



UNIVERSITY *of* VIRGINIA
SCHOOL *of* CONTINUING & PROFESSIONAL STUDIES



Richmond Center | Fall 2009 Schedule of Classes



University of Virginia School of Continuing & Professional Studies

The School of Continuing and Professional Studies (SCPS) is committed to opening the doors of the University of Virginia to almost 15,000 nontraditional adult learners annually. With academic centers located in Abingdon, Charlottesville, Falls Church, Quantico, Richmond, Roanoke, and Virginia Beach, the School meets the educational needs of the Commonwealth's citizens. Nontraditional learners throughout the United States and the world participate in the University's academic community through the School's distance learning technology.

University of Virginia Richmond Center
2810 North Parham Road, Suite 300
Richmond, VA 23294
www.scps.virginia.edu/richmond

keep learning, keep growing.

Is your school division looking for educational partners? Let us help you maintain your competitive edge with customized organizational and leadership programs designed to provide solutions to your organization's challenges. Formats are convenient for the busy professional, and range in length from half-day workshops to semester-long courses.

Is your school community interested in creating job embedded professional learning opportunities? Specializing in program audits and targeted solutions, the experts at U.Va. can become your partners in creating customized responses to the complex challenges facing your school community.

Contact me at (804) 662-7464 or kac7j@virginia.edu to learn more about our new leadership academy for school support personnel or to schedule an appointment to explore how to make U.Va. part of your team. I look forward to hearing from you.

Kathy Cullen
Director

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M.Ed., Ed.S., Administration & Supervision

This state-approved program is designed for individuals seeking PreK-12 endorsement in school administration and supervision, or an advanced degree, with or without endorsement. Courses are taught by University faculty and accomplished school administrators selected for their professional expertise, practical experience, and understanding of what tomorrow's leaders will need to know. Courses are offered in the evenings and on weekends, allowing students to balance work and academic schedules. Students may enroll in up to two courses before being admitted to a program.

Learn more at www.scps.virginia.edu/degrees/schooladministration2.php

M.Ed., Ed.S., Reading Education

The Master of Education and the Education Specialist with an emphasis in Reading Education provide teachers with a firm foundation in reading education. The program also meets the state requirements for the Reading Specialist Endorsement. Participants acquire a current and comprehensive understanding of literacy development from emergent literacy to mature reading. Courses focus on literacy acquisition, early intervention, reading comprehension, assessment, reading disability, and word knowledge. The master's degree requires completion of 36 credit hours, including 6 hours of clinical practicum courses, while the Ed.S. requires an additional 10 courses beyond the master's requirements. Both programs take approximately 3 years to complete on a part-time basis. Classes are offered in the evenings, on Saturdays, or online.

Learn more at www.scps.virginia.edu/degrees/reading.php

Certificate in Adolescent Literacy

Successfully teaching reading and writing to the older student requires an understanding and appreciation of adolescent learners. Engagement, motivation and interest are a critical part of adolescent learning. The Certificate in Adolescent Literacy is designed for teachers of upper elementary, middle and high school students. The nondegree program consists of 6 graduate-level courses (16 credits) that are offered in the evenings or online. The certificate can be completed in approximately 18 months.

Learn more at www.scps.virginia.edu/certificates/adolescent.php

Educational Technologies Series

This series of four graduate-level courses is designed for principals and assistant principals, curriculum and technology coordinators, IT and IRT specialists and K-12 teachers interested in or responsible for the successful integration and implementation of educational technology in their schools. All courses can be taken to fulfill elective requirements in the Administration and Supervision and Reading degree programs.

For more information, call the U.Va. Richmond Center at (804) 662-7464.

English as a Second Language

This series of graduate courses meets the requirements for the Virginia Department of Education endorsement in English as a Second Language PreK-12. Courses are open to individuals who hold a current teaching license in Virginia, including those who hold the Provisional License. The endorsement in ESL will not be granted until all requirements are met for the Collegiate Professional or Postgraduate Professional License in another licensure area. In Virginia, six credit hours in a modern foreign language are also required.

Learn more at www.scps.virginia.edu/educators/english.php

Gifted Education

A series of four graduate courses are offered for classroom teachers seeking an endorsement in gifted education. The courses are designed to meet the competencies outlined in the licensure regulations for school personnel and include extended emphasis on application of strategies in the classroom.

