

## **SUMMER 2009 WORKSHOPS**

### **COUNSELING AND EDUCATIONAL PSYCHOLOGY**

#### **Seminar for Counseling Excellence**

EDC 595 31 (3 credits) CL#2443

EDC 595 32 (3 credits) CL#2445

July 6 -10, 8 am – 4 pm

The workshops will be conducted in a conference format and provide a forum for discussing current issues and trends, as well as, an opportunity for advanced counselor training.

Topics may include: Counselor Credentialing and Licensure Process, Laws Effecting the Practice of Counseling, New Practices as the Result of the Virginia Tech Tragedy, Training in Meyers Briggs and Uses in Career Counseling and Academic Motivation, Trends in Career Counseling, Changes in ACA Ethical Code, Diversity Issues, Grief/Loss and Complicated Grief, Use of Humor in Counseling, Use and demonstration of Music Therapy, Role and Function Trends of Counselors in Educational Settings, Counselor Interventions for Improving Self-Esteem of Clients, the Challenge of Eating Disorders, Counselor Intervention for Relationship Rejection, Suicide Prevention, Drug and Alcohol Counseling, Serving Under Achievers and Latest Research Information About What Works in Counseling.

If you have any questions about the workshop, please contact Dr. Angelo Gadaletto (agadaletto@wcupa.edu)

#### **Alternative Counseling Interventions**

EDC 596 31 (3 credits) CL#2447

July 13 -17, 8 am -4 pm

The National Institute of Health reports that over 70% of the population uses complementary therapies. This three credit workshop explores intervention modalities that are successful in addressing life issues such as stress management, smoking cessation, weight management, and pain management, and other behavior modification techniques. The modalities introduced include, but are not limited to Hypnosis, Neuro Linguistic Programming, Reiki, and Yoga. The course provides the student with an overview of these interventions through didactic and experiential activities as well as guest speakers.

If you have any questions about the workshop, please contact Dr. Angelo Gadaletto (agadaletto@wcupa.edu)

## **ELEMENTARY EDUCATION**

### **Differentiating Instruction for ELL's in K-12**

EDE589 22 (3 credits) CL#1568

June 22-26, 8 am to 4 pm

The course focuses on strategies and adaptations all teachers can use to improve the achievement of English Language Learners. A research-based model of instruction (the SIOP model) will also be explored. We will work through the eight elements of the model, from planning to instructional delivery to evaluation, with hands-on activities and discussion, and we will view videotaped teaching vignettes at the elementary and middle school levels that highlight each of the elements.

### **Enhancing Collegiality: Supervision and Mentoring Skills for Cooperating Teachers**

EDE591 21 (3 credits) CL#1566

June 22-26, 8 am to 4 pm

This course affords teachers opportunities to develop knowledge and skills to become effective cooperating teachers. We will examine and explore techniques that aid in the professional development of cooperating teachers by:

- Exploring ways for cooperating teachers and student teachers to establish strong rapport and good communication in the mentoring relationship
- Identifying cooperating teachers' learning style and how that style translates into leadership and teaching styles
- Facilitating cooperating teachers in providing instructional support through modeling and developing reflective practice in their student teacher
- Learning and practicing observational skills which may help cooperating teachers gather data during student teacher observations
- Exploring a variety of feedback models to enhance the growth of the student teacher
- Developing tools which can be used to assist conferencing and student teacher improvement
- Applying what we know about supervision, conferencing, and feedback to daily experiences with parents, students, and colleagues
- Presenting the WCU Teacher Intern Performance Rating and the Pennsylvania Department of Education 430 Form as methods to convey evaluative information to student teachers

## **Integrating a Mexican Perspective in Education**

EDE589 31 (6 credits) CL#1400

Trip date: Guanajuato, MX: June 21-28

Class pre/post meeting times: June 3, 10 and July 22 at 6:00-8:00 pm

This workshop is designed for teachers, administrators, and graduate students who are interested in understanding and meeting the needs of Mexican children in our schools. The workshop includes a cultural immersion experience of 6 days in the State of Guanajuato, Mexico. In Mexico, workshop participants will have the opportunity to visit Mexican schools; talk with Mexican educators; tour the city and state of Guanajuato; observe firsthand the lifestyle of Mexican families; and learn about the history and culture of Mexico by visiting museums and historic sites.

