Online Enrollment

Online Enrollment: All current graduate education students enroll in courses through their Baker Student Portal. Students who have not yet taken a course must contact their Enrollment Advisors to enroll. Current students who did not take a course in the last enrollment session may need to contact their Academic Advisor to enroll. Please read the following information carefully prior to your enrollment date to help ensure your success in online enrollment.

Advising: Current students should contact their Academic Advisor prior to enrollment and request a degree progress audit to confirm needed coursework. Education students may contact their advisor at 913.491.4432 ext. 6036 or education@bakerU.edu.

Dropping/Adding a Course: To drop or add a course after enrollment closes, contact an Academic Advisor at education@bakerU.edu or 913.491.4432 ext. 6036. To officially drop a course, students must email their Academic Advisor using their Baker student email account.

Note: MSSL students may enroll in only one MAS course per term.

No student in any program may take more than 6 credit hours per term.

Important Dates and Policies:

Books: Students are required to purchase their own textbooks and course resources. Required text and course material information is available in the Baker Student Portal and in this schedule under the course descriptions. Books may be purchased or rented from the Baker Bookstore online at www.bakerU.edu. Baker University reserves the right to make revisions to book and course materials information as necessary without incurring obligation.

Technology Fees: A $30 non-refundable technology fee is assessed for each course.

Tuition: $375 per credit hour*

*An early tuition discount of $30 per credit hour is granted for payments received by April 2, 2015 for Summer I, and June 5, 2015 for Summer II. To take advantage of the Early Tuition Discount, student accounts must be paid in full by the Early Tuition Deadline.

Enrollment Dates: Online enrollment for current, degree-seeking Education students opens according to the following schedule:

Monday, March 16th - 9:00 a.m. 
Students who have completed 24+ Baker credit hours by the end of Spring II and all MSSL cohort, MSSL Licensure only and MST students.

Tuesday, March 17th - 9:00 a.m.
Students who have completed 18+ Baker credit hours by the end of Spring II.

Wednesday, March 18th - 9:00 a.m.
Students who have completed 12+ Baker credit hours by the end of Spring II.

Thursday, March 19th - 9:00 a.m.
Students who have completed fewer than 12 Baker credit hours by the end of Spring II.

NEW STUDENTS: Enrollment for new degree-seeking students begins Thursday, March 19th at 9:00 a.m. All newly admitted students must contact their Enrollment Advisor at 913.344.1203 to enroll.

Monday, March 16th - Online enrollment for both Summer terms opens according to credit hours earned.

Thursday, April 2nd - Early Tuition Deadline for Summer I. to receive the Early Tuition discount, all fees and tuition must be paid by 5:00 p.m., or if using Financial Aid, all paperwork must be completed.

Friday, April 17th - Online enrollment for Summer I closes. All tuition and fees must be paid in full by 5:00 p.m. Students who have not paid in full will be administratively withdrawn from courses. To enroll after this date, call 913.491.4432 ext. 6036.

Friday, June 5th - Early Tuition Deadline for Summer II. To receive the Early Tuition discount, all fees and tuition must be paid by 5:00 p.m., or if using Financial Aid, all paperwork must be completed.

Friday, June 19th - Online enrollment for Summer II closes. All tuition and fees must be paid in full by 5:00 p.m. Students who have not paid in full will be administratively withdrawn from courses. To enroll after this date, call 913.491.4432 ext. 6036.

Online Enrollment Tutorial: An Online Enrollment tutorial is available through your Baker Student portal and on the last page of this schedule.

Cancellation of a course: All scheduled courses are subject to sufficient enrollment. Baker University reserves the right to cancel courses or make other revisions as necessary, including book and course materials information, and to do so without incurring obligation. The information in this schedule is based on conditions at the time of publishing and is subject to change. Consult the online Baker University Catalog or Student Handbook for specific details concerning cancellations, refund policies, and academic requirements.
General Information

Transfer hours: Degree seeking students in the MAEd program are limited to six (6) total hours of transfer credit, which includes graduate level courses from regionally accredited institutions, Baker University Continuing Education/Professional Development courses, or a combination of both (not to exceed six semester credit hours). All credits considered for transfer must have been completed prior to entering the degree program and must meet all the requirements stated in the Baker University Catalog (available at www.bakerU.edu) and GSOE Student Handbook.

