



(V) 508.586.3574

www.jonljenmarc.com

(Fax is no longer available.)

FALL 2021
ONLINE PROFESSIONAL DEVELOPMENT GENERAL EDUCATION COURSES
CONTINUING EDUCATION NON-DEGREE

These online, self-paced General Education courses earn 3 graduate credits each (worth 67.5 PDPs) through
SOUTHERN NEW HAMPSHIRE UNIVERSITY
SNHU PDEV courses for FALL 2021 are open for registration from SEPT 1 to DEC 19.
Grades will be available after JANUARY 1.

SNHU Graduate credit PDEV courses are priced at \$255.00 per credit/ \$765.00 per 3 grad credit course.
Please fill out the separate Registration Form and scan/email it to fran.jenmarc@gmail.com
or mail it to JENMARC, 1350 Belmont Street #101, Brockton MA 02301-4430
Once Registration is received, you will be emailed directions/readings/assignments for each course.
Please call the office with any questions at 508.586.3574. Thank you!

GENERAL EDUCATION COURSE DESCRIPTIONS ARE ON THE NEXT PAGE.
GENERAL EDUCATION COURSE REGISTRATION FORM ALSO FOLLOWS.

FALL 2021 courses are available from SEPT 1 to DEC 19, 2021

EDTS 513 JJ Proactive and Successful Classroom Management
3 Graduate Credits Instructor: Francis David Garcea

EDTS 512 JJ The Exceptional Child in the School and Classroom
3 Graduate Credits Instructor: Francis David Garcea

EDTS 510 JJ Families, Schools, and Covid: Strategies to Ease Stress
3 Graduate Credits Instructor: Francis David Garcea

EDTS 511 JJ Learning and Cognition in Covid-Challenged 21st Century Education
3 Graduate Credits Instructor: Francis David Garcea

**EDTS 502 JJ (New #) Relationships, Relevance and Rigor! Three Keys to Classroom
or Zoom/Rm Success**
3 graduate credits Instructor: Francis David Garcea

EDTS 503 JJ The Defiant, Disrespectful Child: Strategies That Work!
3 graduate credits Instructor: Francis David Garcea

EDTS 504 JJ (New #) Maker-Centered Learning for Student Success
3 graduate credits Instructor: Francis David Garcea

EDTS 500 JJ (New #) SEI (ESL) and SPED Best Practices to Enhance All Instruction
3 graduate credits Instructor: Francis David Garcea

**This course satisfies DESE requirements for SEI (ESL) and SPED Re-Certification but is NOT an SEI
Endorsement course.**

EDTS 501 JJ Controversial Issues in American Schools: Pros and Cons
3 graduate credits Instructor: Francis David Garcea



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Brockton, MA 02301-4330



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EDSE 500 JJ (New #) Effects of Trauma on Learning and Development in the Classroom
3 graduate credits Instructor: Francis David Garcea

EDLD 500 JJ (New #) Breaking the School to Prison Pipeline
3 graduate credits Instructor: Charles Virga

PDIE 598 How High Schools Can Engage, Educate, and Empower Youth to be Successful
3 graduate credits Instructor: Charles Virga

PDIE 598 The Importance of Self Efficacy in School Counseling and High School Coaching
3 graduate credits Instructor: Charles Virga

JENMARC/SOUTHERN NEW HAMPSHIRE UNIVERSITY
PROFESSIONAL DEVELOPMENT GENERAL EDUCATION COURSE DESCRIPTIONS
FALL 2021

SNHU PDEV courses for FALL 2021 are open for registration from SEPT 1 to DEC 19.
Grades will be available after January 1.

The following courses have been offered in previous semesters.
These courses are being offered again in the FALL 2021 Semester.

EDTS 512 JJ The Exceptional Child in the School and Classroom

3 Graduate Credits Instructor: Francis David Garcea

Class Dates: Registration is open from Course ends on

Course Description: Students with disabilities present unique challenges for school personnel. In addition to learning to make appropriate referral and placement decisions, teachers, administrators, and school counselors will learn to create learner-centered environments by making behavioral, instructional, and curricular modifications that will enable students with special needs, as well as typical learners, to become successful in regular education school settings.