There will be two evening seminars prior to the trip, June 3 and June 10, at 6:00 pm on campus. Topics covered include Mexican history and values, cross-cultural sensitivity and trip logistics. There will be an evening seminar after the trip on July 22 where students will share their projects. As a course requirement, students will complete a project from one of three options – an integrated thematic unit based on Mexican culture, an action plan for tailoring school/family relationships to the needs of Mexican families or the design of an in-service workshop for teachers on working with Mexican children and their families. For further information call Dr. Bollin (856-795-2179 or 610-436-2398) or e-mail [gbollin@wcupa.edu](mailto:gbollin@wcupa.edu).

### **Workshop Fees:**

Non-tuition costs: Airfare, room, board and transportation in Mexico: \$1500.00

(Note: Costs may vary slightly based on changes in the dollar/peso exchange rate and/or changes in taxes on airfares or hotel rooms.) Partial scholarships may be available.

### **To register:**

Register for section *EDE589: Integrating the Mexican Perspective* in the second summer session. Mail your name, address, telephone number, e-mail address and together with a check to cover the non-tuition costs of the workshop to Dr. Gail Bollin, Department of Elementary Education, West Chester University, West Chester, PA 19383. The check should be made out to West Chester University. The deadline for the payment is April 20, 2009.

## **The Next Step: Teacher Research Beyond the School Context**

EDE592 41 (3 credit) CL#1408

July 30, 31, August 3, 4, 5, 9 am -5 pm

In this summer seminar, teachers will work collaboratively to transform and share their work as teacher researchers with an audience beyond the university and school settings. Teachers will prepare their classroom action research projects and/or other inquiries into teaching and learning for journal submissions, conference proposals and online community sharing. Teachers will explore print, electronic and conference opportunities for public sharing of their work and investigate potential sources of funding for their continued work as teacher researchers. Through the seminar, teachers will 1. identify appropriate venues for their particular projects, 2. prepare manuscripts, conference proposals and/or grant proposals for submission to selected locations/sources. 3. examine their role as leaders in the context of collegial professional development.

### **Integration of Curriculum and Instruction with Global Perspectives**

EDE589 41 (3 credits) CL#1103

July 30, 31, August 3, 4, 5, 9 am to 5 pm

This workshop will discuss the rationale of global education and specific strategies to incorporate global education in the current curriculum. If you believe the students should develop the skills to be able to live in this interdependent world, this workshop is designed for you. This workshop also benefits those who are interested in developing their international skills in order to take advantage of this interdependent world. The Integration of Curriculum and Instruction with Global Perspectives will be presented in an active learning and hands-on mode.

## **ENGLISH**

### **Supervising High School Publications**

ENG615 40 (3 credits) CL#1014

August 3 -7, 8:30 am – 5:00 pm

This workshop offers essentials for publications advising, especially for prospective and beginning advisers of either newspapers or news magazines, and high school journalism teachers. Topics covered include writing news, features and editorial/columns, publication production, distribution, management, staff recruitment and training. Contemporary legal and ethical issues in school publications also will be addressed. At the conclusion of the week-long workshop, students should have both an understanding of and the competencies to advise secondary school newspapers and news magazines, and amass a wealth of information from both printed and Web-based scholastic journalism resources.

### **Learning Genre Theory through Writing, Writing through Genre, and How Would You Grade That, Anyway?**

Eng615 41 (3 credits) CL#1012

August 10-14, 8:30 am -5 pm

In this 5-day workshop, we will (1) draft a new text, the genre chosen by the participants individually (significant portions in class); the genre must be one with which the particular participant is *unfamiliar* (examples might include newsletters, blogs, film scripts, feature news stories, etc.) (2) study the features of those genres, in peer-review and reading groups, including creating grading rubrics based on group meta-processing of genre features and the group's own work drafting those pieces; (3) explore genre theory and genre approaches to teaching writing; (4) learn how to apply our own writing and meta-processing to helping others with their writing.

Open to current and future teachers and also those interested in using genre to understand written production, the focus will be on applying our hands-on exploration of a particular genre to how one approaches a new genre in general.

