP. For more information please visit www.lilieonline.com

Register Online
www.lilieonline.com
Contact us for details at:
questions@lilieonline.com
(631) 696-5454

Registration & Tuition

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Register
electronically at
www.lilieonline.com

Kindly visit our secure site online at 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

Educators 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.

E A S Y R E F E R E N C E

Calendar of Courses

— SEPTEMBER 2022 —

Instructional Strategies for Special Education
(GRAD - MANHATTAN COLLEGE)

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

Creating a Successful Classroom
for Children with Disabilities
(GRAD - UMASS GLOBAL)

STEAM Education
(GRAD - UMASS GLOBAL)

Tech Effects on
Student Behavior and Learning
(GRAD - UMASS GLOBAL)

Teaching with Graphic Organizers
(GRAD - UMASS GLOBAL)

Theory & Techniques*

— OCTOBER —

Anxiety Disorders and Students Today:
What Teachers Can Do (GRAD - UMASS GLOBAL)

Creating the Connection between UDL
and Culturally Responsive Practices
(GRAD - MANHATTAN COLLEGE) **(NEW!)**

Managing the Culturally Responsive Classroom
(GRAD - MANHATTAN COLLEGE)

Reading Strategies for all Teachers
(GRAD - MANHATTAN COLLEGE)

Effects of the Mind Body Connection
(GRAD - MANHATTAN COLLEGE)

Building Productive and Enduring Educational
Partnerships (GRAD - UMASS GLOBAL)

Mental Health in the Classroom
(GRAD - UMASS GLOBAL)

Responsive Trauma - Informed Instruction
(GRAD - UMASS GLOBAL) **(NEW!)**

Philosophy* Health Sciences*

— NOVEMBER —

Depression is more than Sadness: An Epidemic
in Students Today (GRAD - UMASS GLOBAL)

Bilingual Education - from Theory To Practice
(GRAD - MANHATTAN COLLEGE)

Strength through SEL
(GRAD - MANHATTAN COLLEGE)

Cultivating Student Leadership
(GRAD - UMASS GLOBAL)

Growing The Critically Consciousness
Classroom (GRAD - UMASS GLOBAL)

Supporting & Empowering the LGBTQ+ Student:
Using SEL to Create Community
(GRAD-UMASS GLOBAL)

The Peaceful Classroom and
Easing Student Anxiety and Stress
(GRAD - UMASS GLOBAL)

Philosophy* Theory & Techniques*

— DECEMBER —

Asset-Based Instruction to Empower Students
(GRAD - UMASS GLOBAL) **(NEW!)**

Changing Minds: Using Growth Mindset
to Encourage Student Development
(GRAD - UMASS GLOBAL)

Infusing Rigor into your Classroom:
Instruction and Outcomes
(GRAD - MANHATTAN COLLEGE)

Redefining Classroom Management for Distance
Learning (GRAD - MANHATTAN COLLEGE)

Amplifying Cultural Competency & Student Voice
(GRAD - MANHATTAN COLLEGE)

The Good & Bad of Social Media
(GRAD - UMASS GLOBAL)

A Restorative Approach and Practices
(GRAD - UMASS GLOBAL) **(NEW!)**

STEM and the New Generation
(GRAD - MANHATTAN COLLEGE)

— JANUARY 2023 —

Building Connections in the Post –
Pandemic Classroom
(GRAD - UMASS GLOBAL) **(NEW!)**

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

Creating Dynamic Learning Experiences
in the Diverse Classroom
(GRAD - MANHATTAN COLLEGE) **(NEW!)**

Engaging K-12 Learners
through Gamification
(GRAD - MANHATTAN COLLEGE)

Enriching the ENL Experience
(GRAD - MANHATTAN COLLEGE)

Supporting ELLs Through Cultural,
Social, and Educational Transitions
(GRAD - UMASS GLOBAL) **(NEW!)**

The Dyslexic Mind
(GRAD - MANHATTAN COLLEGE)

The Autism Spectrum
(GRAD - MANHATTAN COLLEGE)

Aspiring Educational Leaders
and Administrators
(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.

E A S Y R E F E R E N C E

Calendar of Courses

— FEBRUARY —

Anxiety Disorders and Students Today:
What Teachers Can Do
(GRAD - UMASS GLOBAL)

Creating the Connection between UDL
and Culturally Responsive Practices **(NEW!)**
(GRAD - MANHATTAN COLLEGE)

Cultivating Student Leadership
(GRAD - UMASS GLOBAL)

Managing the Culturally
Responsive Classroom
(GRAD - MANHATTAN COLLEGE)

Positive Discipline:
Ending School to Prison Pipeline
(GRAD - MANHATTAN COLLEGE)

Integrated Co-Teaching in an Inclusion
Classroom (GRAD - UMASS GLOBAL)

Adolescent Engagement
in Risky Behavior **(NEW!)**
(GRAD - UMASS GLOBAL)

Reading Strategies for all Teachers
(GRAD - MANHATTAN COLLEGE)

The Peaceful Classroom and
Easing Student Anxiety and Stress
(GRAD - UMASS GLOBAL)

Theory & Techniques*

— MARCH —

Academic Vocabulary Infusion
(GRAD - MANHATTAN COLLEGE)

Depression is more than Sadness:
An Epidemic in Students Today
(GRAD - UMASS GLOBAL)

Strength through SEL
(GRAD - MANHATTAN COLLEGE)

— MARCH Continued —

Growing the Critically
Consciousness Classroom
(GRAD - UMASS GLOBAL)

Effects of the Mind Body Connection
(GRAD - MANHATTAN COLLEGE)

Teacher Rescue
(GRAD - MANHATTAN COLLEGE)

Mental Health in the Classroom
(GRAD - UMASS GLOBAL)

New World Language Standards:
Preparing Global Citizens **(NEW!)**
(GRAD - MANHATTAN COLLEGE)

Overview of Learning Disabilities
(GRAD - MANHATTAN COLLEGE)

Philosophy* Health Sciences*

— APRIL —

Changing Minds: Using Growth Mindset
to Encourage Student Development
(GRAD - UMASS GLOBAL)

Cooperative Learning Structures & Strategies
(GRAD - MANHATTAN COLLEGE)

Combating the Effects of Poverty
on Student Learning
(GRAD - UMASS GLOBAL)

Displaced Students and the
Educational Impact of Homelessness
(GRAD - UMASS GLOBAL)

Teaching Gifted Students
(GRAD - MANHATTAN COLLEGE)

Encouraging Mindfulness into Today's
Classroom (GRAD - UMASS GLOBAL)

Supporting Students with ADHD
(GRAD - UMASS GLOBAL)

The Tween/Teenager's Mind
(GRAD - UMASS GLOBAL)

Theory & Techniques*

— MAY —

21ST Century
Classroom Technologies
(GRAD - MANHATTAN COLLEGE)

Asset-Based Instruction
to Empower Students **(NEW!)**
(GRAD - UMASS GLOBAL)

Building Productive and
Enduring Educational Partnerships
(GRAD - UMASS GLOBAL)

Bilingual Education -
from Theory To Practice
(GRAD - MANHATTAN COLLEGE)

A Restorative Approach and Practices
(GRAD - UMASS GLOBAL) **(NEW!)**

Responsive Trauma - Informed Instruction
(GRAD - UMASS GLOBAL) **(NEW!)**

The Good & Bad of Social Media
(GRAD - UMASS GLOBAL)

The Self Driven Learner
and Motivational Strategies
(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.