Learn more at www.scps.virginia.edu/educators/gifted.php

Alternative Route to Teacher Licensure

This series of graduate-level courses is offered to assist individuals in meeting the Professional Studies Requirement for the alternative route to teacher licensure in the Commonwealth of Virginia in the licensure areas of adult education, PreK-12 specific endorsements, and secondary grades 6-12 endorsements (e.g., English, history, biology). These licensure areas require 15-18 semester hours of coursework depending on grade level. Other areas of provisional licensure, such as special education and elementary education, require additional coursework not offered at the U.Va. Richmond Center.

Courses are intended for individuals with a minimum of an undergraduate degree (BA/BS) who are interested in obtaining a license to teach, as well as for teachers with provisional licenses who need to complete the Professional Studies Requirement needed for licensure. The Alternative Route to Teacher Licensure is a four-part process. The prospective teacher must complete the four parts for submission to the Virginia Department of Education in order to receive a license to teach in Virginia.

For a current listing of alternative licensure requirements and testing provisions, see the Virginia Department of Education Web site at: www.pen.k12.va.us/VDOE/newvdoe/licroute.htm

State Requirement:	University of Virginia Course:
Curriculum & Instructional Procedures (3 credits) - Embeds assessment based on data	Curriculum, Instruction and Assessment (3 graduate credits)
Human Growth and Development (3 credits)	Child Growth and Development (3 graduate credits)
Reading in the Content Area (3 credits)	Reading in the Content Area (3 graduate credits)
Foundations of Education (3 credits)	Social Foundations of Education (3 graduate credits)
Classroom Management (3 credits)	Effective Classroom Management (3 graduate credits)
Language Acquisition (3 credits for middle grades)	Word Study: Language Structures & Phonics (3 graduate credits)



Adolescent Literacy

Reading in the Content Area

EDIS 7710

In this course, participants explore how students comprehend and learn with text and how teachers assist them in these processes. Participants will explore the nature and meaning of comprehension, strategic teaching and learning, and will examine what it means to learn with texts. The emphasis will be on the development of ways to think about the use of comprehension and content reading strategies within the context of effective instruction.

Instructor: Julie Gray, M.Ed., jjj7e@virginia.edu
Tuesdays, 4:30pm-7:30pm / September 15-
December 9 / 3 GR credits / 90 points

See also Online Fall 2009 Schedule of Classes, p 9

Alternative Route to Licensure

Classroom Management

PSED 6505

The single most common difficulty beginning teachers have is classroom management. This course, designed for those entering teaching through an alternative route (but useful to those renewing their license) will provide the skills and knowledge necessary to complete a usable classroom management plan based on techniques that promote emotional well-being and maintain behavioral conduct and skills consistent with norms, standards and rules of the educational environment. This course will address diverse approaches based upon behavioral, cognitive, affective and social ecological theory and practice.

Instructor: Pam Roland, Ed.D., pre3c@virginia.edu
Fridays / 5-9pm / Saturdays / 9am-4:30pm
September 25-26, October 23-24, November 13-
14, December 4-5 / 3 GR credits / 90 points

Reading in the Content Area

EDIS 7710

See Adolescent Literacy

See also Online Fall 2009 Schedule of Classes, p 9

Administration & Supervision

School Finance

EDLF 7808

This course focuses on the analysis of the problems and principles involved in finance in an individual school with special emphasis on budgeting procedures and accounting systems.

Instructor: Stewart Roberson, Ed.D., sroberson@hcps.us
Thursdays / 4:30-9:30pm / Fridays / 4:30-9:30pm
Saturdays / 8:30am-3:30pm / September 10, 18-
19, 24, October 2-3, 8 / plus online instruction
and distance learning / 3 GR credits / 90 points

Public School Administration

EDLF 7804

This introduction to school administration addresses the organization and structure of the school system; legal basis for school administration; authority responsibility; control at different levels of government for education; the administration, and the supervision of the instructional program; and the application of theories of leadership and organization to enduring problems of schooling.

Instructor: Jamelle Wilson, Ed.D., jwilson@hcps4.hanover.k12.va.us
Fridays / 4:30-9:30pm / Saturdays / 8:30am-
3:30pm / October 16-17, November 6-7,
December 4-5 / plus online instruction and dis-
tance learning / 3 GR credits / 90 points

Leadership and Technology Standards: Implementation and Best Practices

EDLF 5500

Students will investigate emergent technology standards and issues related to institutionalizing them. A major focus will be the role of school leaders in the implementation of new standards and the evaluation of best practice.