Withdrawals and Refunds: Requests to withdraw from a course must be sent to your Academic Advisor or education@bakerU.edu via your Baker student email. The refund schedule for official withdrawal from a course is as follows:

- Prior to the first class meeting (first class for online courses begins at 12:01 a.m. the date the course begins), 100% tuition refunded.
- Prior to the second class meeting (second class for the online begins at 12:01 a.m. 1 week from the date the course begins), 90% tuition refunded.
- After the second class meeting, no tuition refund.

Financial aid information: To request information about federal student loan programs, call 913.491.4432

Transcript requests: Official transcripts may be requested by submitting a written request. The request form is in the Student Portal under the “Resources” tab. Requests are only processed after receipt of a signed request with payment for students whose Baker account is not past due. Allow 3-5 business days for processing.

Portfolio Requirements: MAEd students must complete a program portfolio before graduating. MAEd portfolio requirements are addressed in EDU 5997. See box below for details.

Intent to Graduate Forms: December graduates must file an “Intent to Graduate” form online at www.bakerU.edu and pay the $75 graduation fee by Oct 1. If summer program completers want a degree posted by the end of August, they must complete the “Intent to Graduate” form by June 1.

Enrollment Technology Assistance: Technological assistance with online registration is available M-TH from 9:00 a.m. - 5:30 p.m. and Friday from 8:30 a.m. to 4:30 p.m. Go to www.bakerU.edu/helpdesk2.

Master of Arts in Education (MAEd)
Portfolio Course (EDU 5997)

MAEd students intending to complete degree requirements by August 2015 must contact their Academic Advisor to enroll in EDU 5997 in Summer I.

Attendance at this non-credit, non-fee course is required for the initial meeting.

Monday, May 11, 2015
4:45 p.m. - 6:00 p.m.
Overland Park Campus
7301 College Blvd., Room 115

Tuesday, May 12, 2015
4:45 p.m. - 6:00 p.m.
Wichita Campus
3450 N. Rock Rd., Bldg. 400, Room 5

Access Baker information online with MY BAKER PORTAL

Now you can access the following information online:
- Schedule, classroom, and instructor information
- Grades
- Instructor Contact Information
- Unofficial Transcript
- Required book and course materials

Accessing MY BAKER PORTAL
- Go to www.bakerU.edu
- Click on the “Take me to . . .” button located in the top left-hand corner of Baker’s homepage
- Click on Portal
- Select Graduate & Working Adult Campuses
- Go to Student Portal Homepage
- First time users select Create a New Account and follow the directions to set up your account

Portal Account Creation Instructions available on “Current Students” page

Need help? Go to www.bakerU.edu/helpdesk2
As of Fall 2013, new MAEd students must choose one of the four concentrations listed in the matrix below. Students must declare their concentration before enrolling in their first elective. Students should contact their Enrollment or Academic Advisor for the "Declaration of Concentration" form, and submit completed forms to their Academic Advisor.

To remain current with emerging trends and best practices in education, additional concentration courses are developed as needed.

See the course schedule for specific course offerings.