E A S Y R E F E R E N C E

Calendar of Courses

— JUNE —

Asset-Based Instruction
to Empower Students
(GRAD - UMASS GLOBAL) **(NEW!)**

Classroom Strategies of
Differentiated Learning
(GRAD - MANHATTAN COLLEGE)

Creating Connections with
UDL (Universal Designed Learning)
and Culturally Responsive Practices
(GRAD - MANHATTAN COLLEGE) **(NEW!)**

Cultivating Student Leadership
(GRAD-UMASS GLOBAL)

Displaced Students and the
Educational Impact of Homelessness
(GRAD - UMASS GLOBAL)

Redefining Classroom Management
for Distance Learning
(GRAD - MANHATTAN COLLEGE)

Depression is more than Sadness,
an Epidemic in our Students Today
(GRAD - UMASS GLOBAL) **(NEW!)**

Enriching the ENL Experience
(GRAD - MANHATTAN COLLEGE)

The Peaceful Classroom and
Easing Student Anxiety and Stress
(GRAD - UMASS GLOBAL) **(NEW!)**

Philosophy*

Theory & Techniques*

— JULY —

Cooperative Learning Structures & Strategies
(GRAD - MANHATTAN COLLEGE)

Managing the Culturally
Responsive Classroom
(GRAD - MANHATTAN COLLEGE)

Building Productive and
Enduring Educational Partnerships
(GRAD - UMASS GLOBAL)

Effects of the Mind Body Connection
(GRAD - MANHATTAN COLLEGE)

Reading Strategies for all Teachers
(GRAD - MANHATTAN COLLEGE)

The Good & Bad of Social Media
(GRAD - UMASS GLOBAL)

Supporting Students with ADHD
(GRAD - UMASS GLOBAL)

A Restorative Approach and Practices
(GRAD - UMASS GLOBAL) **(NEW!)**

Infusing Rigor into your Classroom
Instruction and Outcomes
(GRAD - MANHATTAN COLLEGE)

New World Language Standards:
Preparing Global Citizens
(GRAD - MANHATTAN COLLEGE) **(NEW!)**

Health Sciences* Philosophy*
Theory & Techniques*

— AUGUST —

Changing Minds:Using Growth Mindset to
Encourage Student Development
(GRAD - UMASS GLOBAL)

Creating Dynamic Learning Experiences
in the Diverse Classroom
(GRAD - MANHATTAN COLLEGE) **(NEW!)**

Embracing Diversity
(GRAD - UMASS GLOBAL)

— AUGUST Continued —

Anxiety Disorders and Students Today:
What Teachers Can Do
(GRAD - UMASS GLOBAL)

Effective Feedback
(GRAD - UMASS GLOBAL)

Teacher Rescue
(GRAD - MANHATTAN COLLEGE)

Bilingual Education - from Theory To Practice
(GRAD - MANHATTAN COLLEGE)

Shifting the Perspective on Poverty:
Asset Based Mindset and Strategies **(NEW!)**
(GRAD - MANHATTAN COLLEGE)

The Self Driven Learner
and Motivational Strategies
(GRAD - MANHATTAN COLLEGE)

Strength through SEL
(GRAD - MANHATTAN COLLEGE)

Health Sciences*

Philosophy* Theory & Techniques*

— SEPTEMBER 2023 —

Building Connections in the Post –
Pandemic Classroom
(GRAD - UMASS GLOBAL) **(NEW!)**

Instructional Needs
of Neuro Diverse Students
(GRAD - MANHATTAN COLLEGE)

Supporting Students in Crisis
(GRAD - UMASS GLOBAL)

Tech Effects on
Student Behavior and Learning
(GRAD - UMASS GLOBAL)

Supporting ELLs Through Cultural,
Social, and Educational Transitions
(GRAD - UMASS GLOBAL) **(NEW!)**

Philosophy*

*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 LILIE website at www.lilieonline.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@lilieonline.com. After registering/enrolling online, participants will receive an automatic reply from LILIE 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: Technology is not only the machine itself but is the whole set of relationships between human beings, utensils and fields of knowledge. “Too many view technology as a silver bullet to the challenges they face. It’s sometimes assumed, consciously or not, that the mere presence of digital tools will improve education. There’s a relationship between technology, content, and pedagogy, and the purposeful blending of them is key.” (Schoology Exchange)

21st Century Technology Instruction will explore the changing dynamics of new technologies and next generation education (Learning 2.0, 3.0 and 4.0). The Next Generation Learning Standards and the increase of “user generated content” require students to hone their critical thinking skills of collaboration, creativity, research and technological skills as well as embrace their role of potential (global) change agents. Instructional strategies will include (but are not limited to) topics such as: tech equity, student voice, the impact and use of social media, podcasts, blogging, electronic white boards, productivity applications, video-on-demand, internet use and websites as well as other aspects of the digital media that can be used to level the playing field and foster growth of all students with a focus on underrepresented and marginalized student populations in school-based, virtual or hybrid learning environments.

May 1st - 26th, 2023

Academic Vocabulary Infusion

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

Objective: Standards four, five, and six in Vocabulary Acquisition and Use in the Next Generation Learning Standards focus on academic vocabulary and the needs for students to consistently build upon their vocabulary to access the complex texts that they will be charged with mastering in their various courses. This course will explore information on language acquisition and how it can help educators design more effective vocabulary instruction, the importance of academic vocabulary and its role in all content area classrooms, the development of numerous vocabulary activities that will be designed to support students as they acquire and use both general and content specific language, and the opportunity to develop vocabulary instruction that can be implemented and evaluated during our course or for use in the future. Research shows that marginally underserved populations of students, particularly students of color, multilingual students, and students with disabilities, often have gaps in their personal vocabularies compared to those of their peers. This course provides support so that educators can appropriately design and implement vocabulary instruction that will result in an instructional approach that embraces the diversity present among students themselves while still adhering to NYS Standards and curriculum. An understanding of personal biases will enable educators to identify ways that they can modify their current practices to include terms that represent students’ race, cultural, religion, political and social views, and abilities. Through this process, educators will be equally prepared to encourage their own students to participate as members of a brave learning environment where proper use of terminology, acknowledgement of diverse words, and teacher modeling that exemplifies vocabulary knowledge, use, and awareness will result in greater equity in their learning experiences.

