School	Course Title	Hours/Fees/Days
La Verne	Professional Development Courses:	
	https://www.pdcourses.net/courses.php?cat_id=2	
	EDUC_710C The Multicultural Classroom	
	The growing number of culturally diverse students in the classroom demands a teacher's knowledge of educating without alienating, condescending or offending. This course covers topics such as teaching all students equally and equity in classroom assessment.	3/\$345/online or campus
	EDUC_713K The Differentiated Classroom	
	Disruptive behavior, lack of motivation, power struggles - the list of obstacles seems endless. This course provides teachers with positive, effective strategies and practical solutions to help them address those discipline problems and more. Teachers will learn how to eliminate power-struggles and restore order to their classrooms, form mutually respectful teacher-student relationships, use natural and logical consequences, and create a cooperative, positive learning environment	
	EDUC_713J Motivating Students who Don't Care	3/\$345/online or campus
	Motivating students who don't care is one of the biggest problems faced by today's teachers and principals. This course begins by examining different types of motivation, student and teacher attitudes toward and perceptions of learning, and activation of the cognitive system at various levels of motivation. It then gives the teacher models for developing motivation in the classroom, taking into consideration various learning states and discipline problems. Various methods of reaching diverse learners are also discussed.	
	EDUC_714S-Becoming a More Effective Teacher	
	This course is designed for the beginning teacher, the teacher changing grade levels, or for the returning teacher who may want to	

	refine his or her classroom organization and management. Through the process of reading two texts, the teacher will focus on answering questions about the classroom environment as well as classroom management. The teacher also will complete a six-step project to demonstrate an understanding of a well-developed classroom environment, a consistent discipline plan, clear classroom procedures, a lesson plan grid for the first week of school, and a letter of introduction to the parents.	3/\$345/online or campus
	Goals a. learn about classroom management strategies, lesson planning, and setting up a classroom. b. plan and organize the classroom environment. c. plan and document classroom procedures. d. become familiar with various discipline plans and document the discipline plan that will be in place. e. plan and document the first week's lesson plans. f. compose a letter of introduction. g. become familiar with experienced teachers on-site and ask for their guidance as mentors.	
		3/\$345/online or campus
Claremont Colleges	<ul> <li>Leadership Development         https://www.pomona.edu/administration/campus-center/services-programs/leadership     </li> <li>Psychology 156 PO-Industrial/Organizational Psychology</li> <li>HIST025 CH-All Power to the People</li> </ul>	

EA 146 PZ- Environmental Education
SOC126 AA- Immigration and the Second Generation
School Of Educational Studies
http://www.cgu.edu/pages/267.asp
EDAD 520- History of Community Colleges
EDAD 320- History of Community Coneges
Overview of American and California community calleges, including
Overview of American and California community colleges, including
history, administration, and contemporary issues such as student
development and learning outcomes, student diversity, access and equity.
EDAD 522-College Student Characteristics and Cultures
Students in postsecondary education in the United States. Major
demographic groups (race, class, ethnicity, age, ability, sexual orientation,
gender, etc.) and their experiences with access, equity, campus cultures
and retention at two- and four-year institutions.
Instructional Design and Technology, M.S.
http://catalog.fullerton.edu/preview_program.php?catoid=3&poid=1204
&hl=Instructional+Design%2C+MA&returnto=search
din instructional Besignivaze in tarecume search
Study Plan:
The Master of Science in Instructional Design and Technology requires 30
units of approved graduate courses and takes a total of five semesters,
(21 months) to complete. The schedule runs year-round as follows:
A
August
Boot-Up Orientation (1 day/Saturday)
Semester 1 - September through December
IDT 505 - Foundations of Instructional Design and Web Authoring Tools (3)

### August 8, 2016

ı	IDT E40 D	D 1 1	1		١
ı	IIII 5 III - RESEARCH	Practices in	instructional Desig	n and Lechnology IX	. 1
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#### Semester 2 - January through early May

IDT 520 - Instructional Design 1: Issues in ELearning and the Design Process (3)

IDT 525 - Learning Theories for Postsecondary and Adult Instructional Settings (3)

#### Semester 3 - May through August

IDT 530 - Instructional Design 2: Advanced Issues in Implementation, Management and Program Evaluation (3)

IDT 535 - Instructional Strategies and Universal Design Issues in Learning Environments (3)

#### October

# Midpoint Symposium (1 day/Saturday) Semester 4 - September through December

IDT 540 - Systematic Approaches to Web and Multimedia Design and Development (3)

IDT 545 - Trends, Emerging Technologies and Issues in Instructional Design (3)

### Semester 5 - January through early May

IDT 550 - Practicum in Instructional Design and Technology (3)

IDT 597 - Project (3)

Total (30 uni	ts)		
Course Name	Course Number	Name of College	Date Approved
Developing Critical Thinkers	ORLD 4815	Columbia University	2/18/16
Critical Theory & Adult Learning	ORLD 5815	Columbia University	2/18/16
Teaching English Language Learners	EDIU-9813	Brandman University (Chapman University System)	1/22/16
Communicating through the Media	EDIU-9692	Brandman University (Chapman University System)	1/22/16
Mental health Triage	EDU-X7933	University of Diego	1/15/16
Classroom Management was reviewed and approved for the following	EDUX-776	University of Diego	1/15/16
Teaching Positive Social skills to Students	EDU-X 720A	University of Diego	1/15/16
Teaching Methods for Diverse Learners	EDU-X 700A	University of Diego	1/15/16
Singapore Math: Number Sense and Computational Strategies	EDRU 9019	Brandman University	1/13/16

Course Name	Course Number	Name of College	Date Approved
Maximizing Student Achievement Through Effective Classroom Management	EDU-X797	University of Diego	1/13/16
Introduction to mental Health First Response	EDU-X791J	University of Diego	1/13/16
Effective College Teaching	GED 548	California State University, Dominguez Hills	1/8/16
Creating the Inclusive Classroom: Strategies for Success	EDRU 9016	Brandman University (Chapman University System)	4/22/15
Differentiated Instruction In the Classroom	EDRU 9017	Brandman University (Chapman University System)	4/22/15
Singapore Math: Number Sense and Computational Strategies	EDRU 9019	Brandman University (Chapman University System)	4/22/15
Teaching Students with Disabilities	EDNU 9026	Brandman University (Chapman University System)	4/22/15
Empowering Students with Disabilities	EDNU 9024	Brandman University (Chapman University System)	4/22/15
The Creative Classroom	EDNU 9021	Brandman University (Chapman University System)	4/22/15
ASCD Understanding by Design	EDEL X935	California State University, Fullerton	9/12/12
Understanding by Design	EDEL X935	California State University, Fullerton	8/17/11
Classroom Management Relationships	EDEL X934	California State University, Fullerton	8/17/11
The Brain: Understanding the Mind	EDEL X953	California State University, Fullerton	8/17/11