

# GRADUATE STUDIES AND PROFESSIONAL DEVELOPMENT FOR TEACHERS AND LEADERS



Charleston Southern University is Proud to Offer...

• **Online Summer Graduate Courses** • **ESOL Endorsement** • **SPED Endorsement**

## SPECIAL EDUCATION – MULTICATEGORICAL K-12 – GRADUATE COURSES

These 3 courses count towards the Master of Education in Special Education – Multicategorical K-12 nondegree seeking endorsement. This endorsement requires a total of 33 hours and can be completed in 1 year. **Courses may be taken independently, without planning to complete the full endorsement.**

### **SPED 600: Introduction to Exceptional Learners/Special Ed with Dr. Tammy Harosky (3 credit hours)**

This course provides an overview of special education and the characteristics of exceptional learners. Candidates are introduced to special education laws and their implications for identification and eligibility, service delivery options, and the Individualized Education Program (IEP). In addition, the use of technology, collaborative practices, and transition planning and requirements are examined. Candidates will also reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education. **(ONLINE May 8 - June 25)**

### **SPED 601: Characteristics of Learning Disabilities with Dr. Julie Fernandez (3 credit hours)**

This course is designed to increase awareness of learning disabilities from several viewpoints and theoretical perspectives. While the course emphasizes understanding the issues surrounding the field of learning disabilities, it also examines assessment and remediation of learning problems. Topics range from legislation pertaining to learning disabilities to providing services to individuals with learning disabilities. **(ONLINE May 8 - June 25)**

### **SPED 602: Characteristics of Intellectual Disabilities with Dr. Carson Walker (3 credit hours)**

This course introduces students to the history of intellectual disability and severe disabilities. Students will critically examine current definitions of intellectual disability and practices in medical diagnosis of the intellectual disability. They will study the biological, educational, social, and behavioral factors contributing to intellectual delays. Students will consider current and historical educational practices for individuals with intellectual disability and explore contemporary ethical, social, and educational issues that affect the lives of individuals with this label across the lifespan. **(ONLINE June 26 - August 13)**

## ESOL ENDORSEMENT – GRADUATE COURSES

By completing the 3 courses below, teachers may add the Teaching English to Speakers of Other Languages endorsement. The Teaching English to Speakers of Other Languages endorsement is designed to prepare certified classroom teachers with the understanding of the nature and need of the English language learner and the pedagogy for effective instruction. Teachers may add the Teaching English to Speakers of Other Languages endorsement by completing the required 7 hours. **Courses may be taken independently, without planning on completing the full endorsement.**

### **EDUC 667: Cultural and Linguistic Diversity for ESOL Educators with Dr. Tammy Harosky (3 credit hours)**

This course emphasizes language acquisition pedagogical theories, the impact of culture on language learning, and cognitive processes in second language learning. The course also focuses on cultural and linguistic diversity and identity with an emphasis on culturally responsive learning environment, cultural bias, socio-economic diversity, and the home-school connection. **(ONLINE May 8 - June 25)**

### **EDUC 668: Principles and Strategies for Teaching ESOL with Dr. Tammy Harosky (3 credit hours)**

This course is designed to meet the varied needs of English learners by focusing on techniques for developing and implementing successful instructional strategies. The focus is on state and nationally adopted models of second language instruction in the K-12 classroom to prepare effective teachers of English language learners. The course will cover how to identify ESOL students, how to use appropriate instructional assessment strategies aligned with PK-12 English language proficiency standards, and relevant laws and policies related to the instruction and services provided to an English language learner. **(ONLINE June 26 - August 13)**

### **EDUC 669: Practicum in Teaching ESOL with Dr. Tammy Harosky (1 credit hour)**

This course is specifically designed for collaboration with content and ESL teachers. It is developed to equip ESL teachers with the skills of how to meet the academic and social needs of this unique population of students. This 15-hour practicum will provide the student with experiences of working directly with students whose first language is not English. **(ONLINE June 26 - August 13)**

**Cost:** \$450 per credit hour

**Application Requirements:** Online Application, Official Transcripts from previously attended college or university  
**Teacher Certificate** [apply.charlestonsouthern.edu/apply](https://apply.charlestonsouthern.edu/apply)

## OTHER GRADUATE COURSES

### **EDUC 615: Educational Leadership I: Organizational Behaviors (3 credit hours)**

An in-depth view and assessment of professional goals and skills and how they relate to future roles in administration. A study of organizational theories and behaviors and effective leadership from structural, human relationships, political and symbolic perspectives. (This course is a prerequisite for professional education and specialty studies courses). Co-requisite: EDUC 601.

(ONLINE May 8 - June 25)

### **EDUC 616 Educational Leadership II: Human Resource and Finance Management with Dr. James Spencer (3 credit hours)**

A study of processes and skills related to the management of human resources and finances at the school site. The course includes 1) a study of the selection, evaluation and professional development of school personnel and 2) a focus on fundamental concepts of local, state, and federal financing of our schools, current operations, and effective financial practices.

(ONLINE June 26 - August 13)

### **EDUC 630: Legal and Ethical Environments of Public Schools with Dr. Marion Baird (3 credit hours)**

A case approach to ethical and legal issues (past and present) confronted by school administrators. A study of school laws and their implications for administrators. (ONLINE June 26 - August 13)

### **EDUC 645: Planning and Supervision of the Instructional Program with Dr. Kathy Sobolewski (3 credit hours)**

A study of curriculum design, selection, implementation and evaluation from an interdisciplinary perspective. The course will focus on effective practices related to planning for curricular change, analyzing curricular offerings, selecting and implementing appropriate curricula, and assessing the effectiveness of curricular programs in grades kindergarten through twelve. The course will study the techniques and models of instructional planning including skills for using a shared governance model for the purpose of school improvement. The course will focus on effective instructional supervision, including classroom observation, evaluation and conference skills. (ONLINE May 8 - June 25)

### **HPES 650: Sport Law and Ethics with Dr. Anthony Smith (3 credit hours)**

This course introduces the legal doctrines, major statutes, standards, and case law that establish legal responsibilities, rights, privileges, and controls related to the fields of physical education and sport. Students will investigate case law involved in negligence and tort law, risk management constitutional law, and sport and education legislation. Note: This cannot be challenged. (ONLINE May 8 - June 25)

### **HPES 651: Contemporary Issues in Sports and Physical Education with Dr. Anthony Smith (3 credit hours)**

This course is designed to identify a range of contemporary issues impacting upon the purpose, place, and role of physical education and school sport. Students will critique current research and literature to help consolidate their understanding of both theory and practice. (ONLINE June 26 - August 13)

### **HPES 678: Biomechanics of Human Movement with Dr. Adam Keath (3 credit hours)**

This course outlines the fundamental concepts related to assessment and modification of the athlete's capacities, including talent identification and profiling. Applied anatomy provides the theoretical framework for valid and reliable assessment and evidence-based modification of an athlete's body structure and physical capacity. Applied biometrics explains how sport technique may be analyzed and the resulting information used to improve athletic performance. (ONLINE May 8 - June 25)

### **HPES 679: Motor Learning and Development with Dr. Adam Keath (3 credit hours)**

This course outlines the fundamental concepts related to assessment and modification of the athlete's capacities, including talent identification and profiling. Applied anatomy provides the theoretical framework for valid and reliable assessment and evidence-based modification of an athlete's body structure and physical capacity. Applied biometrics explains how sport technique may be analyzed and the resulting information used to improve athletic performance.

(ONLINE June 26 - August 13)

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