March 1st - 28th, 2023

Adolescent Engagement in Risky Behavior

Course #: EDUU 9065 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE

Objective: This course will study the current dangerous and risky behaviors that impact our students. We will identify how to help students meet with success within the classroom setting despite the struggles they face. Teachers will investigate ways to get children the help they need to overcome the obstacles that they face. Course participants will discuss and research the cultural and environmental influences that lead some to dangerous choices in life. Strategies will be provided to aid the teacher and the student to work together to understand these self-destructive behaviors. Teachers’ knowledge of these trends can help to modify instructional strategies to help with these issues. The teachers’ knowledge may have an impact on student achievement helping them to choose wiser actions while succeeding academically. Information will also be given to help the friend who approaches their teachers looking to help and support their peers who are struggling with emotional needs. We will also study these behaviors within the various cultures represented in our classrooms and discuss why some groups may engage in different risks. This course will share the risky behaviors and be versed in identifying warning signs and strategies that can be used to help the children when they seek help. In understanding our students, we will be able to aid them in finding support and help them realize their full potential.

February 6th - March 5th, 2023

Amplifying Cultural Competency & Student Voice

Course #: EDPD 669

Instructor: Catherine Carella-Dean

GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: Student voice refers to the expression of ideas, perspectives, values, and beliefs of our learners. In this course, educators will learn how to engage their students in self-expression and how to amplify their students' voices. Participants will define and analyze the many facets of student voice and they will learn how to create a variety of opportunities for their students to be heard. Throughout the course, culturally responsive teaching will be discussed as it pertains to helping students develop and promote their own unique voice. Participants will create and share lesson plans that are realistic and practical for immediate use.

December 1st - 28th, 2022

Anxiety Disorders & Students Today:

What Teachers Can Do

Course #: EDNU 9654 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: Anxiety Disorders & Students Today will focus on the biology of the brain and anxiety disorders. It will educate teachers and staff on the how anxiety disorders form, display themselves and work in the brain. Studies will be researched demonstrating how the physical body is impacted and affected from an anxiety disorder while examining. Through the lens of culturally responsive practices and growing our own critical consciousness, participants will learn about anxiety disorders, how to best support our students and the strategies and lessons to strengthen the success of all students.

The course will study 12 different anxiety disorders and aspects surrounding each. Further, the course will review several case studies. Case studies will explore all circumstances and situations of a student with an anxiety disorder. Current treatments, therapies and medications will be researched and discussed as well as doctor recommendations for kids seeking 'alternative approaches.'

The role of the school will also be discussed; 504 plans, accommodations, etc. so teachers may gain insight on the various, school-approved/legal avenues used to assist students classified.

Finally, we will look at managing anxiety disorders in the classroom. Topics such as 'immediate care' for students 'in the moment', preventative measures, how to modify curriculum in order to suit the needs of the students in the classroom. We will also study lessons and talking points to educate all students in our classrooms about anxiety. Participants will be able to discuss and teach lessons about test anxiety, anxiety disorders and techniques to calm nervousness & anxiety in the classroom.

October 1st-28th, 2022

February 6th - March 5th, 2023

August 1st - 28th, 2023

A Restorative Approach and Practices

Course #: EDUU 9063

Instructors: Kerri Coudrey/Tom Fabian
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE

NEW!

Objective: This course is designed to provide educators with the knowledge and techniques to implement proactive and restorative practices within their classroom. Educators will examine and learn the cultural response practices and dispositions as a lens through which to learn about and apply various restorative practices. This course will examine different restorative practice strategies, role of CRP in crafting them to meet the diverse needs of your students, the connection with social emotional learning and the benefits of how a restorative practice approach provides a more proactive and positive system where stakeholders are engaged and part of the process providing them with the much-needed communication and life skills needed in both academics and life outside the classroom. Ultimately, educators will discover strategies to encourage students to manage complex emotions, navigate social situations and develop a plan to intervene and minimize conflicts, establishing a learning-focused classroom environment that is built on mutual respect and empathy in order to support a pathway to success. Planning, implementing and assessing inclusive and equitable practices and policies within the classroom and beyond will provide participants with the tools to support all students, including those from historically underrepresented and marginalized groups.

December 1st - 28th, 2022

May 1st - 26th, 2023

July 1st - 28th, 2023

Aspiring Educational Leaders and Administrators

Course #: EDPD 623 Instructor: Cathy Carella-Dean
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: This course is designed to give teachers the opportunity to explore and gain an authentic understanding of educational leadership and administration. Participants in this course will learn the fundamental principles of building and district leadership roles. Participants will understand the framework of developing one's own leadership capacity and will explore how to do so in a critically conscious and culturally responsive manner that builds relationships with students, staff, and parents. Participants will delve into research-based leadership theories and practices, as well as use the NYS Educational Leadership Standards, to understand how quality leadership stewards excellence in education.

January 1st - 28th, 2023

Asset-Based Instruction to Empower Students

Course #: EDCU 9106
Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE



Objective: This course will focus on how we can empower all students to be successful both academically and socially within the learning community and what we can do as a teacher and facilitator to foster a brave learning environment that supports students to utilize their own assets, knowledge and abilities to take a role in their own learning and success. Further, we will explore ways we can encourage families to support students and integrate their own assets and perspectives into the learning environment and to create a stronger home, school and community connection. We will see a shift of mindset in focusing on student struggle but rather their personal strengths, abilities and knowledge. Additionally, specific strategies teachers can incorporate into their classes will be explored as well as methods to support culturally responsive instruction for empowering students to overcome various academic obstacles.

December 1st - 28th, 2022

May 1st- 26th, 2023

June 1st - June 28th

June 12th - July 11th, 2023 - No Graduate

Bilingual Education - From Theory to Practice

Course # EDPD 667 Instructor: Kevin Gross
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.

November 1st - 28th, 2022

May 1st - 26th, 2023

August 1st - 28th, 2023

Building Connections in the Post – Pandemic Classroom



Course # EDUU 9064 Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: In this course, participants will reflect upon the changes we have seen in both our students and classrooms post-pandemic and how we can help our students to be successful in the post-pandemic world - while developing skills of independence along with social and emotional needs. There needs to be a focus on building meaningful and strong relationships, trust and voice in the classroom, and helping our students to become more aware of their needs as learners through focusing on identity and making personal connections to not only the content, but to their peers and communities. As educators, we need to help our students to find and be proud of their identity – while maintaining the respect and flexibility to understand others' identities, perspectives, and ideas. The course will begin by sharing our reflections and observations of our students along with what diverse students need in order to be successful and how the pandemic has changed that in both a positive and negative aspect. We will discuss specific instructional activities and classroom interactions that will help students to find their identity and purpose, while building strong personal connections to the content, teacher, diverse learning community and peers. We will delve into the social and emotional needs of our students while focusing on the assets that each brings to the learning community and themselves as a way to amplify their own voice in the classroom. Additionally, specific strategies will be discussed in order to guide underserved populations in building connections and identifying their own needs as learners.

January 1st - 31st, 2023

September 1st - 31st, 2023

Building Productive and Enduring Educational Partnerships

Course # EDAU 9759
Instructor: Catherine Carella-Dean
GRAD THROUGH UMASS GLOBAL 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. Further, participants will discuss how to appropriately integrate critical consciousness with their students, adopting the mindset, and to have that dialogue within the classroom. Additionally, student grouping, instructional practices, etc., regarding cultural responsiveness will be discussed as well. 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. Participants will create and implement more equitable practices for students in their classrooms, in particular those who have been historically underserved and marginalized. Educators will discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning. Educators will examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture. Educators identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this.