## **FRENCH**

### **Special Topics: Oral Proficiency, Francophonie**

FRE 520 80 (3 credits) CL #1264

May 26- June 5, 4 – 8 pm

### **Special Topics: Advanced Language Study**

FRE 521 20 (3 credits) CL#1268

June 22- 26, 8:30 am – 4:30 pm

## **HEALTH**

### **Water Quality and Health**

ENV 533 20 (3 credits) CL#1908

June 1-4, 8-11, 5 -10 pm

*Water Quality and Health* provides an overall examination of the state of aquatic systems from a human perspective, considering both human health concerns and societal needs. The connection between water quality and human health is important because different water uses, such as agriculture, industrial, recreational and drinking require different degrees of management and treatment. This class incorporates classroom lecture, laboratory exercises and field exercises in a systematic examination of the water quality in the Brandywine Creek. Students will participate in sample collection, laboratory analysis, data collation and data analysis to develop a comprehensive water quality report.

## **Stress Management Techniques**

HEA511 30 (3 credits) CL#2509

July 20- 24, 8 am – 5 pm

This week long course addresses the theoretical bases for stress and stress management, the psychophysiology of stress, stress and health, and a variety of stress management techniques. A broad range of coping techniques is covered including stress journaling, relaxation techniques, cognitive restructuring, and relationship building techniques. Students engage in practical activities and assessments to apply the course information.

## **Substance Use Prevention**

HEA 623 30 (3 credits) CL#2520

July 6 -10, 8 am – 5pm

This course is designed to provide students with an understanding of the many complex issues and perspectives related to drug and alcohol use in society with a particular focus on prevention. Alcohol, tobacco, and other drug content will include ATOD prevention curriculum & programs, and program planning skills for community and school.

## **Global Issues in Women's Occupational Health**

HEA581 20 (3 credits) CL#1893

June 3 -9, 8 am – 5 pm

Worldwide, women retain responsibility for most domestic and child-rearing work even as they take on more jobs and careers outside the home. This dual role, combined with the tendency of women to work in the care-giving professions, results in increased psychosocial effects in women that impact both the home and the workplace. A growing number of studies indicate that males and females choose their work based on different criteria and respond to their work in different ways, both emotionally and physically. This course, using an interdisciplinary approach, will focus on occupational hazards and the interactions of women's multiple social and economic roles. In addition, we will consider the ways in which women's responses to their work are impacted by culture, laws, and economic status in different countries.

## **Culture Immersion Trip to Guanajuato, Mexico**

HEA581 21 (3-6 credits) CL#1897

HEA581 22 (3-6 credits) CL#1902

Trip to Guanajuato Mexico May 27th – June 2<sup>st</sup>, 2009

Class meets May 12 and May 19, 7 -10 pm and on post session TBA

The travel course is designed for health and human service students and professionals who are interested in learning more about Mexican health, nutrition culture and history in order to better meet the health needs of Mexican and Mexican-American families who live in the Chester County area. In Mexico, workshop participants will have the opportunity to: visit health care, wellness and nutrition facilities, talk with health/government officials, and learn about the history and culture of Mexico. Additional fee required for travel to Mexico. For more information, contact Debra Bill, PhD., 610-469-6941, [dbill@wcupa.edu](mailto:dbill@wcupa.edu)

### **Current Issues in Public Health and Health Care**

HEA581 30 (3 credits) CL#2517

July 23-24, 27-29, 8am- 5pm

This seminar will highlight public health practice as a strategic approach to finding solutions for several, often inter-linked, health, economic, political, and social issues, both nationally and globally. Current perspectives and available research findings will guide critical thinking and discussion of challenging public health issues such as health systems strengthening, workforce development, burden of infectious diseases and injuries, chronic disease management, mental health issues, disaster planning and emergency preparedness, women's empowerment, and human rights. Population-based health promotion and disease prevention approaches, public-private partnerships, and creative resource allocation models will be explored.

### **Wellness Policies and School Health Councils: Strategies for Health K-12 Schools**

HEA581 31(3 credits) CL#2584

July 13- 17, 8am -5 pm

This course is designed to help K-12 school professionals develop, implement, and evaluate effective action plans for health promoting schools. Specific focus of the course is on characteristics of health promoting schools, building assets to promote healthy behaviors, school health councils, wellness policies, action planning, evaluation, and professional resources.