**These courses are approved for more than one concentration.

<table>
<thead>
<tr>
<th>Technology Concentration (Tech)</th>
<th>Multi-cultural Classrooms and Student Diversity Concentration (Div)</th>
<th>Curriculum and Instruction Concentration (C &amp; I)</th>
<th>Generalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5312** The Connected Educator</td>
<td>EDU 5260 Methods of Teaching English as a Second Language</td>
<td>EDU 5031 Enhancing Meaningful Learning</td>
<td>Students choose 6 education electives from courses listed in any of the three concentrations.</td>
</tr>
<tr>
<td>EDU 5299** Classroom Transformation Through Digital Applications</td>
<td>EDU 5261 Differentiated Literacies for English Language Learners</td>
<td>EDU 6002 Connecting Data to Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>OTL 5100 Best Practices in Online Learning</td>
<td>EDU 5262 Sheltered Instruction Observation Protocol (SIOP) for ELL</td>
<td>EDU 5299** Classroom Transformation Through Digital Applications</td>
<td></td>
</tr>
<tr>
<td>OTL 5300 Assessing and Evaluating Online Teaching and Learning</td>
<td>EDU 5254 Teacher as Counselor</td>
<td>EDU 5286 ** Focus on Comprehension Instruction</td>
<td></td>
</tr>
<tr>
<td>OTL 5400 Active Learning in the Online Learning Environment</td>
<td>EDU 5255** Multicultural Literature for the Adolescent</td>
<td>EDU 5530** Validating Student Achievement</td>
<td></td>
</tr>
<tr>
<td>OTL 5500 Web 2.0 Tools for Tomorrow’s Learner</td>
<td>EDU 5049** Inclusion: Students with Exceptionalities</td>
<td>EDU 5049** Inclusion: Students with Exceptionalities</td>
<td></td>
</tr>
<tr>
<td>EDU 5322 Issues and Ethics with Technology Integration</td>
<td>EDU 5506** Classroom Management and Student Engagement</td>
<td>EDU 5373 Balanced Literacy: Reading and Writing Instruction</td>
<td></td>
</tr>
<tr>
<td>EDU 5033** School Improvement in the 21st Century</td>
<td>EDU 5299** Classroom Transformation Through Digital Applications</td>
<td>EDU 5506** Classroom Management and Student Engagement</td>
<td></td>
</tr>
<tr>
<td>EDU 5313** Enhancing Instruction with Technology</td>
<td>EDU 5033** School Improvement in the 21st Century</td>
<td>EDU 5033** School Improvement in the 21st Century</td>
<td></td>
</tr>
<tr>
<td>EDU 5286 ** Focus on Comprehension Instruction</td>
<td>EDU 5530** Validating Student Achievement</td>
<td>EDU 5255** Multicultural Literature for the Adolescent</td>
<td></td>
</tr>
<tr>
<td>EDU 5323** Technology as Intervention</td>
<td>EDU 5286 ** Focus on Comprehension Instruction</td>
<td>EDU 5313** Enhancing Instruction with Technology</td>
<td></td>
</tr>
<tr>
<td>EDU 5325** Google Tools for Educators</td>
<td>EDU 5325** Technology as Intervention</td>
<td>EDU 5312** The Connected Educator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU 5258 Teacher and Para Collaboration to Promote Student Learning</td>
<td>EDU 5325** Google Tools for Educators</td>
<td></td>
</tr>
</tbody>
</table>
# Summer I, 2015 Schedule of Courses