October 1st - 28th, 2022

May 1st - 26th, 2023

July 1st - 28th, 2023

Changing Minds: Using Growth Mindset to Encourage Student Development

Course #: EDDU 9506 Instructor: Jennifer DeCollibus
GRAD THROUGH UMASS GLOBAL 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. Teachers will examine various ways to positively alter their own lives as a result of mindset, but equally important, how students can benefit from a growth mindset culture in the classroom. It is apparent that we want our students to develop and maintain a growth mindset; however, it is also necessary that we foster an awareness within them that allows them to respectfully question social injustices and determine ways to promote change. This course provides the foundation for understanding mindset, the difference between a fixed and growth mindset, the importance of the brain and how it works, specific ways to foster a growth mindset environment, the role of critical thinking, differentiation and critical consciousness and cultural responsiveness, ways to change mindsets, and strategies that promote a growth mindset. An educator can use this information to continue to develop challenging instruction that is also designed for students to recognize how potential and effort impact the outcome in any life situation.

With the expectation for educators to consistently challenge students, many students are encountering new learning difficulties and experiencing feelings of frustration and failure. Since a growth mindset is the belief that dedication and hard work can produce positive results that lead to success, it is an idea that all educators should learn. Before students can adopt a mindset that is critically conscious, it is useful for them to possess a growth mindset in order to be able to do so. Through understanding course content, self-reflection, and the opportunity to develop lesson plans that promote critical thinking skills, the philosophy of differentiation, participants will complete this course with a new methodology that will become an integral component in their teaching repertoire. Ultimately, participants will learn a new way of thinking that can transform students' learning experiences.

December 1st - 28th, 2022

April 1st - 28th, 2023

July 1st - 26th, 2023

Classroom Strategies of Differentiated Learning

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

Objective: Today's students must have the ability to critically think and learn while engaging in rigorous instruction. Realistically, though, all students cannot meet these demands in the same way. At its core, differentiated instruction is a method that embodies critical thinking, constructivism, and interdisciplinary instruction which are key concepts of the Common Core and Next Generation Learning Standards designed to nurture life-long learners. Students who learn in a differentiated environment are more engaged, interested, and motivated because their personal, academic, and social-emotional needs can be met. This philosophy is particularly effective in addressing the most commonly underserved populations such as students of color, multilingual students, and students with disabilities because the on-going use of assessment drives instruction and enables educators to make instructional choices based on data instead of any personal biases influenced by gender, race, culture, background, social class, politics, or ability.

June 1st - 28th, 2023

Close Reading: Strategies to Mine Meaning

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

Objective: 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.

September 1st - 28th, 2022
January 1st - 28th, 2023

Combating the Effects of Poverty on Student Learning

Course #: EDDU 9989 Instructor: Kerri Coudrey
GRAD THROUGH UMASS GLOBAL 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, we 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 student will be provided, assessed and ultimately implemented by those participating in this course. Further, this course will give participants the tools to develop structures and routines to bridge the gaps by engaging students and providing authentic opportunities for each student to grow as a learner, particularly those historically underrepresented and marginalized.

Additionally, lesson objectives and cultural responsiveness will be discussed. 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. Teachers will move students through intentional processes and practices to foster critical consciousness and heighten student awareness of equity. Participants will be asked to create and implement the strategies as well as 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 diverse students.

April 1st - 28th, 2023



Cooperative Learning Structures and Strategies

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

Objective: This course will examine the basics of cooperative learning focusing on how to integrate this teaching method, how cooperative learning helps students meet the Next Generation Learning Standards, benefiting from a variety of perspectives and viewpoints, all while integrating technology. The benefits are student content mastery, increased intrinsic motivation through extrinsic motivation, and increased accountability and engagement. An analysis of a variety of cooperative learning methods and practices will be explored. In addition, teachers will examine overall student participation and engagement in learning teams versus traditional classroom configurations and determine successful configurations for different content areas and grade levels at meeting academic expectations. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well. While working in cooperative groups students will be encouraged to share various perspectives and personal experiences that reflect their personal experiences and cultural identity and social location. Implementation of various strategies will be shared and reflected upon during the course. During each week, there are specific themes to explore and discussion questions to answer that consider multiple perspectives. Students will address the Discussion Questions (DQs) and reflect their answers to the course content and their own instructional practice, but also their classmates' postings and opinions to examine many perceptions of how cooperative learning and learning teams can affect classrooms, pedagogies and student outcomes.

*April 1st - 28th, 2023
July 1st - 28th, 2023*

Creating Connections with UDL (Universal Designed Learning) and Culturally Responsive Practices

Course #: EDPD 674 Instructor: Kerri Coudrey
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE



Objective: Universal design for learning empowers educators to look deeply at those students in hero care and both consider and put into practice the frameworks or strategies to best meet the students' needs acknowledging and embracing that reality that in every classroom is filled with diverse learners and children that have a range of strengths, backgrounds, experiences, challenges, and motivations. This course will explore UDL and various models and frameworks while looking through each with a lens of culturally responsive practices and critical consciousness. By cultivating a UDL pedagogy and practice aligned with the growing our own critical consciousness, participants will be able to better create lessons and instruction to meet the needs of all our learners and exit this course with frameworks, resources, models and lessons to do so. In addition to instructional strategies of UDL, this course will also provide resources for how UDL offers powerful connections for family engagement and ask participants to work to foster such partnerships.

*October 1st - 28th, 2022
February 6th - March 5th, 2023
June 1st - June 28th, 2023
June 12th - July 11th, 2023 - No Graduate*

Creating Dynamic Learning Experiences in the Diverse Classroom

Course # EDPD 675 Instructor: Kim Turri
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE



Objective: “Technology is not a magic solution for education. It is an opportunity! An opportunity to shake things up, connect, grow, and create dynamic learning experiences for our students.” In this course, you will learn practical strategies to help you move your classroom from static teaching to dynamic learning. Educators will explore why it's time to “Shake Up Learning,” what changes can be made in the classroom to support dynamic learning experiences, and how to plan meaningful lessons to meet the needs of diverse learners. As educators, we are aware that technology is constantly evolving. The digital age demands are transforming the way we live and the way we learn. Students must develop specific cultural awareness, active listening, and empathy skills to thrive in a globally connected environment. This course will take learning beyond the classroom walls to incorporate these essential skills to empower and engage students. Best practices will be explored to help educators implement digital tools to create optimal and equitable learning environments and deliver meaningful, integrated learning experiences for students that provide student agency over time, path, and place. Learning doesn't have to stop when the bell rings. Education can take on a life of its own! Educators will explore the ways technology can empower and engage students. A strong emphasis will be placed on developing students’ “voice and choice” to ensure student agency over learning. Educators will also discover strategies and tools to help students advocate for themselves, make choices, practice self-awareness, and understand themselves as learners.

*January 1st - 28th, 2023
August 1st - 28th, 2023*

Creating a Successful Classroom for Children with Disabilities

Course# EDDU 9986 Instructor: Kysten Ellison-Martin
GRAD THROUGH UMASS GLOBAL 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.

