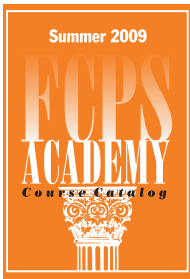


College Credit Courses



The following courses are offered for college credit. College credits are applicable toward recertification (licensure renewal) under certain conditions. See the Virginia Licensure Renewal Manual, Division of Teacher Education and Licensure, Virginia Department of Education (online at www.pen.k12.va.us), for specific recertification information.

College credit courses may be applied toward additional salary credit. See School Board Regulation 4621.3 for additional information.

Course completion information is entered into My PLT. Both the employee and the FCPS Licensure office can view and print copies.

ART

AC-1261

Issues and Research in Art Education

E M H ★

George Mason University | AVT 605 | 3 credits | 90 points

This course provides an overview of the history of art education, contemporary issues, and a sense of the importance of research to determine where we have been, where we are going, and what it all means. Through readings, class discussions, school observations, and hands-on experiences, students examine the theoretical foundations from which current practices are informed, maintained, reached, or abandoned. We also discuss ways teachers may use research-oriented questions and data to explore issues and research to improve teaching and learning.

Note: Priority is given to art teachers.

Section	Location Room	Dates Time Instructor
42858	Leis Ctr Rm I	Mon, Aug 31-Dec 14 (no class Sept 7 or Oct 12) 4:30-7:10 pm Tomhave

AC-1257

Technology Applications for the Art Room

E M H ★

Virginia Commonwealth University | ARTS 592 | 3 credits | 90 points

This course, designed for art teachers at all levels, examines diverse aspects of new technologies in relation to art instructional programs. Emphasis is placed on the development and integration of art videos, websites, and WebQuests to enhance and support the art program. Participants use readily available software to design instructional applications and consider potential uses within the art room. This course satisfies Technology Competences 5-8.

Note: Priority is given to art teachers.

Section	Location Room	Dates Time Instructor
42845	Leis Ctr East Lab	Mon, Sept 21-Dec 14 (no class Oct 12) 4:30-8:15 pm Ferreira

GENERAL

AC-1794

Working With English Language Learners (WELL) Grades 7-12

M H ★

George Mason University | EDUC 500 | 3 credits | 90 points

Participants learn the most effective instructional practices for English language learners (ELLs). WELL raises awareness of ELL students' needs and provides educators with the knowledge and skills necessary to enable ELL students to succeed in their education. Participants increase their knowledge of the second language acquisition and acculturation processes. Appropriate instructional techniques to adapt lessons, assessments, and materials to meet the needs of ELLs will be studied.

Note: Prior to the first class meeting, all participants must purchase the course textbook: *A Course for Teaching English Learners*, by Lynne T. Diaz-Rico, Pearson, 2008.

Section	Location Room	Dates Time Instructor
42846	Key MS Rm 100	Thur, Sept 24; Oct 1, 8, 15, 22, 29; Nov 5, 12, 19; Dec 3, 10 17 Tues, Nov 24; Dec 15 4:30-7:30 pm Niles

Timely Course Drops Allow Someone Else to Take Your Place

If you find you are unable to attend the class for which you are scheduled, follow the drop procedures on page 8.

This allows someone on the wait list to take your place.

College Credit Courses

These courses are also available for Academy credit. Please see pp. 30-31.

- Participants will only be allowed to take **one** CaseNEX online course **per semester** through FCPS Academy.
- All participants will be added to a wait list and will be notified when and where to attend a mandatory face-to-face meeting prior to the beginning of the course.
- Failure to attend the mandatory session will result in an automatic drop from the course to allow space for a new participant from the wait list to enroll.

Online Learning: Is it Right for Me?

The success of any online learning is based on community building, which can only be accomplished if the class is committed to a minimum level of required participation and a weekly time commitment.