EDTS 513 JJ Proactive and Successful Classroom Management

3 Graduate Credits Instructor: Francis David Garcea

Class Dates: Registration is open from Course ends on

Course Description: This course explores fundamental strategies to set the classroom stage for learning while helping students of all ages thrive in all education settings from traditional to new-age. The course provides teachers with skills and tools to support student learning providing great insight for both teachers and students that positive behavior is a learned trait which improves every aspect of every individual's growth and life.

EDTS 510 JJ Families, Schools, and Covid: Strategies to Ease Stress

3 Graduate Credits Instructor: Francis David Garcea

Course Description: A study of the relationship between the child, the family and educators, including a study of parent education, family and community lifestyles, child abuse and current issues and problems brought about by the current Covid quarantines and their effects upon both children and families and the many ways these present themselves to teachers on a daily basis. Effective listening and speaking techniques in parent/teacher conferences are developed along with communicating skills. Child care situations and resources are explained and written report examples are developed. The intellectual and emotional growth of children and parents will be taught as well as learning how to develop strategies for managing stressful situations and behaviors.

EDTS 511 JJ Learning and Cognition in Covid-Challenged 21st Century Education

3 Graduate Credits Instructor: Francis David Garcea

Course Description: This course will explore several different theoretical perspectives on learning, cognition, and cognitive development. No single theory can account for all aspects of human learning and cognition. By looking at a variety of theories, a range of principles, perspectives, and tools will be identified that may be useful in understanding learning and teaching in a variety of contexts, especially the context of current Covid-challenges in classrooms and zoom-rooms. Keep in mind that this course is essentially a survey of learning and cognition theories. While this means that there is a lot of ground to cover in a relatively short period of time, there are opportunities for you to delve deeper into personal areas of interest.

EDTS 502 JJ (New #) Relationships, Relevance and Rigor! Three Keys to Classroom or Zoom-room Success

3 graduate credits Instructor: Francis David Garcea

Course Description: This course focuses on the skills students need to be successful in education and life in general. This course demonstrates the importance of integrating rigor, relevance, and relationships into all classroom practice, whether in a traditional classroom, internet chatroom or ZOOM online setting, in order to provide these skills and improve achievement throughout the K-12 system. Educators will develop a deeper understanding of the terms as they are used in academic settings and will have opportunities to reflect on their own practices, engage with new ideas, and apply tools and processes to use with their students in every setting.

EDTS 503 JJ The Defiant, Disrespectful Child: Strategies That Work!

3 graduate credits Instructor: Francis David Garcea

Course Description: Childhood and adolescence can be difficult phases in life to navigate. Youth are trying to figure out who they are, establish their independence, and express themselves. Unfortunately, this process can cause them to act out in an angry, argumentative, spiteful, or rebellious manner and can frequently interrupt instruction, often do poorly academically, and may show little motivation to learn. Certain techniques and strategies tend to work best with these children and youth. This course examines those strategies in the context of both traditional classroom set-ups or online, ZOOM classrooms.

EDTS 504 JJ (New #) Maker-Centered Learning for Student Success

3 graduate credits Instructor: Francis David Garcea

Course Description: To equip the next generation for life and work in the decades ahead, it is vital to support maker-centered learning in various educational environments. This course offers tools and knowledge that can be applied anywhere learning, propelled by social interaction, takes place. This course will explore key principles to encourage educators to focus on strategies which strengthen student responsiveness to learning stimuli. The course outlines several specific strategies, teaching and learning tips, and discussion questions. All who deal with youth will find new perspectives and ideas for their own practice as educators/mentors.

EDTS 500 JJ (New #) SEI (ESL) and SPED Best Practices to Enhance All Instruction

3 graduate credits **Instructor: Francis David Garcea**

This course satisfies DESE requirements for SEI (ESL) and SPED Re-Certification but is NOT an SEI Endorsement course.

Course Description: This course is designed to provide educators the skills to effectively design differentiated content-area instruction to address students' varied linguistic needs. Educators will examine WIDA as a tool to build curriculum objectives, as well as adjust instruction to scaffold students' levels of language proficiency. Using SEI, ESL, and SPED best practices, educators will build instruction that encompasses each aspect of the lesson plan including: preparation, building background, comprehensible input, strategies, interaction, practice and application, delivery, and assessment. Candidates will reflect on listening, speaking, reading, and writing and understand fundamental principles regarding language development in order to support the academic success of all students.