**Early Tuition Deadline: April 2, 2015**

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Course No.</th>
<th>Required/Concentration</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overland Park campus on-ground courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>5/11/15</td>
<td>EDU 5997</td>
<td>R</td>
<td>MAEd Portfolio - contact Academic Advisor to enroll</td>
<td>B. Teppe</td>
<td>4:45 p.m. - 6:00 p.m.</td>
</tr>
<tr>
<td>M</td>
<td>4/27/15</td>
<td></td>
<td></td>
<td>MSSL Orientation (required if enrolled in MAS 5010)</td>
<td>K. Uhlenhake</td>
<td>5:00 p.m. - 8:00 p.m.</td>
</tr>
<tr>
<td>M</td>
<td>5/4/15 - 6/22/15</td>
<td>MAS 5010</td>
<td></td>
<td>Foundations of Educational Administration</td>
<td>T. Brady</td>
<td>6:00 p.m. - 10:00 p.m.</td>
</tr>
<tr>
<td>M</td>
<td>5/4/15 - 6/22/15</td>
<td>MAS 5070</td>
<td></td>
<td>School Planning, Operations, and Finances</td>
<td>G. George</td>
<td>6:00 p.m. - 10:00 p.m.</td>
</tr>
<tr>
<td>TH</td>
<td>5/7/15 - 6/25/15</td>
<td>MAS 5080</td>
<td></td>
<td>The Ethical Building Leader</td>
<td>D. Scott</td>
<td>6:00 p.m. - 10:00 p.m.</td>
</tr>
<tr>
<td>TH</td>
<td>5/7/15 - 6/25/15</td>
<td>MAS 5040</td>
<td></td>
<td>Curriculum and Instruction for Administrators</td>
<td>L. Wilson</td>
<td>6:00 p.m. - 10:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>No Class 5/25/15 — 5/31/15 (Memorial Day week)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>5/12/2015</td>
<td>EDU 5997</td>
<td>R</td>
<td>MAEd Portfolio</td>
<td>B. Teppe</td>
<td>4:45 p.m. - 6:00 p.m.</td>
</tr>
<tr>
<td>TH</td>
<td>5/7/15 - 6/18/15</td>
<td>MAS 5080</td>
<td></td>
<td>The Ethical Building Leader</td>
<td>B. White</td>
<td>5:30 p.m. - 9:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>Wichita campus on-ground courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/4/15 - 6/28/15</td>
<td>EDU 5031</td>
<td>C &amp; I</td>
<td>Enhancing Meaningful Learning</td>
<td>J. Reynolds</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>5/4/15 - 6/28/15</td>
<td>EDU 5102</td>
<td>R</td>
<td>Assessment Strategies</td>
<td>N. Miller</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>5/4/15 - 6/28/15</td>
<td>EDU 5111</td>
<td>R</td>
<td>Enhancing Communication and Embracing Understanding</td>
<td>TBA</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>5/4/15 - 6/28/15</td>
<td>EDU 5531</td>
<td>R</td>
<td>Today’s Learner</td>
<td>T. Reiser</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>5/4/15 - 6/28/15</td>
<td>OTL 5500</td>
<td>Tech</td>
<td>Web 2.0 Tools for Tomorrow’s Learner</td>
<td>E. Langhorst</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Class 5/25/15 — 5/31/15 (Memorial Day week)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**R** = Required EDU course for the MAEd program  
**Tech** = Technology concentration course for the MAEd program/Technology course for MSSL program  
**Div.** = Multi-cultural Classrooms and Student Diversity concentration course for the MAEd program  
**C & I** = Curriculum and Instruction concentration course for the MAEd program

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**Program Planning Note:**  
Baker University cannot guarantee Summer II grades or official transcripts reflecting Summer II grades are prepared for school districts by September 1st. If you need to complete your program before the upcoming school year, please ensure all course work (excluding the DFE or the MAEd portfolio) are completed by the end of Summer I.

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**Enrollment opens according to the following schedule:**

- **Monday, March 16th, 2015 - 9:00 a.m.** - Students who have completed 24+ Baker credit hours by the end of Spring II and all MSSL cohort, MSSL Licensure only and MST students.
- **Tuesday, March 17th, 2015 - 9:00 a.m.** - Students who have completed 18+ Baker credit hours by the end of Spring II.
- **Wednesday, March 18th, 2015 - 9:00 a.m.** - Students who have completed 12+ Baker credit hours by the end of Spring II.
- **Thursday, March 19th, 2015 - 9:00 a.m.** - Students who have completed fewer than 12 Baker credit hours by the end of Spring II.
## Summer II, 2015
### Schedule of Courses

**Overland Park campus on-ground courses**

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Course No.</th>
<th>Required/Concentration</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>7/7/15 - 8/18/15</td>
<td>MAS 5030</td>
<td></td>
<td>School Personnel</td>
<td>TBA</td>
<td>6:00 p.m. - 10:00 p.m.</td>
</tr>
<tr>
<td>T</td>
<td>7/7/15 - 8/18/15</td>
<td>MAS 5050</td>
<td></td>
<td>Student Services, Climate, and Programs</td>
<td>H. Frye</td>
<td>6:00 p.m. - 10:00 p.m.</td>
</tr>
<tr>
<td>W</td>
<td>7/8/15 - 8/19/15</td>
<td>MAS 5060</td>
<td></td>
<td>Legal and Ethical Issues of School Leadership</td>
<td>TBA</td>
<td>6:00 p.m. - 10:00 p.m.</td>
</tr>
<tr>
<td>TH</td>
<td>7/9/15 - 8/20/15</td>
<td>MAS 5020</td>
<td></td>
<td>Organizational Health and Performance</td>
<td>J. Smith</td>
<td>6:00 p.m. - 10:00 p.m.</td>
</tr>
</tbody>
</table>