### **Nutrition for Health, Fitness and Performance**

NTD522 30 (3 credits) CL#2548

July 22-24, 27, 28, 8 am -5 pm

This course addresses nutrition and its effects on health, development, and performance. Sound guidelines for optimal health and physical performance, energy pathways, nutrients relative to health and physical performance, timing of nutrition, nutritional performance enhancers, body composition, and weight control are discussed.

## **Human Nutrition**

NTD503 30 (3 credits) CL#2515

July 13 -17, 8 am – 5 pm

This course uses a scientific approach to learn how nutrition plays a role in improving the quality of our lives - socially, physically, mentally, and emotionally. Food digestion, absorption, transport, and utilization are discussed. Diet and disease relationships are understood. Roles of vitamins, minerals, and supplements are examined. Principles of weight control are debated. Fads and fallacies will be dispelled.

## **MUSIC: APPLIED**

### **Conducting for the Stage**

VOC 536 21 (3 credits) CL#1845

June 22- 26, 9:30 am – 4:30 pm

### **Jazz Workshop**

AIM 679 31 (3 credits) CL#2461

July 12- 17, 8 am – 5 pm

### **World Percussion**

AIM 679 32 (3 credits) CL#2462

July 20- 24, 8:30 am – 4:30 pm

### **Marching Band Workshop**

MWB 538 31 (3 credits) CL#2463

July 28- 31, 8 am – 8 pm

## **MUSIC EDUCATION**

### **Research Seminar in Music**

MUE 691 21 (2 credits) CL#1808

May 26- June 25

### **Research Seminar in Music**

MUE 691 31 (2 credits) CL#2470

June 29- Jul 30

### **Philosophical Foundations of Music Education**

MUE 503 31 (3 credits) CL#2405

June 29- July 3, 8 am – 4:30 pm

### **General Music in the Secondary School Curriculum**

MWE 538 31 (3 credits) CL#2479

July 13- 17, 8 am -4:30 pm

### **String Essentials for the Music Educator**

MUE 548 31 (3 credits) CL#2580

July 13- 17, 8 am – 4:30 pm

### **Innovations in Instructional Music Education: Instituting Change in Music Teaching and Learning**

MUE 603 31 (3 credits) CL#2419

July 20- 24, 8 am – 4:30 pm

### **Guitar Essentials for the Music Educator**

MUE 544 41 (3 credits) CL#1096

August 3- 7, 8 am – 4:30 pm

## **MUSIC TECHNOLOGY**

### **Introduction to Notation, Sequencing, and Electronic Instruments**

MUE 591 31 (2 credits) CL#2420

July 6 -10, 9 am – 3 pm

### **Multimedia Authoring for Music Education**

MUE 596 31 (2 credits) CL#2421

July 20- 24, 9 am – 3 pm

## **Teaching MENC standards through Technology**

MUE 679 32 (3 credits) CL#2455

July 27- 31, 8 am – 4:30 pm

## **MUSIC HISTORY AND LITERATURE**

### **History of the Opera**

MHL 654 01 (3 credits) CL#2429

June 29- July 17, 1:00 – 3:45 pm

## **MUSIC THEORY AND COMPOSITION**

### **Advanced Chromatic Harmony**

MTC 591 31 (3 credits)