Requirements

- Access to a computer with specific software (stated in the orientation materials).
- Online readiness and technology skills to succeed (such as logging into 24/7 and completing the orientation requirements including a **mandatory** face-to-face meeting).

Expectations

- Participate in the 8.5 week course (online orientation, one face-to-face class, and 8.5 online sessions).
- Spend a minimum of 4 hours per week working in 24/7.
- Log in and post to the discussion board a minimum of 3 times per week. The first login for each session must be within the first three days of each session.
- Complete assignments by specific due dates.
- Attend one face-to-face meeting prior to the course start. (Failure to attend this session will result in an automatic drop from the course to allow a new participant to enroll.)
- Notify instructor of any special situations, disabilities, or specialized learning needs at the first face-to-face class.
- Understand that the course content is sequential and not self-paced (must meet course deadlines).

GENERAL

AC-2254

Differentiating Instruction in the Advanced Academic Classroom—CaseNex Online

H ★

No. GA College & State University | EDUC 609 | 3 credits | 90 points

Differentiating instruction is an effective method for reaching all learners. This online course focuses on the how-to's of differentiation and the principles and practices that support effective differentiation. Participants explore and practice various strategies to differentiate content, process, and products in response to learner readiness, interests, and learning profiles. Practical methods for setting up and managing a differentiated classroom that integrates all learners into the advanced academic classroom are explored. This class is designed specifically for secondary teachers.

Section	Location Room	Dates Time Instructor
42841	Online	Sept 21-Nov 18 Lamons

E = Elementary SOL = Standards of Learning
M = Middle ★ = Content
H = High 🖥️ = Tech Standards

College Credit Courses

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- ◆ Participants will only be allowed to take **one** CaseNEX online course **per semester** through FCPS Academy.
- ◆ *All participants will be added to a wait list* and will be notified when and where to attend a mandatory face-to-face meeting prior to the beginning of the course.
- ◆ Failure to attend the mandatory session will result in an automatic drop from the course to allow space for a new participant from the wait list to enroll.

AC-1531

Differentiating Instruction for the Gifted Learner—CaseNex Online

E M H ★

No. GA College & State University | EDUC 7790 | 3 credits | 90 points

Differentiating instruction is an effective method for reaching all gifted learners as mandated by No Child Left Behind. Ideal for teachers in mixed-ability classrooms and gifted support personnel, this course focuses on the how-to's of differentiation and the principles and practices that support effective differentiation. Participants explore and practice various strategies to differentiate content, process, and products in response to learner readiness, interests, and learning profiles. Practical methods for setting up and managing a differentiated classroom that integrates gifted learners into the school environment are explored. This class was formerly titled Challenging Gifted Students Through Differentiated Instruction.

Section	Location Room	Dates Time Instructor
42842	Online	Sept 21-Nov 18 Lewis

AC-2227

Introduction to the Gifted and Talented—CaseNex Online

E M H ★

No. GA College & State University | EDGE 5001 | 3 credits | 90 points

This core course has been designed to provide a basic understanding of the characteristics and needs of gifted and talented children and to provide an overview of current issues in the study of gifted and talented students and the programs designed to meet their needs.

Section	Location Room	Dates Time Instructor
42843	Online	Sept 28-Nov 22 Kelly

AC-1767

Underserved Gifted Learners—CaseNex Online

E M H ★

No. GA College & State University | EDUC 643 | 3 credits | 90 points

The No Child Left Behind Act requires that schools boost inclusion rates of those learners who are members of traditionally underrepresented and underserved populations. This course helps participants learn the skills necessary to identify and develop the talents of underserved populations of gifted learners (cultural and ethnic minorities, economically disadvantaged, twice exceptional, underachieving, female, and very young gifted students). Educators practice specific strategies to understand and meet the unique needs of special populations of gifted learners.

Section	Location Room	Dates Time Instructor
42847	Online	Sept 28-Dec 2 Brooker

Timely Course Drops Allow Someone Else to Take Your Place

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