**Online Courses**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course No.</th>
<th>Required/Concentration</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/6/15 - 8/23/15</td>
<td>EDU 5049</td>
<td>C &amp; I/Div</td>
<td>Inclusion: Special Students with Exceptionalities</td>
<td>C. Boggs</td>
<td>online</td>
</tr>
<tr>
<td>7/6/15 - 8/23/15</td>
<td>EDU 5101</td>
<td>R</td>
<td>Learning Theories and Instruction</td>
<td>E. Miller</td>
<td>online</td>
</tr>
<tr>
<td>7/6/15 - 8/23/15</td>
<td>EDU 5102</td>
<td>R</td>
<td>Assessment Strategies</td>
<td>N. Miller</td>
<td>online</td>
</tr>
<tr>
<td>7/6/15 - 8/23/15</td>
<td>EDU 5103</td>
<td>R</td>
<td>Curriculum Development and Design</td>
<td>A. Nelson</td>
<td>online</td>
</tr>
<tr>
<td>7/6/15 - 8/23/15</td>
<td>EDU 5258</td>
<td>Div.</td>
<td>Teacher and Para Collaboration to Promote Student Learning</td>
<td>B. Clavena-Deane</td>
<td>online</td>
</tr>
<tr>
<td>7/6/15 - 8/23/15</td>
<td>EDU 5322</td>
<td>Tech.</td>
<td>Issues and Ethics with Technology Integration</td>
<td>L. Moyers</td>
<td>online</td>
</tr>
<tr>
<td>7/6/15 - 8/23/15</td>
<td>EDU 5312</td>
<td>C &amp; I/Tech.</td>
<td>The Connected Educator</td>
<td>M. Jeans</td>
<td>online</td>
</tr>
<tr>
<td>7/6/15 - 8/23/15</td>
<td>EDU 5506</td>
<td>C &amp; I/Div</td>
<td>Classroom Management and Student Engagement</td>
<td>J. Lloyd</td>
<td>online</td>
</tr>
<tr>
<td>7/6/15 - 8/23/15</td>
<td>OTL 5100</td>
<td>Tech.</td>
<td>Best Practices in Online Learning</td>
<td>TBD</td>
<td>online</td>
</tr>
</tbody>
</table>

R = Required EDU course for the MAEd program  
Tech = Technology concentration course for the MAEd program/Technology course for MSSL program  
Div. = Multi-cultural Classrooms and Student Diversity concentration course for the MAEd program  
C & I = Curriculum and Instruction concentration course for the MAEd program

**Note:** EDU 5120 Action Research and EDU 5121 Inquiry and Research are only offered in the spring and fall terms due to the nature of course requirements. Please plan your program accordingly.

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## December 2015 Commencement

Check your Baker email account for dates, times, and announcements regarding December Commencement.

**Intent to Graduate Forms:** December graduates must file an “Intent to Graduate” form online and pay the $75 graduation fee by October 1, 2015. If summer program completers want a degree posted by the end of August, they must complete the “Intent to Graduate” form by June 1, 2015.

Go to [https://www.bakeru.edu/commencement/intent-to-graduate](https://www.bakeru.edu/commencement/intent-to-graduate). Additional information regarding graduation is available in the links on the left hand side of this website.
Course Descriptions

Education Courses — On-ground

EDU 5997 MAEd Portfolio
Each MAEd student seeking program completion must submit a professional portfolio that consists of course artifacts and reflections. The MAEd portfolio is a learning repository, documenting each student’s personal growth and professional development and addressing program and course objectives and application of course content in Preschool-12 classrooms. Students receive guidance on conceptualization and documentation for inclusion in the portfolio in EDU 5111, and an explanation of the MAEd portfolio is found on the Baker University website. Students enroll in the portfolio the semester before the intended graduation, completing and submitting the portfolio to TaskStream.(0 credit)
Required text: No text required

School Leadership Courses — On-ground

*MSSL students can enroll in only one MAS course per term.