June 29 –July 17, 9am – noon

## **PENNSYLVANIA WRITING AND LITERATURE PROJECT (PWP)**

### **Teacher as Writer**

PWP 502 01 (3 credits) CL#1981

June 29, 30, July 1, 2, 6, 7, 8 am – 3 pm

### **Popular Mechanics**

PWP 502 02 (3 credits) CL#2581

July 6 -10, 8 am – 4:30 pm

### **Literacy in Bloom: Botanical Inspirations for Reading, Writing and Learning**

PWP 510 01 (3 credits) CL#2001

July 13 – 17, 8 am – 4:30 pm

### **Math Academy**

PWP 513 05 (3 credits) CL#1986

July 6 -10, 8 am – 4:30 pm

**Reading and Literature Institute (combines with PWP521-01 for 6 credit course)**

PWP 520 01 (3 credits) CL# 2021

June 29- July 23, M-Th, 8 am -3 pm

**Reading and Literature Institute (combines with PWP520-01 for 6 credit course)**

PWP 521 01 (3 credits) CL# 2026

June 29 – July 23, M-Th, 8 am – 3 pm

**Seminar for Master Teachers (Writing Institute at GBC)**

PWP 597 01 (6 credits) CL# 2006

June 29 – July 23, M- Th, 8 am – 3 pm

**Seminar for Master Teachers (Writing Institute at GBC)**

PWP 597 02 (6 credits) CL#2011

June 29 – July 23, 8 am – 3 pm

**Seminar for Master Teachers (Writing Institute at Bucks County Intermediate Unit)**

PWP 597 03 (6 credits) CL#2016

June 29- July 23, M- Th, 8 am – 3 pm

**Manage a Writing/Reading Classroom**

PWP 599 01 (3 credits) CL#1976

June 29 – July 3, 8 am – 4:30 p

**Growing Readers**

PWP 599 02 (3 credits) CL#1966

June 29 – July 3, 8 am – 4:30 pm

**Units of Study for Writing**

PWP 599 03 (3 credits) CL#1971

June 29 –July 3, 8 am – 4:30 pm

**Partnering with Children to Read, Write and Talk History**

PWP 599 04 (1 Credit) CL#1991

July 13-14, 8:30 am – 3:30 pm

**Linking Technology with the Reading/Writing Classroom**

PWP 508-01 (3 credits) CL#1533

June 23,24,25,30, July 1 8am-4:30pm

**Strategies for Teaching Literature, 4-12**

PWP 520 02 CL#1042

July 13-16, 20,21 8am-3:30pm

**Strategies for Teaching Writing , 4-12**

PWP 503 01 (3 credits) CL#1048

July 20-24, 8am-4:30

**Reading and Writing in Digital Spaces, Considering Audience, Mode and Purpose with Electronic Media, 5-12**

PWP 508 02 (3 credits) CL#1036

July 20-24 8am-4:30pm

**Writing and Children's Literature**

PWP 513 04 (3 credits) CL#1120

July 27-31 8am-4:30pm

**Popular Mechanics, 4-12**

PWP 502 03 (3 credits) CL# 1040

July 27-31 8am-4:30pm

**Visualizing Words and Worlds at the Michener Museum**

PWP 513 02 (3 credits) CL# 1046

July 20-24 8:30-4:00pm

**Visualizing Words and Worlds at Goggleworks**

PWP 513 03 (3 credits) CL#1038

July 27-31 8:30am-4pm

## **Visualizing Words and Worlds at Brandywine**

PWP 513 01 (3 credits) CL#1044

August 3-7 8:30-4:00pm

## **PROFESSIONAL AND SECONDARY EDUCATION**

### **Teaching with Interactive Whiteboard**

EDF599 21 (3 credits) CL#1728

June 15– 19, 8 am- 5pm

Offered in Hamburg School District

This one-week, three-credit workshop is for teachers who would like to learn how to use interactive whiteboard in the classroom. In the workshop, participants will create a lesson plan for an interactive lesson using a whiteboard, and will “teach” the lesson to their fellow students. The workshop will help the participants master the intricacies of the whiteboard, make them aware of resources that are available to those wanting to use an interactive whiteboard, and help them understand how to manage the technology in a whiteboard lesson. The course is for participants at all levels of computer knowledge.

### **Developing Effective School-Based Interventions for the ADHD Child**

EDF 599 31 (3 credits) CL#2231

July 13 – July 17, 8 am – 5 pm

Over the past decade, ADHD has become the most widely studied disorder of childhood. Disagreements over diagnosis and interventions have led to confusion over the way in which teachers and counselors should approach management of this disorder. The intent of this workshop is to provide a comprehensive model for intervention based on recent research, and clinical and school – based experience. Research identified symptoms of the disorder, considerations for intervening with families, issues of co-morbidity, and core principles for effective school-based interventions will be presented.

### **Environmental Education: Design, Delivery, and Field Experience Green Schools**

EDO520 31 (3 credits) CL#2550

July 6- July 12, Tues, Wed, Thursday 4:15 -7:00 pm

This 5-week course will use the E&E Standards as a springboard for investigating how to make school buildings, grounds, and operations more environmentally sound and sustainable.