September 1st - 28th, 2022

Cultivating Student Leadership

Course # EDAU 9757 Instructor: Catherine Carella-Dean
GRAD THROUGH UMASS GLOBAL 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 to help in developing a culturally responsive student leaders that incorporate the promoting a school climate inclusive of minoritized students, particularly those historically underrepresented and marginalized. This course will impart knowledge about how to design and implement lesson plans and action plans that provide ongoing, structured student leadership opportunities for all as well as how to inspire and steward student leaders into broader community initiatives and activism.

November 1st - 28th, 2022

February 6th - March 5th, 2023

June 1st - 28th, 2023

June 12th - July 11th, 2023 - No Graduate

Depression is More Than Sadness: An Epidemic in Our Students Today

Course # EDUU 9805 Instructor: Allison Jahn
GRAD THROUGH UNIVERSITY OF MASSACHUSETTS
GLOBAL OR IN-SERVICE

Objective: Mental illness, social-emotional awareness and our students' overall well-being is part of our classrooms today. Teaching is no longer just reading and writing. In this course, we will equip educators to understand, connect and manage depression. We will see how depression demonstrates itself within varying communities and culture and with different age groups. With the statistics surrounding depression growing each year, relating to & managing this disorder is vital to success in our hallways & classrooms. The course will instruct participants about what defines depression, the various types of depression, the signs and symptoms of depression and what schools & teachers can do to support students. Further, we will study and review common approaches to treating and managing depression - both in and out of school. A full discussion on typical medications and holistic approaches will occur, as well as a focus on communication skills and appropriate terminology to connect and reach families.

November 1st - 28th, 2022

March 1st - 28th, 2023

June 1st - June 28th

June 12th - July 11th, 2023 - No Graduate

Displaced Students and the Educational Impact of Homelessness

Course # EDUU9981 Instructor: Thomas Fabian
GRAD THROUGH UMASS GLOBAL 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.

April 1st - 28th, 2023

June 1st - June 28th, 2023

June 12th - July 11th, 2023 - No Graduate

Effective Feedback

Course #: EDCU 9041
Instructor: Liz Scott-Pothier
GRAD THROUGH UMASS GLOBAL 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.

August 1st - 28th, 2023

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 various mind-body aspects all through a lens of understanding and promoting culturally responsive practices. The course will address; 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.

October 1st - 28th, 2022

March 1st - 28th, 2023

July 1st - 28th, 2023

Embracing Diversity

Course #: EDDU 9924 Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: This course will focus on learning about the global and cultural needs of our students as it relates to education. When participants gain an understanding about these cultures, they can infuse certain teaching practices to help them to become successful learners within the classroom and beyond. With this knowledge, participants will learn how to infuse culturally diverse materials into their classroom curriculum and be able to teach students to value various cultures and beliefs. It is especially important for educators to have a knowledge about other cultures as they are working with these students on a daily basis – the direct student outcome is that they will feel inclusive of the class and be more successful learners as well. Participants will understand how certain customs, family traditions and community aspects can have an affect these students and their education. There will be a focus on teaching culturally and linguistically diverse students and designing specific lessons for this around the current curriculum. This course will also train participants to teach all students to understand and promote diversity. There will be a focus on how we embrace historically marginalized students, evaluate our own bias and create and encourage a brave learning community with our students. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings.

August 1st - 28th, 2023

Encouraging Mindfulness

into Today's Classroom

Course #: EDUU 9050 Instructor: Danielle Sicari
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: This course will encourage teachers to use mindfulness techniques to enhance their curriculum. Using mindfulness in the classroom can help meet the challenges of the twenty-first century. Becoming mindful will deepen knowledge and foster an environment in which the school community will become self-aware. More students than we know come to our classrooms with social and emotional deficits, trauma and behaviors that can get in the way of learning. Mindfulness practices enhances learning, helps students to better understand themselves, recognize and identify their emotions, improves their social behavior, promotes healthy development and helps them function more effectively as individuals. If we teach children how to become aware of their feelings, minds and bodies, students will be more apt to show empathy for others, make responsible decisions and develop positive relationships. Through mindfulness, we will lay the foundation for a better way to learn in a culturally responsive and loving context.

April 1st - 28th, 2023

Engaging K-12 Learners Through Gamification

Course # EDPD 672

Instructors: Ed Storck and Alana Philcox

GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: What were some of your favorite games as a child? What made these games so engaging? In this course, participants will learn about gamification and how to utilize game-based strategies in their classrooms. To enrich our discussion and understanding, participants will review research on engagement theory and consider how these techniques can motivate all learners, especially those who have been historically underserved. Together, as a think tank, we will evaluate examples of gamification and brainstorm turnkey activities that you can try with your students the very next day!

January 1st- 28th, 2023

Enriching the ENL Experience

Course # EDPD 671 Instructor: Kevin Gross
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: This course is focused on enriching the experience for both educators and students in their mainstream classes. The course is designed to promote educator understanding of their students' backgrounds, analyze research-based strategies to assist their learning, while creating a culturally-responsive classroom that enables ENL educational attainment. Participants will explore both federal and NYS legislation that has historically and currently impacted English Language Learner experiences. Participants will also analyze language proficiencies in order to develop strategies best geared to their classroom. Participants will incorporate academic and social language in lesson planning in order to increase student engagement of content and mastery of English.

Topics to be covered include:

- Federal and NYS ENL Legislation
- NYS ENL Demographics and the Achievement Gap
- Creating a Culturally-Responsive Classroom
- Language Proficiencies and Best Strategies in Content Areas
- Lesson Planning and Assessment
- Enhancing Comprehensible Input
- Making connections with student families

January 1st - 28th, 2023

June 1st - 28th, 2023

Growing the Critically Consciousness Classroom

Course #: EDDU 9949 Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: In this course participants will be introduced to the concept and theory of Critical Consciousness and how it can be applied to classroom instruction to directly affect student outcome and success. Participants will be encouraged to think about their own perspectives, working within a diverse environment and implementing culturally responsive instruction. The focus of this course will be on how to infuse the mindset of critical consciousness within our students with also infusing cultural responsiveness in our daily instructional practices. Throughout the course, participants will be encouraged to reflect on their own and student's complex identities. This will be done with questioning leading to self-reflection and keen observation of our students and interactions between students and teacher and student. Further, participants will be provided time to reflect upon their own understanding of what it is to be critically consciousness which will help in modeling for students. The key components of both theories will be introduced, discussed and implemented within a variety of instructional techniques and daily classroom interactions that promote and support a brave learning community. Being able to engage diverse student population has a strong and direct effect on student development and varied tolerance. As educators we need to design and implement activities that lessons that encourage students to share multiple perspectives but also feel confident in speaking out against social injustices, thus creating a brave learning community. Using a language of critique in regards to presented information, media presentations and opinions of others.