MAS 5010 Foundations of Educational Administration
This course includes a study of personal and educational leadership applicable to building-level administration at the elementary and secondary level. Participants develop the ability to transfer beliefs and values, leadership theories, and educational research into policy and best practice. Participants study a number of topics related to leadership an administration, including team and community building, time management, theories of motivation, communication practices, societal expectations, organizational change, and the process of achieving “win-win.” Participants are introduced to the standards provided by the Interstate School Leader Licensure Consortium (ISLLC) in preparation for the licensing examination later in the program. MSSL Core Course *(This course must be completed prior to enrollment in any other school leadership course). (3 credits)*
School Leadership that Works by Robert Marzano, Timothy Waters, and Brian A. McNulty; ISBN: 9781416602279
Seven Habits of Highly Effective People by Stephen Covey; ISBN: 9780743269513

MAS 5020 Organizational Health and Performance
This course provides participants with leadership skills needed to manage, make decisions, and guide a healthy organization. Participants develop an understanding of organizational culture and climate characteristics important in a collaborative learning organization. Participants increase skills for using the technology needed to collect and analyze data for classroom enhancement. Prerequisite: MAS 5010. MSSL Core Course (3 credits)

MAS 5030 School Personnel
This course provides participants with the expertise to select, supervise, evaluate, empower, and provide development for school personnel. Participants study important constitutional, moral, legal, liability, ethical, and policy issues that relate to employment rights and practices. Participants enhance interpersonal skills that develop two-way communications with personnel. The course introduces the skills to maintain personnel records, develop policies and procedures handbooks, document personnel recommendations, and budget for personnel needs. Participants learn to use technology for personnel management and classroom enhancement. Prerequisite: MAS 5010. MSSL Core Course (3 credits)

MAS 5040 Curriculum and Instruction for Administrators
This course provides participants with leadership skills to develop a building mission and vision relating to curriculum and instruction. Participants become knowledgeable about how to create curriculum and instruction consistent with the district’s program and objectives. A variety of instructional strategies and models support by research and best practices, and a variety of methods and tools used to monitor and assess the curriculum are examined. Prerequisite: MAS 5010. MSSL Core Course (3 credits)
Required texts: Mapping the Big Picture by Heidi Hayes Jacobs; ISBN: 9780871202864

MAS 5050 Student Services, Climate, and Programs
This course is designed to provide students with the leadership skills necessary to create discipline practices and a school environment that maintains a safe, orderly, and student centered climate; provide for student governance, organizations, clubs, and co-curricular activities; provide for the any different needs of a diverse student population; and provide for student support services, including sponsors for activities, counseling, transportation, and food service. Participants develop an understanding of the processes and responsibilities of monitoring student activities, legal liability issues, due process procedures relating to suspension and expulsion, and disciplinary procedures. Participants demonstrate the interpersonal, communication, and processing skills necessary to involve students in the creation, improvement, and maintenance of student and school policies, activities, and programs. Prerequisite: MAS 5010. MSSL Core Course (3 credits)

MAS 5060 Legal and Ethical Issues of School Leadership
This course is designed to prepare aspiring building level leaders to address issues in the legal structure of public education and to become skilled in locating and using resources pertaining to changing laws and court decisions. Problems will be presented for solution that will increase understanding of ethical issues facing school leaders. Prerequisite: MAS 5010. MSSL Core Course (3 credits)

MAS 5070 School Planning, Operations, and Finances
This course will prepare building level leaders to manage the planning, maintenance, and support of the school for the best learning environment. Major topics include issues of financial policies and practices, budgeting, funds control and accountability, and school planning and operations. Legal issues to be considered in school operations and management will be addressed. Prerequisite: MAS 5010. MSSL Core Course (3 credits)
What Every Principal Should Know About Operational Leadership by Jeffery Glanz; ISBN: 9781412915915

MAS 5080 The Ethical Building Leader
Candidates gain perspective of the ethical and moral aspects of building level leadership and of how building leaders impact and influence the larger community. Candidates examine moral conflicts
Course Descriptions

within sustainable leadership practice, increasing leadership skills that assure success of all students and acting with integrity, fairness, and in an ethical manner. Candidates develop and demonstrate leadership skills in the following: understanding and modeling ethical behavior; professional values of democracy, equity, and diversity; moral and legal consequences of decision-making; and social justice. Prerequisite: MAS 5010. MSSL Core Course (3 credits) Required text: Ethical Educational Leadership in Turbulent Times 2nd ed. by Joan Poliner Shapiro and Steven Jay Gross; ISBN: 9780415895118