### **Organization & Administration of Outdoor Education**

EDO505 31 (3 credits) CL#2552  
July 20 - 26

### **Environmental Education- Trip to Peru**

EDO598 41 (3 credits) CL#1114

August 1 – August 13, 2009

This course features a 12-day field study to Peru in conjunction with the Amazon Center for Environmental Education & Research (ACEER). August 1-August 13, 2009 More info at [www.aceer.org](http://www.aceer.org). or contact Dr. Morgan, [pmorgan@wcupa.edu](mailto:pmorgan@wcupa.edu)

### **Preparing Standard based Integrated Units**

EDS599 41 (3 credits) CL#1074

August 10–14, 8am -5 pm

This intensive course allows practicing teachers (K-12) to prepare standards-based integrated units. Students will explore a variety of curriculum integration models, select an appropriate model and create one unit. Students will examine state, district and disciplinary standards. Units will have performance-based authentic assessments and show adaptations to meet the needs of diverse learners. The course provides an opportunity for individual or teams of teachers to create or revise curriculum to meet current needs.

### **Google for Educators**

EDS 599 42 (3 credits) CL #1116

August 10-14, 8 am – 4 pm

Students, teachers and staff can get things done more effectively and share ideas more quickly when they use Google applications and services. With Google applications there's no hardware or software to install or buy. Everything is delivered through a standard web browser -- anytime, from anyplace. This workshop is appropriate for all K-12 teachers and will cover Google

Advanced Search, Google Earth, iGoogle, Google Talk, Google Notebook, Google Docs, Google Groups and Google Sites.

## **SOCIAL WORK**

### **Social Work in Disasters - From Mental Health Services to Recovery through Rebuilding**

SWG590 41 (3 credits) CL#1082

August 3 -7, 8 am – 5 pm

This course focuses on the characteristics, strengths, and service needs of individuals, families, and communities that have experienced a disaster (whether natural or manmade) with resultant mass trauma, deaths, and extensive loss of housing and other material possessions. This course will cover all aspects of disaster relief work. Topics covered include introduction to disaster relief work, shelter operations, family services, first aid certification, disaster mental health services including the theoretical bases for these services, critical incident stress management, community recovery and rebuilding, and policy development for disaster preparedness and community rebuilding. Disaster services emanate from various, theoretical perspectives including social systems theory, social learning theory, social structural theory, and crisis theory. Students will learn both how to offer disaster mental health services to those people directly affected by the disaster *and* to first responders (police, fire, rescue, and other, relief workers). Careful attention will be paid to how to take care of one's self, both during and after providing disaster services.

## **SPECIAL EDUCATION**

### **Legal Issues in Special Education**

EDA 506 31 (3 credits) CL#1386

July 20- 24, 9:00 am to 5:00 pm

This course is designed to present information on the pertinent legislation, both federal and state that governs the delivery of services to youth and adults with disabilities in school and community settings. This course will focus on the past and present significant litigation and legislation effecting the education of children with disabilities. Students will be exposed to significant court decisions and legislations (No Child Left behind Act, Sec. 504, ADA, and IDEA). Attention will be given to challenges surrounding implementation and compliance, and writing legally sound Individualized Educational Plans and Service Agreement Plans. In addition, students will learn the function and procedures of conflict resolution. Practical applications will include demonstration of practitioner implementation of IDEA principles, critical analysis of legislative resources, and school-based decision making.

## **Intro to Autism: Understanding Autism and the Interdisciplinary Process**

EDA 520 31 (3 credits) CL#1392

July 6-10, 9 am to 5 pm

This course addresses the principles and strategies involved in an interdisciplinary approach to the treatment of individuals with autism. Faculty from the departments of Communication Disorders, Kinesiology, Psychology, and Special Education provide students with an opportunity to reflect upon the characteristics of individuals with autism spectrum disorders within the context of the individual discipline and how to successfully work within an interdisciplinary setting.

## **Inclusion and Collaboration**

EDA 511 41 (3 credits) CL#1034

August 3 -7, 8 am to 5 pm

As students with disabilities are increasingly assigned to general education classrooms, the education of these students becomes less the sole responsibility of the special education teacher and more a shared responsibility with regular education teachers. With the movement toward including students with disabilities comes the need for collaboration among all professionals to provide a supportive education. The purpose of this course/workshop is to prepare teachers to cultural changes evident in the American public education with regard to the education of students with special needs. Participants will examine one's own beliefs about inclusion and collaboration, hear new perspectives on these philosophies, learn how to work collaboratively with other professionals, and learn practical methods to support the needs