November 1st - 28th, 2022

March 1st - 28th, 2023

Infusing Rigor into your Classroom: Instruction and Outcomes

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

Objective: Participants will examine ways they can create meaningful, challenging, rigorous instruction and assessments that provide opportunities that allow for higher level thinking as the norm. They will explore and vet a multitude of resources and develop teaching strategies and assessments that can be incorporated immediately across content areas, grades and subjects to provide challenging and significant learning experiences for every student in their classrooms in an environment that supports risk taking in a safe, brave space. As no singular teaching experience will match another, it's crucial to experience this course in the same rigorous manner we approach the application of our teaching methodology for our classrooms. Every participant in this course comes to this course with a different background (geographical, cultural, life experience.) They will step out of their comfort zone by building a process for continually assessing, reflecting upon and challenging biases and prejudices while building a coalition with educators that are different from them. As a culminating activity participants will create or update a unit of study to include rigorous assessment, instruction, materials and instructional strategies.

December 1st - 28th, 2022

July 1st - 28th, 2023

Instructional Needs of Neurodiverse 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.

September 1st - 28th, 2023

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.

September 1st - 28th, 2022

Integrated Co-Teaching in an Inclusion Classroom

Course #: EDDU 9826
Instructor: Carmella Currao-Mcaleavey
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: The inclusive classroom is one that welcomes all and provides focused differentiated instruction through equitable practices to not only meet the needs of diverse learners, including the traditionally marginalized and special education population, but also challenge those in the mainstream and to help remove these student's barriers to learning. This course will not only discuss the various models for inclusion, but provides all teachers with concrete strategies to incorporate into their daily instruction to help and empower all students in both the academic and social setting. Special emphasis will be placed on exploring and implementing techniques used by successful inclusion classrooms that can be easily translated into any class. Further, participants will discuss how to appropriately integrate critical consciousness with their students and how to have that dialogue within the classroom. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well.

February 6th - March 5th, 2023

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Managing the Culturally Responsive Classroom

Course # EDPD 668 Instructor: Valerie Fiano
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: In this course participants will be introduced to the concept and theory of Cultural Responsiveness and how it can be applied to classroom instruction and daily interactions with students, classroom environment, and parents and within the community. Being aware and reflective of this mindset helps to engage all students from a diverse background and experience. The focus of this course will be on how to infuse the mindset of cultural responsiveness within our classroom communities and interactions with students in order to maximize our daily instructional practices for overall student success. The key components will be introduced, discussed and implemented within a variety of instructional techniques and daily classroom interactions. Being able to engage diverse student population has a strong and direct effect on student development and varied tolerance.

Additionally, as the classroom teacher and facilitator we have the responsibility to create a classroom environment along with lesson design that engages students from multiple backgrounds and interests so that we are reaching as many students as possible and integrating topics and language that is of interest to them and that they are also able to relate to personally – it is increasing important for us to make students aware of the world around them and how they can relate what they are learning to real-life experiences. This course will also train participants to teach all students to understand and promote diversity. Further, participants will discuss how to appropriately integrate cultural responsiveness with their students, adopting the mindset, and to have that dialogue within the classroom. Learning about diversity in different populations allows us to learn different ways to approach, empower and instruct these students. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings.

October 1st - 28th, 2022

February 6th - March 5th, 2023

July 1st - 28th, 2023

Mental Health in the Classroom

Course #: EDUU 9982 Instructor: Tom Fabian
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: As districts implement the new, mandated, Mental Health law into their curriculum, it is important that classroom teachers understand the components of this education law and possess the necessary knowledge to integrate mental health awareness into their practice. Participants in this course will become familiar with the NYSED Amendments to CR Part 135 regarding Mental Health Education. An overview of mental health and the curriculum will be provided and teachers will attain the skills necessary to develop students' mental health, self-esteem, and well-being in, and out of, the classroom. Attention is focused on how culturally responsive practices and policies work to enable school personnel to address the social, behavioral, and mental health needs of students from diverse cultures. The impact of mental health on social and academic success across various cultures will be analyzed and action plans will be created to develop an educational climate that is inclusive of all students in one's care.

October 1st - 28th, 2022

March 1st - 28th, 2023

New World Language Standards: Preparing Global Citizens

Course #: EDPD 676 Instructor: Daniela Panasci
GRAD THROUGH MANHATTAN COLLEGE OR IN-SERVICE

Objective: This course will examine the revised NYS World Language Standards and how it will impact teaching practices and use of teaching resources and materials. This course will also explore the pedagogical shift toward preparing students for a globalized world through foreign language instruction with a focus on how to ensure our students are prepared with 21st century communication skills.

March 1st - 28th, 2023

July 1st - 28th, 2023

Overview of Learning Disabilities

Course # EDPD 606 Instructor: Carmella McAleavy
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.

March 1st - 28th, 2023

Positive Discipline: Ending the School-to-Prison Pipeline

Course # EDPD 609 Instructor: Daniela Panasci
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: This course will focus on learning about the impact of school discipline in creating the School-to-Prison pipeline and the increased rate of incarceration among at-risk students. In exploring the School-to-Prison pipeline enrollees will learn about the connections between the bias seen in disciplinary action and policy, which according to research is racist and inequitable when reporting offenses and administering disciplinary consequences. This resulting in the classroom to prison pipeline. Through research-based practices participants will learn to recognize examples of bias and acquire methods effectively address behavioral issues in an unbiased, student-centered approach. The direct outcome of this teaching methodology will foster improved teacher-student relationships, school climate, resolution behavioral issues, and ultimately prevent future student offenses by creating a more productive, welcoming learning and teaching environment. This course is also beneficial to all school staff, including counselors, psychologists, security guards, and those working within the small group and/or alternative settings.

February 6th - March 5th, 2023

Reading Strategies for All Teachers

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

Objective: The rigors of the Common Core and now the Next Generation Learning Standards have impacted 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 improve and inspire students to be successful readers will benefit from this course. It has been designed to meet the needs of the teacher by examining the Common Core Learning Standards and Next Generation Learning Standards to ensure understanding of the changes that will directly impact instruction, access resources that highlight instructional strategies and ways to select appropriate texts to address the theories and ideas of critical consciousness and cultural responsiveness and how to teach students to use language of critique, allow time for the creation of activities that reflect the needs of a 21st Century learner, the qualities of highly effective reading instruction, choice activities that reflect participants' needs based on the diversity of their own student populations, and formative and summative assessments that are based upon key instructional strategies and tools that should be taught and modeled for students. The modification of reading activities that can be incorporated into many different content areas and grade levels, and the development and sharing of lesson plans that integrate reading strategies and those that are content specific will also be taught and implemented by participants. Those taking this course will also be able to reflect on ways to promote a classroom environment that establishes a culture for reading and increases students' reading "muscles" to ensure that students consistently improve their personal reading skills and continue to learn and grow.