Instructor: Zahrl G. Schoeny, Ph.D., zgs@virginia.edu
Fridays / 5:30-8:30pm / Saturdays / 9:00am-
3:30pm / September 11-12, October 24,
November 21 / plus online instruction and distance
learning / 3 GR credits / 90 points

Internship

EDLF 8985

Prerequisite: Open to admitted students only with Dr. Cheryl Henig's prior approval. Before registering for EDLF 894, students must have completed and received a passing grade (B- or above) for a minimum of 21 credits of core coursework including EDLF 875, School Law, EDLF 881, Introduction to Supervision of Instruction, EDLF 783, School Finance, and EDLF 778, The School and

Administration & Supervision

Internship (continued)

Community Relations. Ideally, the internship will be done during students' last semester of the program. Students will be given credit for the internship at the end of the endorsement program. This is a special assignment that provides a unique experience in an education setting consistent with the student's professional activities and program focus.

*Instructors: Cheryl B. Henig, Ph.D.,
cbh2c@virginia.edu and Kate Cassada, Ed.D.,
cassada@comcast.net*

Fall Semester / 3 GR credits / 90 points

Educational Technology

Leadership and Technology Standards: Implementation and Best Practices

EDLF 5500

Students will investigate emergent technology standards and issues related to institutionalizing them. A major focus will be the role of school leaders in the implementation of new standards and the evaluation of best practice.

*Instructor: Zahrl G. Schoeny, Ph.D., zgs@virginia.edu
Fridays / 5:30-8:30pm / Saturdays /
9:00am-3:30pm / September 11-12, October 24,
November 21 / plus online instruction and distance
learning / 3 GR credits / 90 points*

English as a Second Language

Reading and Writing for Second Language Learners

PSED 6514

This course is designed to give students the theoretical and practical knowledge of the development of English reading and writing skills for kindergarten through adult learners who are speakers of other languages with emphasis on reading and writing in the secondary level.

*Instructor: Megan Moore, Ph.D.,
Megan.Moore@doe.virginia.gov
Tuesdays / 5:30-8:30pm / Saturdays / 9am-4pm /
September 19, 22, 29, October 6, 17, 20, 24 /
plus online instruction and distance learning /
3 GR credits / 90 points*

See also Online Fall 2009 Schedule of Classes, p x

General Education

When Chronic Illness Enters the Classroom

PSED 6505

School nurses, teachers, counselors, administrators, and support personnel will explore how they can meet the needs and make a difference in the lives of these children. Special attention will be given to educational plans, transitioning, advocacy, skills development, and grief and bereavement issues.

*Instructor: Alma M. Morgan, M.Ed.,
amorgan@mcvh-vcu.edu
Saturdays, 9am-4:30pm / October 3, 17 /
1 GR credit / 30 points*

Information Session

*Tuesday, August 11
4:30-5:30pm*

Gifted Education

Introduction to Curriculum for the Gifted

EDLF 5500

This course explores the characteristics of good curriculum for all learners and the relationship with the attributes of effective curriculum for gifted and advanced students. Participants will develop curriculum that links learner characteristics and readiness with appropriate content, process and product assignments. Participants will investigate effective assessment and evaluation of student learning and appropriate modifications to curriculum for special populations of gifted learners.

*Instructor: Jana Burch, M.Ed.,
jbburch@hanover.k12.va.us
Saturdays, 8:30am-5:00pm / September 12, 19,
29, October 3, 17 / 3 GR credits / 90 points /
Chickahominy Middle School (Hanover County)*

Reading Education

Reading Diagnosis and Remediation I: Grades PreK-2

EDIS 5730

Prerequisites: EDIS 770 Foundations of Reading and EDIS 772 Word Study: Language Structures and Phonics; Advisor Permission Required. This course is an introduction to both formative and diagnostic literacy assessments used in the pre-school through primary grades (emergent and beginning stage readers). Clinical and classroom diagnostic methods along with related instructional implications are explored. This course involves multiple practicum assignments that are to be completed outside of class.