Education Courses — Online

EDU 5031 Enhancing Meaningful Learning
This course is designed to challenge students to reflect on current strategies, innovations, and philosophies that are impacting education and the classroom today. Participants create learning activities to enhance classroom learning. (3 credits) Required text: The Differentiated Classroom 2nd ed. by Carol Ann Tomlinson; ISBN: 9781416618607

EDU 5033 School Improvement in the 21st Century
Candidates research current school improvement efforts on policy, curriculum, and instruction and examine relevant educational trends' influence on student achievement. Candidates turn research into action by choosing, adapting and implementing ways to help students become active partners in their learning. Candidates recognize their own abilities to think critically and find ways to promote their students' lifelong critical thinking skills. (3 credits) Required text: Transformational Teaching in the Information Age by Thomas Rosenbrough and Ralph Leverett; ISBN: 9781416610908

EDU 5049 Inclusion: Students with Exceptionalities
Candidates examine current legislation and litigation of special education services, including least restrictive environment and due process procedures. Candidates identify the essential characteristics of inclusive education and apply theory to practice by examining educational plans and finding ways to modify instruction for students with exceptionalities. (3 credits) Required text: Creating Inclusive Classrooms: Effective and Reflective Practices 7th ed. by S. J. Salend; ISBN: 9780137030743

EDU 5101 Learning Theories and Instruction
Past and present learning theories are examined. Participants expand their awareness in the area of research-based instructional strategies and effective lesson design. Beliefs about learning and best teaching practices are reviewed. Students rely on their learning and practice of instruction and teaching, MAEd Core Course (3 credits) Required texts: See My Baker Portal

EDU 5102 Assessment Strategies
This course expands awareness of multiple strategies for assessing the progress of students and increases abilities to utilize standardized tests, for both formal and informal modes of assessment. Student design a project that outlines the use of varied modes of assessment. MAEd and MSSL Core Course (3 credits) Required text: Classroom Assessment: What Teachers Need to Know 7th ed. by James Popham; ISBN: 9780132688600

EDU 5103 Curriculum Development and Design
This course assists students in understanding and applying the rationale for integrated case studies. Current and projected styles of curriculum are assessed and the course project features designing a model curriculum. MAEd Core Course (3 credits) Required text: Understanding by Design by Grant Wiggins and Jay McTighe; ISBN: 9780131950849 Understanding by Design Workbook by Grant Wiggins and Jay McTighe; ISBN: 9780871208552

EDU 5111 Enhancing Communication and Embracing Understanding
This course includes lessons in both written and oral communication and lessons to increase understanding of student diversity. The course content covers APA standards and provides opportunity to practice pre-writing, writing, editing, and reflection. Candidates confront issues of diversity that affect student learning through a 7-hour practicum that includes interaction with exceptional students from diverse groups* (students not their own) in P-12 diverse settings*. [*Diverse groups and settings include at least two of the following different from your own classroom: ethnic/racial/cultural, socioeconomic, disability/special education, and linguistic. (ELL)] MAEd Core Course (3 credits) Required texts: A Framework for Understanding Poverty by Ruby Payne; ISBN: 9781938248016 The Glass Castle by Jeannette Walls; ISBN: 9780743247542 A Pocket Style Manual by Diana Hacker and Nancy Sommers; ISBN: 9780312542542

EDU 5258 Teacher and Para Collaboration to Promote Student Learning
Candidates research teaching and learning in a collaborative classroom environment and examine effective strategies, techniques, and best practice in co-teaching with a para educator. Candidates focus on finding ways to increase access of the general education curriculum to students with disabilities in the regular classroom. The candidate completes the course with a long range plan for initiating a co-teaching model or improving an existing co-teaching model in his/her school building or district. (3 credits) Required text: A Guide to Co-Teaching by Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin; ISBN: 9781452257785

EDU 5266 Focus on Comprehension Instruction

EDU 5312 The Connected Educator
Candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Candidates use social media and personal learning networks to create, promote, and sustain a dynamic, digital-age learning culture. Candidates use digital tools and recourses to enhance their personal productivity, organizations, and professional practice and model lifelong learning. Technology course (3 credits) Required text: No text required
Course Descriptions