EDTS 501 JJ Controversial Issues in American Schools: Pros and Cons

3 graduate credits **Instructor: Francis David Garcea**

Course Description: In this course, students will explore opposing views of major issues and trends currently facing American schools. Students will be required to formulate their own positions on topics presented and to arrive at conclusions based on examination and analysis of their own beliefs and opinions in light of the assigned readings. Topics include: Standardized Curriculum, "No Child Left Behind", Failing Schools, Privatization of Schools/Education, the Inclusive Classroom, Merit Pay, Single Gender Schools/Classes, Zero-Tolerance Policies and Increased Time in School. Assigned readings will present both sides of each issue. Conversation on all topics with colleagues is encouraged.

EDSE 500 JJ (New #) Effects of Trauma on Learning and Development in the Classroom

3 graduate credits **Instructor: Francis David Garcea**

Course Description: Trauma can have a devastating impact on a child, altering physical, emotional, cognitive and social development. Violence and alarming social disintegration seen in some of our communities can be linked to the escalating cycles of trauma and loss of our children. A flood, tornado, car accident, shooting, death of a friend, classmate or family member or abuse by a caregiver - all challenge a child's beliefs about the stability and safety of his/her world. This course explores the reasons why children who experience trauma and loss act out or drop out at school. Readings will look at the impact of adverse childhood events on cognitive development and provide strategies to help make every classroom a trauma-sensitive and safe learning space.

EDLD 500 JJ (New #) Breaking the School to Prison Pipeline

3 graduate credits **Instructor: Charles Virga**

The goal of this course is to deepen our understanding of issues related to the construction of the school to prison pipeline. The issues that the course will address are inequality, discipline policies, systematic criminalization of youth, the achievement gap, and workings of the prison industrial president complex. The course will also consider the pipeline first and foremost as a manifestation of "structural racism".

PDIE 598 How High Schools Can Engage, Educate, and Empower Youth to be Successful

3 graduate credits **Instructor: Charles Virga**

This course is designed to provide an overview of Social and Emotional Learning and its importance in the lives of students in today's schools. The focus will also address the high school setting and ways in which SEL can be accessed to improve the lives of students and engage, educate and empower them with the main goal of providing a foundation for them to build successful school lives.

PDIE 598 The Importance of Self Efficacy in School Counseling and High School Coaching

3 graduate credits **Instructor: Charles Virga**

An examination of the psychological construct of self-efficacy, related research, and its application across academic and non-academic settings especially school counseling and athletic coaching.



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ONLINE PROFESSIONAL DEVELOPMENT **GENERAL EDUCATION COURSES** REGISTRATION FORM

Scan/EMAIL REGISTRATION FORM TO: fran.jenmarc@gmail.com

or mail it to: Jon L. Jenmarc 1350 Belmont Street, Williamsburg Square #101, Brockton, MA 02301-4430

SEMESTER _____ YEAR _____ Date _____ Please complete all the following information.

Name _____ Male Female Date of birth _____
Last First Initial/Maiden

Street Address _____

City _____ State _____ Zip _____

Phone (cell) _____ (work) _____ email _____

Occupation _____ Employer _____

Citizenship: U. S. Citizen Resident Alien Citizen of _____

Ethnic Origin (optional):

Non-Resident Alien Black, Non-Hispanic American Indian/Alaskan Native Other

Asian/Pacific Islander Hispanic White, Non-Hispanic Explain _____

* These questions are being asked to furnish statistics, as required by the Department of Education

I am registering for: Credit Non-credit

Southern New Hampshire University does not discriminate on the basis of race, creed, national or ethnic origin, or disability in the administration of its education policies, admissions, scholarship and loan programs, employment, or any other rights, privileges or activities involving its students, faculty or staff. SNHU reserves the right to make changes affecting policies, courses, instructors or other changes deemed necessary.

Course #	Course Title	Cr.	Start Date	Course Fee
				\$ 765.00

Please make check payable to: Jon L. Jenmarc, Educ Consultants

Date paid _____ Amount paid _____ Payment Method: Check Money Order MC/VISA/AMEX
Card number _____ Expiration date _____
Cardholder's name _____ Signature _____
Cardholder's billing address _____