



KALMANOVITZ
SCHOOL OF
EDUCATION

GENERAL EDUCATION PROGRAM

EDUC 173 Effective Helping (3)	Introduces students to Robert Carkhuff's Human Resources Development Modes, an eclectic one-to-one communications skill model developed from research by which helper skills were most conducive to positive client growth. Instruction follows a "tell-show-do" format: didactic presentations and demonstrations of each concept, followed by structured application exercises.
EDUC 210 Learning, Development and Cognition in a Social Context (3)	Psychological principles and major learning theories applied in education and counseling. Stages of growth focusing on biological, psychological, and social development and education of the whole child. Synthesis of affective and cognitive perspectives, right/left hemisphere brain function, language development and interaction, and sex role socialization from birth through adult phases. Developmental issues and their effects on individuals and families in schools and marriage, family, child counseling settings. Other content includes affective development, typical and atypical neurological development, brain trauma and sensory motor theory.
EDUC 211 Advanced Educational Psychology (3)	Designed for students who have completed basic courses in psychological foundations of education. Motivational and learning theories of Maslow, Ausubel, Skinner and others. Implication of respective theories for classroom practice.



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EDUC 214B The Founding Story (5 units)	This course introduces students to a detailed study of the life and times of St. John Baptist de La Salle. The story of the origins is related through reading and discussion of notable biographical and autobiographical texts. This course takes up the related theme of “vocational journey of a teacher,” a concept explored by contemporary writers such as Parker Palmer and others. A four-session practicum augments this course with topics such as Lasallian scholarship, formation presentation and association for mission.
EDUC 214C De La Salle’s Educational Vision and Influence (5 units)	This course examines the educational vision of De La Salle primarily through reading of his classic, <i>The Conduct of Schools</i> . In addition, the participants are invited to study other pedagogical catechetical writings, and some contemporary texts exploring the Lasallian Educational Mission. A four-session practicum augments this course with topics such as Lasallian scholarship, formation presentation development and association for mission.
EDUC 214D De La Salle’s Spiritual Vision and Influence (5 units)	This course immerses the student in the spiritual writings of De La Salle, particularly the <i>Meditations</i> and the <i>Method of Interior Prayer</i> . This course seeks the integration of Lasallian spirituality with the themes of the Education 214 B and C. In addition, an array of topics will be explored that will enhance each participant’s own spiritual journey. A four-session practicum augments this course with topics such as Lasallian scholarship, formation presentations and association for mission.
EDUC 214E The Spiritual Journey Continues (3)	This course focuses on more deeply than 214B on the vocation of the educator. Students explore their vocational educational journey through reading, reflection, dialog, prayer and writing.



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EDUC 214F Special topics in Lasallian Education (3)	Content will vary each time the course is offered. May be repeated for credit.
EDUC 235 Creativity in Early Childhood and Elementary Classrooms (1)	Overview of current theoretical models of creativity as they apply to creative activity in early childhood and elementary classrooms. Examination of principles of child development related to creative development. Emphasis on the teacher's role in fostering creativity including the development of the teacher's creativity. Development of teaching strategies and classroom activities for stimulating creative activity.
EDUC 244 Staff Development and Parent Education (3)	Techniques for planning, presenting and evaluating in-service for teachers and parents. Theory, research on effective practices, presentation skills, needs assessment procedures and methods of evaluation and follow-up. Hands-on practice and demonstration of techniques with videotaping and feedback.
EDUC 275 Health Education (1)	Basic principles of health education appropriate for all teachers and counselors. Fostering nutritional and physical well-being and conditioning. Producing effective consumers of health information; developing knowledge and attitudes on the use and misuse of substances, including alcohol, drugs, tobacco, and narcotics.



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EDUC 349 Personal Biography & Human Development (2)	Lifespan exploration from birth through elder adult phases of development. Examination of the unique, complex descriptions of participants' lives, focusing on the progression, meaning and wholeness of diverse relationships and life experiences. Observation of patterns, themes and turning points related to biological, psychological, intellectual, social and career development. Emphasis on the use of personal biography as a self-counseling approach.
EDUC 399 Independent Study (1-8)	Qualified students may undertake special studies under supervision. Prior approval of faculty member and Program Director required. (Approximately 40 hours work expected per credit). Conferences only.
EDUC 501 Grammar and Composition Lab for Graduate Students (1-2)	Designed for graduate-level students, this two-part course reviews modern English grammar, punctuation, and sentence and paragraph construction, and applies these concepts to the writing of formal essays and papers. Part I emphasizes grammar rules and teaches students how to build strong, elegant sentences and avoid common errors, such as sentence fragments, comma splices, misplaced modifiers, and faulty agreement. Part II applies the principles of unity, coherence, and development to building paragraphs and longer documents, and offers practice in APA writing style and format conventions.
EDUC 541 Assessment and Program Planning (3)	Overview of principles of testing, including measures of central tendency, variability and correlation. Evaluation of tests currently used in the public schools. Practice in administration and scoring of representative samples of formal and informal assessment instruments. Emphasis on interpretation of assessment results and writing instructional programs. (12 hours field experience)