EDU 5313 Enhancing Instruction with Technology
Candidates explore and experiment with multiple types of technologies to facilitate and inspire student learning and creativity. Candidates research and evaluate current trends and tools that can enhance instruction and engage the 21st Century Learner. Candidates develop technology-enriched learning environments that encourage learners to facilitate and take ownership in the learning process. Technology course (3 credits)
Required text: See My Baker Portal

EDU 5322 Issues and Ethics with Technology Integration
Candidates increase awareness of national standards, copyright laws, and district policies governing technology and show understanding of the meaning of digital citizenship and the effect on today’s students. Candidates address ethical behavior and etiquette in the integration of technology in their classrooms and show an understanding of safe, legal, and responsible technological social interactions. Candidates use digital tools to create educational activities through technology for a diverse student population and to promote student learning, higher order thinking skills, and communication and collaboration with the larger digital society. Technology course (3 credits)

EDU 5325 Google Tools for Educators
Today’s Google tools can be implemented in meaningful ways in the classroom, increasing curriculum efficiency, collaboration, and student engagement. Candidates learn how to use the following tools and application to research, create, and share a variety of classroom projects: Google Drive, Google Calendar, Google Earth & Maps, Google Sites, Google Search Engine, YouTube, Chrome Browser and more. Technology course (3 credits)
Required text: No text required

EDU 5506 Classroom Management and Student Engagement
Candidates review proactive classroom management strategies that improve student learning. Candidates practice strategies that increase student motivation and student engagement and explore ways to increase student self-control and problem solving skills. (3 credits)
Required text: See My Baker Portal

EDU 5531 Today's Learner
This course explores the changing face of classroom students through current research on academic success. This course examines how classroom diversity has implications for curriculum, instruction, and school climate. Participants learn about building strengths in their classroom students, fostering resiliency, and creating supportive environments and relationships to encourage academic and social growth. MAEd Core Course (3 credits)
Required texts: How to Teach Students Who Don’t Look Like You by Bonnie Davis; ISBN: 9781452257914

OTL 5100 Best Practices in Online Learning
Students study and consider best practice in cybergogy by developing strategies, concepts, and areas of consideration when beginning or revising an online course. Content includes a consideration of course aesthetics, online activities, and course enhancement although many aspects of cybergogy compare to a face-to-face course, certain nuances and differences need particular consideration. Successful completion of this course assists future online instructors consider those differences. Technology course (3 credits)
Required text: See My Baker Portal

OTL 5500 Web 2.0 tools for Tomorrow’s Learner
Students explore and implement Web 2.0 tools for online learning and topics that support development and exploration of such innovative tools in the educational environment. Following the International Society for Technology in Education (ISTE) National Educational Standards and Indicators, students identify different features and benefits of using Web 2.0 tools that will support effective teaching and learning practices. Technology course (3 credits)
Required text: See My Baker Portal

Locating Books for your classes with MY BAKER PORTAL

Step 1: Choose Academics
Step 2: Choose Your Class Schedule
Step 3: If need be, select the correct term in the pull-down in the View by Term
Step 4: Choose View by: LIST
Step 5: Right under the LIST is an option for WEEK. Pull down the WEEK menu and select the week that your course begins
Step 6: On the class that you want the information, select Click for Details
Step 7: Scroll down and you should be able to view the book information under Book(s) Requirements
Enroll online with MY BAKER PORTAL

Step 1: Do you have a Baker Portal account?
   a. Yes - log in to your account and go to **My Academics**.
   b. No - go to www.bakerU.edu and click **Portal, Graduate & Working Adult Campuses, Student Portal Homepage**. First time users select “Create a New Account” and follow the directions.

Step 2: Once logged in to My Baker Portal, go to the **Academics tab** and click **Online Registration**.

Step 3: Select **Term** and click Begin **Online Registration**.

Step 4: The next window allows you to search for courses for the particular term chosen in Step 3.

Step 5: Once you find a course, click on the (+) sign to view what sections are available.

Step 6: To select the course and section, click on the green (+) sign. This adds it to your selected courses tab.

Step 7: Once all the desired courses are selected, click on **Proceed to Final Step**.

Step 8: Click **Register/Drop Courses** to finish the process. **If you do not click on this button you are NOT enrolled in the courses selected.**

* Don’t forget step 8!