*Instructor: Julie Gray, M.Ed., jjj7e@virginia.edu
Wednesdays, 4:30-8pm / September 16-December
9 (except November 25) / 3 GR credits / 90 points*

Effective Reading Programs

EDIS 7750

Prerequisites: Advisor permission required. Reading specialists in today's schools are often asked to evaluate instructional programs, design programs, and conduct in-service training for their schools. It becomes necessary, then, for the reading specialist to have some familiarity with nationally known approaches to reading program design. In addition, they need to know how to design classroom-based programs for their own use in a variety of teaching assignments. This course provides the background overview as well as the opportunity to design classrooms and programs of the future.

*Instructor: Rosemarie Stocky, Ph.D.,
rstocky@hcps4.hanover.k12.va.us
Fridays / 4:30-7:30pm / Saturdays / 9am-4pm /
September 25-26, October 9-10, 23-24,
November 13-14 / 3 GR credits / 90 points*

Reading in the Content Area

EDIS 7710

See Adolescent Literacy, p 6

See also Online Fall 2009 Schedule of Classes, p 9

Reading Education

Reading in the Content Area

EDIS 7710

In this course, participants explore how students comprehend and learn with text and how teachers assist them in these processes. Participants will explore the nature and meaning of comprehension, strategic teaching and learning, and will examine what it means to learn with texts. The emphasis will be on the development of ways to think about the use of comprehension and content reading strategies within the context of effective instruction.

Instructor: Kristi Gacek, M.Ed., klg4h@virginia.edu or Amy Heiman, M.Ed., amh2b@virginia.edu / September 7-December 11 / 3 GR credits / 90 points / online

Word Study: Language Structures & Phonics

EDIS 7720

This course explores a combination of theoretical and practical issues surround the most fundamental skills in reading - access to word in print. Assumes a basic knowledge of the reading process, such as familiarity with the alphabetic principle and prerequisites for learning to read. Provides hands-on opportunities to make conceptually-based word study tasks for developmental needs in phonetics, spelling and vocabulary acquisition.

Instructor: Kristi Gacek, M.Ed., klg4h@virginia.edu or Heather Canty, M.Ed., hja3g@virginia.edu / September 7-December 11 / 3 GR credits / 90 points / online

Adolescent Literacy

PSED 6511

Participants identify the characteristics of adolescent learners, connect student achievement, particularly on the Virginia Standards of Learning tests to their current instructional practices in teaching reading and writing, and examine and integrate into practice effective ways to assess and design instruction that meets the literacy needs of middle and high school students.

Instructor: Agnes Craft, M.Ed. asc5p@virginia.edu September 7-December 11 / 3 GR credits / 90 points / online

Foundations of Reading Instruction

EDIS 7700

This course focuses on studying and understanding the development of literacy, from earliest emergent stages through mature reading, writing and spelling. Children's literacy development is presented in relations to instruction. Teachers will learn to match children's literacy needs with appropriate methods of instruction.

Instructor: Christine MacWilliams, M.Ed., cml3v@virginia.edu September 7-December 14 / 3 GR credits / 90 points / online

Early Reading Development

EDIS 5500

This course is designed for early childhood and primary educators who want to learn more about the components of a balanced literacy program for emergent, beginning and early instructional level readers. Students learn how to administer and interpret several early literacy assessments. Instructional topics include how to incorporate phonological awareness, phonics and reading lessons into a balanced language arts program.

Instructor: Kimberly Warburton, M.Ed., cml3v@virginia.edu September 7-December 14 / 3 GR credits / 90 points / online



Educational Technology

Teaching with Web 2.0 Technology in the 21st Century

PSED 6524

Web 2.0 technologies such as blogs, wikis, podcasts, and other collaborative tools provide new opportunities for in-service teachers with minimal computer knowledge to integrate technology into teaching and learning. The Internet is a more customizable and user-friendly classroom utility than ever before. This cutting-edge class offers teachers an in-depth look into incorporating numerous 21st century tools into classrooms in an effort to engage digital learners.

Instructor: Chris O'Neal, co4n@virginia.edu
September 14-December 11 / 3 GR credits / 90 points / online

English as a Second Language

Multicultural Education ESL Focus

PSED 6505

This comprehensive review of multicultural education is designed to help pre-service and in-service teachers address the needs of students of both genders, various social classes, religions, and ethnic and cultural groups. The course examines multicultural education through a focus on prejudice reduction, content construction, school empowerment and equity pedagogy. This course is designed to meet the needs of classroom teachers who work with ESL students.