October 1st - 28th, 2022

February 6th - March 5th, 2023

July 1st - 28th, 2023

Redefining Classroom Management for Distance Learning

Course #: EDPD 629 Instructor: Valerie Fiano
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: In this course, participants will learn the key role that classroom management has in overall student achievement and success. Participants will discuss and explore ways in which remote teaching has changed traditional classroom management and the strategies utilized to keep students engaged and successful within a virtual classroom setting. Some of the strategies to be shared and implemented throughout the course will be how to use various tools within the Google Classroom platform, conducting effective communication with parents and students, integrating a more student-centered instructional approach that provides multiple opportunities for student choice and how to guide students into adopting an independent learning mindset during hybrid / distance learning. Further, participants will discuss how to appropriately integrate critical consciousness along with culturally responsive practices with their students to develop dialogue within the classroom that supports a brave learning community and considers underserved social groups. Additionally, grouping students virtually and instructional practices regarding cultural responsiveness will be discussed as well.

December 1st - 28th, 2022

June 1st - June 28th, 2023

June 12th - July 11th, 2023 - No Graduate

Responsive Trauma - Informed Instruction



Course #: EDUU 9226 Instructor: Allison Jahn
GRAD THROUGH UNIVERSITY OF
MASSACHUSETTS GLOBAL OR IN-SERVICE

Objective: The impact of trauma and crisis on our students is tremendous. Research states that up to two-thirds of U.S. children have experienced at least one type of serious childhood trauma, such as abuse, neglect, natural disaster, or experiencing or witnessing violence. Understandably, these experiences can have an extreme impact on a child's education. This course will discuss a topical overview of trauma and how it relates to the classroom instruction through a lens of culturally responsive practices to ensure the diverse needs of those in our care are met. We will also discuss how underrepresented groups face further challenges and trauma's as well as understand strategies, tips and methods to support students, including opportunities to infuse equity.

October 1st - 28th, 2022

May 1st - 26th, 2023

Shifting the Perspective on Poverty: Asset Based Mindset and Strategies

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



Objective: Students in poverty has long been viewed through a deficit perspective, one that immediately eliminates the assets and strengths such students surely have. 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, we must delve in to understand it and how to best reach the students by shifting our perspective. Instead of a deficit viewing, this course will show how to shift one's perspective and mindset, connect with students, teach and empower students through an asset- based lens. This course will explore shifting perspectives on poverty to one of deficit to one of asset based and how this shift in mindset will provide a new way to better reach and support students. Awareness, strategies and outreach opportunities educators can put into practice will be provided, assessed and ultimately implemented by those participating in this course. Further, this course will give participants the tools to develop structures and routines to engage students and opportunities to grow.

August 1st - 28th, 2023

STEAM Education

Course #: EDDU 9400 Instructor: Liz Scott-Pothier
GRAD THROUGH UMASS GLOBAL 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 1st - 28th, 2022

Strength through SEL

Course #: EDPD 670

Instructors: Alana Philcox and Edward Storck
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: This course will empower educators to successfully address the important task of cultivating empathy and social harmony in K-12 classrooms to improve equity within their schools for all learners, including student populations that have been historically underserved and marginalized. Participants will develop and deepen their knowledge, mindsets, and skills necessary to foster an environment in which adults and students display self-awareness and social awareness. In addition, participants will learn how to recognize and identify emotions, their root cause(s), and their impact on the larger community. Discussion and assignments incorporate strategies that can be used to foster acceptance and understanding for diverse individuals and promote social-emotional learning (SEL). Designed as a sort of “think tank,” educators will brainstorm and share various SEL activities in the following environments: classroom, remote learning, school, and home and community, so that by the end of the course, educators have access to dozens of turnkey ideas that they can implement the very next day with their students. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings.

November 1st - 28th, 2022

March 1st - 28th, 2023

August 1st - 28th, 2023

STEM and the New Generation

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

Objective: The NGL Standards have placed a great emphasis on Mathematics and English Language Arts with STEM in the US receiving greater attention as the nation continues to be a major competitor in the world economy and in the research and development of new technologies. Students must be able to see in themselves the potential to pursue STEM interests and careers by having the instruction embrace the diversity that comprises the typical classroom; this means becoming culturally competent. 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 all students, most notable reaching those historically underrepresented and underserved being seen and included. Participants will gain a deeper understanding of the importance of these critical areas and their role in promoting the tenets of STEM while meeting student needs. 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. While learning how to create an engaging STEM classroom, participants will simultaneously learn the importance for students need to see in themselves the potential to pursue STEM interests and career through culturally responsive practice within their instruction. Participants will also research and utilize STEM, culturally responsive resources and lesson plans for their own classrooms. During the course a pedagogical analysis of STEM standards will permit participants to examine how courses in specific content areas can complement and support STEM education to further prepare students for college and competitive careers.

December 1st - 28th, 2022

Supporting and Empowering the LGBTQ+

Student: Using SEL to Create Community

Course #: EDUU 9049 Instructor: Jonathan Chiaramonte
GRAD THROUGH UMASS GLOBAL
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 educators that embrace SEL and cultivate brave learning spaces. As an advocate, an educator renders a tremendous difference on students who are struggling with their identities. Ultimately this course will inform educators on the diverse and powerful perspectives, experiences, struggles and needs of our LGBTQ+ students in our care as well as how to work with parents, administrators, support staff and LGBTQ+ students to promote a safe, respectful learning environment. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom.

November 1st - 28th, 2022

Supporting ELLs Through Cultural, Social, and Educational Transitions

Course #: EDUU 9066 Instructor: Paige Macleod
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: There is a wide spectrum of needs that ELLs have as they immerse themselves into not only a new language, but often, a new culture and educational system. As teachers of ELLs, we have the potential to be a person of guidance and safety for our students. These students have greater stressors and challenges beyond our classroom curriculum and these difficulties can frequently be divided into the categories of cultural, social, and educational. Once we understand the common issues they may face, we will know the signs to look for and, more importantly, what strategies and resources we can provide them with.

Through the lens of culturally responsive practices and growing our own critical consciousness, participants will gain an understanding of common stressors that ELL students face beyond our classroom and will share different strategies and resources to implement into their own practice.

January 1st - 28th, 2023

September 1st - 30th, 2023

Supporting Students with ADHD

Course #: EDNU 9043 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL
OR IN-SERVICE

Objective: The course delves into the many aspects of ADHD; history, theory and brain research, diagnosis, symptoms, medical treatments, behavioral modifications and classroom suggestions. Students have the opportunity to individual classroom philosophies/manuals, which detail ADHD accommodations across multi-leveled curriculum settings.

April 1st - 28th, 2023

July 1st - 28th, 2023

Supporting Students in Crisis

Course #: EDCU 9029 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL
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.

September 1st - 28th, 2023

Teacher Rescue:

Preventing and Reversing Burnout

Course # EDPD 624 Instructor: Cathy Carella-Dean
GRAD THROUGH MANHATTAN COLLEGE
OR IN-SERVICE

Objective: The role of an educator has increasingly become more and more demanding. In addition to being content specialists, or service providers, educators find that their roles encompass so much more than delivering instruction and/or services. Educators' daily work includes elements of counseling, caregiving, mentoring, mediating, coaching, and so much more. Over time, these demands can lead educators to feel "burnt out." This course will give participants the tools to recognize what teacher burn out is and how it negatively impacts teacher and student outcomes. Participants will go beyond identifying issues and will analyze research-based strategies, techniques, and actions to help prevent or reverse burn out. Educators will learn about the positive and invigorating effects of participating in PLCs, PDs, stress management activities, reflections, and leadership opportunities. Educators will discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning. Educators will examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture. Educators identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this. Educators will synthesize fresh lesson plans and faculty presentations that improve student outcomes, and serve to prevent and reverse teacher burnout.