Instructor: Megan Moore, mm3ef@Virginia.EDU
September 14-November 9 / 3 GR credits / 90 points / online

Physical Education

Including Children with Disabilities in General Physical Education

EDHS 5500

This course prepares K-12 teachers with physical education responsibilities to provide safe, appropriate, and individualized accommodations to children with disabilities who are included in general physical education programs. All information presented is based on scientifically-proven practices in adapted physical education that have been successfully implemented in physical education programs in Virginia and around the United States.

Instructor: Martin Block, Ph.D., meb7u@Virginia.EDU
September 14-December 11 / 3 GR credits / 90 points / online

Physics Education

How Things Work I

PHYS 6050

This course emphasizes how things work with regard to objects dealing with motion, mechanics, liquids, heat, gases and sound. Includes Newton's laws of motion and applications. Intended for in-service science teachers for use in the classroom to show students the relevance of science in their lives. Suitable for K6-12 teachers. Can be used for recertification, endorsement credit, and partial fulfillment of requirements for the Master of Arts in Physics Education.

Instructor: Richard Lindgren, Ph.D., rlindgren@virginia.EDU
September 7-December 14 / 3 GR credits / 90 points / online

Galileo & Einstein

PHYS 6090

This course examines how new understanding of the natural world developed from the time of Galileo to Einstein taking the two famous scientists as case studies. Intended for in-service teachers.

Instructor: Richard Lindgren, Ph.D., rlindgren@virginia.EDU
September 7-December 14 / 3 GR credits / 90 points / online

Special Education

Survey of Autism Spectrum Disorders

EDIS 5500

This course, designed for general and special education teachers, focuses on the characteristics of and teaching methods for students with autism spectrum disorders. Topics include defining, assessing, accommodating and instructing students with autism spectrum disorders (ASD). The course emphasizes, but is not limited to, students with Asperger's syndrome and instructional strategies for inclusive settings.

Instructor: Laurie Alderman, la2u@virginia.edu
September 9-December 16 / 3 GR credits / 90 points / online

Please Be Aware of Important Changes in Registration Procedures:

As of July 1, 2009, the University of Virginia will be implementing a new student information system. Students registering for Fall 2009 courses through the School of Continuing and Professional Studies will notice changes in registration and payment procedures. We encourage you to check for periodic updates about these important changes by visiting:

www.scps.virginia.edu/register/index2.htm

If you have any questions or encounter difficulty with locating course information or with course registration, please call our office for assistance.

(804) 662-7464.

Honor System

All students registered in credit courses, noncredit courses, or degree programs are subject to the rules of the University Honor System. Details will be provided upon registration and are also available through the U.Va. Richmond Center.

Email Policy

All students registering for credit courses must obtain a University of Virginia assigned email account. U.Va. email is the official communication instrument for SCPS students. You are responsible for all information sent to you through email. Email resource services are provided to students for the term in which they are actively registered in U.Va. credit courses. For information on setting up your U.Va. email account go to:

www.scps.virginia.edu/email_form_instructions.htm

Textbooks

The textbook list can be found at the following website:

<http://bookstore.mbsdirect.net/scps.htm> and click on (order my books).

You will be able to order directly from the U.Va. bookstore through this site or feel free to use other sources such as online vendors, local bookstores, universities.

Holidays

The U.Va. Richmond Center will be closed:

September 7 - Labor Day

November 25, 26, 27 - Thanksgiving

December 24, 25, 28 - Christmas

December 31 & January 1 - New Year's

Richmond Center Staff

Kathy Cullen, *Director*

Angie Wilkins, *Program Coordinator*

Linda Meade, *Program Coordinator*

Deonna Hall, *Student Support Specialist*

Cheryl Henig, *Advisor, Administration &*

Supervision Program

Julie Gray, *Advisor, TEMPO Reading Program*

Contact Information

(804) 662-7464 or (800) 323-4882

Fax (804) 662-9827

www.scps.virginia.edu/richmond

Join Us for A Free Information Session

Learn more about:

Reading

Educational Leadership

Alternative Licensure

ESL and Gifted Endorsement

U.Va. Richmond Center

Tuesday, August 11, 4:30-5:30pm

Registration
begins
July 1, 2009



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