March 1st - 28th, 2023

August 1st - 28th, 2023

Teaching Gifted Students

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

Objective: Educators will study the current status of gifted education and identify the special needs of gifted students in our school-based and online classrooms. And investigate the unique obstacles many gifted students face in the educational process today including the possibility of their own personal implicit biases. They will identify and select strategies that can be used to help these children realize their full potential.

It is the objective of this course to explore the inequities in the system and reasons for which many gifted students are not identified or sufficiently challenged on a daily basis. The first half of the course will be dedicated to defining gifted and distinguishing the gifted student from others in our classrooms in order to begin to understand his/her particular academic, social, cultural and emotional needs and perspectives. The second half of the course will be dedicated to reflecting on personal practices, analyzing different approaches to working with this population, identifying those which appear to be most useful, and designing critically conscious, culturally responsive materials and lesson plans that will foster the development of our best and brightest students in any brave educational setting.

April 1st - 28th, 2023

Teaching with Graphic Organizers

Course #: EDDU 9043 Instructor: Valerie Fiano
GRAD THROUGH UMASS GLOBAL 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 1st - 28th, 2022

Tech Effects on Student Behavior and Learning

Course #: EDKU 9160 Instructor: Hal Kench
GRAD THROUGH UMASS GLOBAL 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 1st - 28th, 2022

September 1st - 28th, 2023

The Autism Spectrum and Today's Classroom

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

Objective: Teaching students on the Autism Spectrum presents many challenges for teachers. A clear understanding of these challenges is essential, especially when these students are mainstreamed into the regular education settings. 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. Culturally responsive practices and equity will be woven into the class in order to strengthen the support our students receive in the way of strategies, cultural strengths, success, open-mindedness and a supportive learning environment.

January 1st - 28th, 2023

The Dyslexic Mind

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

Objective: Dyslexia impacts an estimated one in five students. This course will allow educators to develop an accurate understanding of dyslexia, so that they can work to dispel myths and advocate for proper supports for students, both in their classrooms and larger school communities. This course will address the current inequities in education faced by students with dyslexia. We will discuss the current state of dyslexia identification and support in our schools and explore ways to develop more equitable practices for students with dyslexia. We will consider how race, language and socioeconomic factors can impact proper identification and support. Educators will explore and discuss how structured literacy instruction along with Universal Design for Learning practices can create greater learning equity and accessibility for all learners with dyslexia.

January 1st - 28th, 2023

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 UMASS GLOBAL OR IN-SERVICE

Objective: Today's standards place a heavy emphasis on the various types of technology in the classroom. 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 Participants on how to utilize this type of technology in our classrooms to foster meaningful learning. Through the lens of culturally responsive practices and growing our own critical consciousness, participants will learn about methods to support and strengthen the success of all students and their unique and diverse backgrounds. Specifically, we will read about incorporating Common Core standards while teaching with social media. In addition to strategies and technology that supports both participants 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. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well.

*December 1st - 28th, 2022
May 1st - 26th, 2023
July 1st - 28th, 2023*

The Peaceful Classroom and Easing Student Anxiety and Stress

Course #: EDUU 9048
Instructor: Kysten Elliston-Martin
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: The class will address the stress and anxiety students contend with on a daily basis by examining the causes and learning ways to help alleviate such within the classroom. By becoming more aware and versed in strategies of social emotional learning and practices through the lens of culturally responsive practices that embrace and reflect the many identities and experiences of the students in their care, educators will learn to support their students and lessen the stress and anxiety often felt by them. How the recent pandemic has changed student motivation and behavior and what to do in order to meet their unique and diverse interests will be included in this timely course as well. In all, this course will cultivate an awareness and provide resources and strategies to employ in creating a peaceful classroom that works to reduce stress and anxiety of students with the goal of developing equitable practices for the students in one's care, notably for those marginalized populations.

*November 1st-28th, 2022
February 6th - March 5th, 2023
June 1st - June 28th
June 12th - July 11th, 2023 - No Graduate*

The Self Driven Learner and Motivational Strategies

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

Objective: Explore various research-based motivational theories in regards on how to motivate students through instruction and classroom management. There will be an emphasis on intrinsic and extrinsic motivational factors and how this can be applied to the classroom setting. Intrinsic motivators will also include giving students opportunities to make personal connections to curriculum while opening up dialect in the classroom to allow for multiple perspectives. Learn how to incorporate role-models and peer-models into classroom activities. 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 participants to meet the rigor of the Common Core Learning Standards and motivate their students to excel with academic goals. Students learning how to self-monitor and reflect upon their own motivation will be modeled and encouraged. Learn how to craft and deliver student-centered lessons that involves the students more in their own learning and teaching them how to reflect upon what they have learned and how they can improve. Developing a heightened knowledge of cultural responsiveness will help participants to explore ways to implore and motivate students to participate in a brave learning community, combat societal norms, recognize the underserved and marginalized social groups, while giving students a voice in the classroom to become leaders of cultural change.

*May 1st - 26th, 2023
August 1st - 28th, 2023*

The Tween & Teenager's Mind

Being an Educator with Kids Today

Course # EDDU 9037 Instructor: Allison Jahn
GRAD THROUGH UMASS GLOBAL OR IN-SERVICE

Objective: Our middle school and high school students today are raised in a culture different than what many of us were raised in. The result is a generation of 'Gen Z' kids who have a different mindset. This course will dive into what it means to be Gen Z, how that impacts relationships, education and life outlook. This course will look at the factors that impact these tweens and teens such as economics, different types of households, social media, etc. We will study the biology of the developing teen mind and the stages of development to further understand the behaviors we see in our classrooms. Comparing 'nature vs. nurture' and using strategies like Mindfulness and quality classroom practices will enhance student relationships and promote a positive environment that prompts learning and social-emotional development is our goal.

April 1st - 28th, 2023



Coaching Courses

NYS Accredited Online Coaching Courses

For questions regarding enrollment of sports specific sections 6-9, please contact us at kristina@lilieonline.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 1st - 28th, 2022

November 1st - 28th, 2022

February 1st - 28th, 2023

April 1st - 28th, 2023

June 1st - 28th, 2023

July 1st - 28th, 2023

August 1st - 28th, 2023

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 1st - 28th, 2022

January 1st - 28th, 2023

March 1st - 28th, 2023

May 1st - 28th, 2023

July 1st - 28th, 2023

August 1st - 28th, 2023

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.

October 1st - 28th, 2022

November 1st - 28th, 2022

January 1st - 28th, 2023

March 1st - 28th, 2023

May 1st - 28th, 2023

June 1st - 28th, 2023

July 1st - 28th, 2023

August 1st - 28th, 2023

September 1st - 28th, 2023

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*Customers must pay in full for the bundle.

There is no additional discount that applies to the bundle.